DProf (Coaching Psychology)

Research Project

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i·coachacademy

To explore how coaches experience the challenge of developing their own professional practice

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National Centre for Work Based Learning Partnerships

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GLOSSARY

Applied Coaching	Participants are required to coach. Applied coaching means delivering coaching with clients.
BPS	British Psychological Society
Coaching Framework	The development of an individual coaching framework and model is core to the i-coach programme design. More detail on the framework can be found in section 2.4.4
Continued Professional Development (CPD)	At i-coach this has two meanings one is as a day on an education programme where participants engage in skill practice in learning trios and receive feedback against criteria and also participate in professional supervision. The other is that open events and anything which contributes to coaches further development is called Continued Professional Development
Co-researcher	Students on the i-coach academy programmes in UK and SA who contributed to this research by participating in an interview and offering their reflective assignments. There were 3 co-researcher sample groups in this study.
EMCC	European Mentoring and Coaching Council
ICF	International Coaching Federation
Learning Modules	Element of the i-coach programme design which includes opportunities for students to meet with
Level 4 and Level 5 Credits	Academic criteria levels, level 4 is postgraduate/masters level; level 5 is doctorate level
NCWBLP	National Centre for Work Based Learning Partnerships
Participant	Students on the i-coach academy programme in UK and SA who contributed to this research by completing an online questionnaire and commenting on the significant statement (appendix 5). This group of participants are also be referred to as sample group 4.
PDF	Professional Development Foundation
Received Coaching	Participants are required to engage a coach and receive coaching during their programme – the purpose of this activity is twofold. First to experience being a client and the benefits (or not) of receiving coaching. The other is to become aware of another coach's coaching framework and the impact of that framework on the success of the coaching result, the relationship etc.
Supervision	At i-coach, the supervision framework involves three lenses of supervision: personal & interpersonal, professional and systemic. The personal & interpersonal lens is akin to clinical supervision but the emphasis is on working with the coach and their issues which impact the client, not to work with the client who is not in the room. Professional supervision focuses on the enhancement of coaching practice, helping coach's articulate, review and refine tools, techniques. Systemic supervision is helping the coach to become aware of the systems in which they operate and the impact of the systems on their client and coaching and vice versa.

Learning Journey Document	This is the large written assignment at the end of each academic year. It is a critical reflective review of the participants entire journey and comments on both their personal journey as well as their development of their coaching framework.
Accreditation	Recognition by the University of the work done by attending i-coach academy's programme, completing assignments and research. It awards a number of credits for each module which together add up to a qualification.
Wind Tunnel	Metaphor used to describe second year of the programme – place existing coaching framework in the tunnel and blast with variety of theoretical perspectives to test, refine and embed the framework.

ACKNOWLEDGEMENTS

ABSTRACT

"There is nothing more difficult to take in hand, more perilous to conduct or more uncertain in its success than to take the lead in the introduction of a new order of things. Because the innovator has for enemies all those who have done well under the old conditions and lukewarm defenders in those who may do well under the new. This coolness arises partly from fear of the opponents, who have the laws on their side, and partly from the incredulity of men, who do not readily believe in new things until they have had a long experience of them." Nicolò Machiavelli, 1515[1]

Coaching is not new, although over the past decade its popularity has been fuelled by organisational trends which have demanded that leaders learn faster to retain competitive advantage. This rise in demand for coaching has raised questions about the quality of supply, and is driving the establishment of rigorous professional standards for the coaching industry. This exploratory study is concerned with making explicit the 'reality' of developing professional coaching practice. It takes a critical stance towards formal education as an approach to develop and sustain professional coaching practice. The specific intention was to consider the impact of the i-coach academy masters' programme on developing professional practice, with a view to enhancing the programme and ensuring congruence with participants' needs.

The basic theoretical position lies within the field of Phenomenology, which sets out to obtain knowledge about how we think and feel in the most direct ways; it attempts to 'bracket' assumptions we have about things in order to grasp them in their most essential nature.

The project report documents the phenomenological research I undertook with i-coach academy participants in South Africa and the UK from 2002 - 2005. One of the principle intentions was to understand their experience of developing professional practice, separate from the construct of formal education. Equally there was an aim to develop increased clarity about the activities considered most helpful to developing and sustaining professional coaching practice.

The results of this research were used in combination with other materials to enhance the i-coach masters' programme. An educational framework for developing and sustaining professional coaching practice has been documented. The research also points the way to areas for further inquiry and development, which are outlined in the closing chapters.

The experience of the journey to establish a formal framework for the education of professional coaching is reflected well in Machiavelli's quote above. Whilst progress has been made toward establishing a foundation for educating professional coaches, it is also acknowledged that the learning cycles are continuous and the journey is never complete.

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[1] *Extract from The Prince by Nicolò Machiavelli, Written c. 1505, published 1515, Translated by W. K. Marriott*

1. EMERGENCE OF THE RESEARCH QUESTION

1.1. Introduction

This chapter aims to introduce the reader to the broad rationale for pursuing this project and the desired aims, objectives and impact of the research project for all stakeholder groups. Chapter Two will elaborate on the context in which this research question has evolved, the assumptions held and my personal and professional interest in pursuing this particular project. Whilst setting this scene, I will also attempt to document the first phase of the research which was to make explicit my own personal constructs informing this research and the critical reflections I have captured from my active participation in the coaching environment. Thus Chapter 2 forms the first data source of this study. Chapter 3 will offer a description and critique of my research methodology whilst Chapter 4 will outline the research strategy and approach. Whilst the methodology has not altered there were changes to some of the elements of the research process and the data captured from the original research proposal and I will attempt to outline these here whilst reiterating key elements of the original strategy. In Chapter 5, I will discuss the actual data sources and data collection methods and in Chapter 6 will expand on the detail of the analysis process of the various data sources. In Chapter 7, I will

- share the findings,

- attempt to make meaning of the findings

- and demonstrate links to enhancing the design of the i-coach academy programme and other recommendations in Chapter 8.

Finally I will evaluate the intended outcomes for this project. Along the way I will try to make explicit the dilemmas I faced and my own personal reflections on the process. The 'product' of this project is the enhancement of the professional modules of the master's programme and this will be evidenced through links to relevant documentation of the product in appendices.

1.2. Rationale for this project

Today's world is one of accelerating change and increasing complexity and confusion, one that poses questions about the quality of our existence and our co-existence. It challenges us to confront issues around choice of meaning, responsibility, anxiety and conflict daily in our personal and professional lives (Sieler, 2003). This generates demand for the helping professions which support individuals to cope in this complex environment and to see alternative perspectives to the

challenges of daily existence. Interventions like therapy, counselling, mentoring and coaching, support individuals to make sense of and to manage their daily existence.

The popularity of coaching has been fuelled by a number of recent organisational trends. These include the increasing rate of organisational change, the impact of governance scandals such as Enron, World Comm and Shell, the increasing diversity of the workplace and the challenge to the command and control leadership style. These trends have required leaders to "learn faster than [their] competition" in order to sustain competitive advantage (De Geus & Senge, 1997,pX). Thus organisations have begun to engage in proactive leadership development to reduce the costs associated with derailed executives and to embrace the benefits of continuous learning across the organisation (Greco, 2001; Kilburg, 1996c). Coaching has been offered as a safe and objective haven for leaders and executives to develop their ideas, gather, explore and receive feedback and to develop the leadership skills required to be effective in a context of increasing change and uncertainty (Lukaszewski, 1988) (Greco, 2001) (Masciarelli, 1999).

Coaching, whether being delivered by managers, internal or external professional coaches, is now considered mainstream. Business Week (Feb 2002) estimated that there were 15 000 coaches in North America growing at a rate or 200 per month and The Economist (Aug 2002) has quoted the growth rate in executive coaching at 40%. More recent surveys conducted by the CIPD (2004) and increasing memberships of professional associations for Coaches demonstrate that this trend continues. Multinationals such as BP and Unilever now have dedicated resources to source and manage coaching services for their global operations demonstrating that coaching as an intervention is here to stay. However as the demand for coaching increases questions have arisen over the quality of supply. How can you tell a good coach? Do coaches work well with all types of clients and all types of client issues? What do coaches need to be effective coaching in an organisation versus working with an individual on personal development or life transitions? How do we measure the effectiveness of coaching? What is the return on investment (ROI) from coaching?

Currently there is no established profession of coaching. There is no generally recognised and/or regulated professional body with the requisite authority to maintain standards of professional practice. Thus practitioners and clients have no basis on which to benchmark the quality and effectiveness of the coaching they give or receive. There is also limited research directly in the field of coaching and whilst there is research in related fields there is still work to be done to ensure the work of coaching practitioners is based on "coherent methodology grounded in an established and accepted body of knowledge" (Marinoff, 2003).

Chapter 1 – Emergence of the Research Question

So the question arises,: Is it important to have standards and a professional body for coaching? My view is that, like psychotherapists, coaches help bring about important changes for individuals, groups and organizations. This in turn means their clients may be in a life situation or transition which renders them vulnerable and possibly dependent, and it is these occupational conditions that demand a high degree of professional skill and ethical awareness. It is acknowledged that the work of coaches can not only deeply influence their immediate client but can impact other people and relationships. However, one of the struggles faced in establishing professional standards is that the coach's tasks are difficult to regulate through formal rules. Thus it is the individual coach's ethical consciousness, sense of responsibility and professional competence that are critical to ensuring the protection of the clients in their care, and to maintaining the standards of 'the coaching profession'. The complexity of the contracting, boundaries and ethics increases when coaches work in organizations as there likely to be multiple layers of confidentiality and contracting and different "client" roles such as the organization who is paying for the coaching and the "client" / individual who is receiving the coaching.

There are others that agree that it is important to have a professional body and standards for the profession. Numerous organisations are actively attempting to evolve a professional body including the umbrella body the European Mentoring and Coaching Council (EMCC) of which other organisations such as the Association of Coaching and the International Coaching Federation (ICF) are members. ICF is more prevalent in the US, with, currently, 8514 members and operating chapters in 34 countries. The British Psychological Society has also recently acknowledged their members' role in the field of coaching by establishing a special interest group for Coaching Psychologists. At the time of entering the field of coaching, I was surprised by the time it was taking to establish standards and ethics. My colleague, Prof David Lane, who had worked on the establishment of standards for Psychotherapy, explained that that process had taken fifteen years. Thus whilst there is motivation for a professional body and some promising steps have been made, it is likely that this will take time. The question thus remains: until a professional body is firmly established, how do individual clients and organisation clients feel confident in their choice of coach?

i-coach academy's founder, Prof. Mike van Oudtshoorn, started to explore using education as a route to evolve the profession of coaching when he became concerned by the proliferation of coaches, and the impact of inexperienced (however well intentioned) coaches working with individuals and organisations. Prof van Oudtshoorn worked with colleagues Prof. David Lane from The Professional Development Foundation and Prof. Jonathan Garnett at Middlesex University to establish a professional master's degree programme in coaching. This initiative was based on the premise that if coaches were to be more explicit about their purpose and approach to coaching, and clients (organisations & individuals) more aware of the different types of coaching, - their potential benefits

Chapter 1 – Emergence of the Research Question

and limitations - that higher professional standards would occur, with or without a formal regulation body. Thus by increasing the individual coach's ethical consciousness, sense of responsibility and professional competence through education, we can be more assured of their capacity to protect the clients (individuals and organisations) in their care. The selection of an accreditation partner was critical to this endeavour, as it was important to ensure that coaches developed professional competence through the programme and not just theoretical knowledge. Another reason for having an academic partner was to offer clients (individuals and organisations) a benchmark with which they were familiar. Thus clients could make some assumptions about coaches who had successfully completed of a master's degree in their field; that they were prepared to demonstrate their competence both intellectually and professionally in the field of their choice, and that they valued an objective, externally regulated view on their practice.

The i-coach academy has developed a framework and education process with the aim of creating a recognised standard of academic and practice-based excellence to underpin the discipline of coaching. As described above this desire has been driven by a number of the supply concerns facing the field of coaching. This research project aims to explore some of the assumptions held by the i-coach academy, by exploring the experience of coaches who are on the journey to establishing professional coaching practice. The research will look at their experience of the journey to develop individual professional practice and understand more about the activities considered useful to the journey. It is hoped that themes will emerge that will support the improvement and development of the learning process of the i-coach academy's professional education programmes and further the creation of standards for professional coaching practice in the field. I will now outline the aims, objectives and outcomes as proposed in my Programme Plan when I negotiated with the university to undertake this piece of research.

1.3. Aims, Objectives and Outcomes of the project

In my Programme Plan I explained that my research aimed to
- explore how coaches shape their experience to the challenge of developing their own professional practice and establishing their own professional identity, and
- investigate the impact (if any) of the i-coach academy's learning design and curriculum on the development of a coach's professional practice and their professional identity

I also identified the following project objectives:

1. To explore with co-researchers on the i-coach academy programmes in the UK and South Africa (SA) their experience of the focus on the creation of an individual coaching framework and model.

2. To explore with co-researchers their experience of formal versus informal learning activities on the i-coach academy programme and their respective contribution to the development of professional practice.

3. To explore with co-researchers the emphasis on personal development activities versus knowledge transfer activities as a critical incidents for developing their own practice.

A key part of a professional doctorate qualification is to ensure the broad impact of the research project, thus extending beyond my own learning and the learning for i-coach academy to the learning for the broader profession. In my programme plan, I proposed the following outcomes for this project and hope later chapters will reveal the degree to which I have achieved these.

1. To contribute by articulating the "reality" of developing coaching practice through education. Illustrating the demands and challenges individuals face.

2. To enhance future designs of the masters' programme by understanding the impact of experiences (if any) within the i-coach academy's learning process on the development of professional practice.

3. To continue the partnership between i-coach academy and Middlesex University so that the project is of benefit to all parties

4. To write papers and present my research findings at relevant conferences

5. To successfully achieve my Professional Doctorate

These outcomes have been captured in this project report which integrates the achievement of the above outcomes with a critical commentary.

1.4. Summary

This chapter aimed to introduce the reader to the broad rationale for pursuing this project and the desired aims, objectives and outcomes for the research project for all stakeholder groups. In the next chapter I will outline my personal and professional interest in taking on this particular project and make explicit the context and assumptions underpinning the research.

2. CONTEXT AND ASSUMPTIONS

2.1. Introduction

In this chapter I aim to elaborate on the context in which this research has evolved and make explicit the assumptions held in that context. I also aim to introduce the reader to my personal and professional interest in pursuing this particular research project. As I do this, I have integrated my critical reflections from my active participation in the field. These reflections formed the first data source for this research, establishing the background of constructs I and others at the i-coach academy hold for supporting coaches to develop professional coaching practice.

2.2. MY PERSONAL JOURNEY

As part of previous assignments for my professional doctorate, I have reflected in depth about my personal and professional journey both prior to embarking on the doctorate, and through the Advanced Professional Practice (RAL 5) claim. Given that the reader may not have had access to these previous assignments, I consider it useful to briefly highlight the critical incidents that led me to a professional doctorate in coaching and my professional interest in choosing this research project.

2.2.1. Childhood influences

I am the youngest in my family. My parents are Londoners who left the UK in the 1960's to live in South Africa where I was born and educated. Whilst neither of my parents have the tertiary education my sister and I have been afforded, my parents have a strong belief in the value of education and have role modelled success, self responsibility and a proactive work ethic. Both have successfully run their own businesses, my mother in education and my father in marketing and communications. Growing up in South Africa during the apartheid years with 'ex-pat' parents and being at university as the regime began to reconstruct, has also strongly influenced my values and beliefs around diversity, change and responsibility for making a difference in the world. My family experienced the tragic loss of my two brothers early in my life and my exposure to "helping professions" such as psychologists and psychotherapists, was an early experience that informed my beliefs around the value of these types of relationships. Perhaps because I was so young, these positive relationships were a powerful formative influence on my constructs of "being" in the world, learning, education, psychology and "helping" others all of which are key to the way I coach and support others to develop their coaching practice.

2.2.2. Educational influences

It is important for me to highlight that my underpinnings and values about education and business organisations are grounded in my family experiences, and whilst I knew that I would work towards being an autonomous worker, I was surprised to find myself in a profession which so effectively combined the exposure of my early life working in both of my parent's businesses. My own constructs around coaching are drawn from this experience, as well as exposure through my working life.

2.2.3. Professional influences

In brief: My first career was in general management and marketing predominately in the IT and telecommunications sector. I worked with organisations struggling to embrace the business benefits of technology and manage the subsequent change. A lot of my time was spent educating people to reduce their anxiety about the change that technology would bring. As my career evolved I worked in organisations of various sizes and in a variety of roles, both internal (e.g. marketing director) and external (consultant) to the organisation, in both South Africa and London. As a young person in senior management I faced many learning and development challenges and had to be proactive in seeking support as time pressures of the senior team left little time for conversations to offer support or just bounce ideas around. My last internal role was as Marketing Director for an incubator business in NatWest Card Services, which was a joint venture with InterTrust technologies in the USA. When we successfully raised funds from external finance to spin the business out of NatWest, the venture capitalists insisted that all senior managers received coaching to support them with the transition. This was a new experience for me and I relished the opportunity to discuss my ideas and feel supported in what was becoming an increasingly stressful and rapidly changing environment as I continued to be stretched beyond my comfort zone.

2.2.4. Emergence of a Coach

This personal experience of coaching led me to see huge opportunities for supporting young people in senior roles in the IT sector, a common phenomenon at the time. It also made me reflect on the reality of the introduction of technology and how much time we needed to invest in change management for people, versus technology and process change. Whilst many spoke about the need to address "people" change in the midst of technological change, it was my view (and the view of others) that this area was not being sufficiently addressed. Coaching appeared to be one intervention that could be of support and I was interested to explore it. After the Internet bust, I completed my MBA full time at Imperial College. I had always wanted to explore

my own business ideas and perhaps initiate a business and Imperial's focus on entrepreneurship was attractive. For my master's research thesis I studied how coaching could develop leadership competency, and through that established my own consultancy, 2aspire2. In parallel with completing the research and starting the business, I began to explore my own development as a coach through the partnership with the i-coach academy.

2.2.5. Path of growth

Once I began to tackle my own development as a coach, I began to understand the complexity of the role of coach and how much I still needed to learn. My years of undergraduate psychology study, short personal development programmes, NLP practitioner training and years of experiencing psychotherapy of various forms helped to give some grounding, but I needed more. I threw myself back into studies in coaching, psychotherapy and other courses to build my knowledge and repertoire of tools and techniques. As part of this journey and with Professor van Oudtshoorn's guidance, I began my doctorate and began to integrate all that I was learning for myself and for the i-coach academy.

Whilst I had done my MBA, the adult learning approach to education that Prof. van Oudtshoorn espoused was completely new to me. I learnt very quickly how limited the learning design of my MBA had been, due its lack of acknowledgement of these core learning principles. Since 2002 I have worked with, absorbed and rejected many of the ideas and theories proposed for coaching in the market and have evolved and developed my own view. This view has in part been co-created through working with my mentors and colleagues at the i-coach academy, and is documented in 2.4.

The master's programme was not a blank sheet when I joined the i-coach academy, and neither was it formalised. The programme relied heavily on the delivery and intellectual know-how of a few key individuals. Over the period of my research I have become familiar with the rationale for the original design elements, participated in their delivery in two countries, and learnt what has worked and what has not worked, evolving the design and inputs further and creating sub-products. The product of this research is where i-coach academy's master's programme is today, and yet it is by no means concluded as we learn and adjust every programme and every module of every programme in the light of the student group and developments in the field.

2.2.6. Field work

I started this journey by presenting my masters research findings to the pioneer South African MA cohort in 2002. The journey initially drew on my existing skills as I took over the marketing and operational management of i-coach academy and created formal structures to ensure accreditation of the programme. This introduced me to another side of academia through my relations with the Professional Development Foundation (PDF) and National Centre for Work Based Learning Partnerships (NCWBLP). As the business operations became more stable and my own experience and understanding of coaching grew through exposure to the learning principles espoused by Prof. van Oudtshoorn, my role became more focused on student mentoring and programme development and I took on the title of International Programme Director.

2.2.7. Converging paths

It was at this stage that my research proposal was being signed off and the initial phase of research was beginning. This role placed me at the pivotal point for my research aims and outcomes. For whilst I interacted with students during 2002 and early 2003, it was only with the October 2003 cohorts that my role became more intertwined with the students' learning process. As programme director, my involvement included activities such as teaching, mentoring, and assessing and being a primary point of contact for the institution. This role may have been perceived by co-researchers in this project to be one which influenced their success on the programme. I worked hard to made explicit that the "university" had the final say on co-researchers' success in the academic stream and that Prof. van Oudtshoorn had final say on the professional stream. I feel confident that co-researchers in this research project understand that I had no influence on their final results, although new student groups (2005 onwards) would understand the structure differently. This background is important as the co-researcher's perception of me may have impacted their responses in the interview and their assignments were central data sources for the research. In section 4.6, I will describe what steps I took to limit the impact of these perceptions.

In Appendix 9, I outline the programmes I have been involved in as programme director and in some cases faculty and assessor in South Africa and London. All of these experiences have informed the product as I have experimented with new faculty, assignments, and activities over the past few years. This research project is not one of action research and offers different data for me to reflect on as I strive to improve the masters' programme, however experimentation and critical reflection has supported the creation of the product and I have attempted to illustrate highlights of this process in appendices 9 and 10.

Chapter 2 – Context and Assumptions

2.3. A PROFESSION FOR COACHING

2.3.1. Background

As highlighted in chapter one, rapid change and increasing complexity has seen organisations look to the services of external coaches to support business leaders in increasing productivity and maintaining competitive advantage. There is also an increasing number of managers, parents, teachers and community workers recognising the value of using coaching skills to support individuals achieve sustained improvements in personal and organisational performance.

However, as demand for coaches has increased, questions over the quality of supply have arisen. There is currently no formal regulation of coaches and there are few benchmarks. It was against this backdrop in 2001 that Prof Mike van Oudtshoorn founded the i-coach academy and offered a professional masters' degree programme attempting to address these concerns. Its purpose was to establish a benchmark for a new generation of professional coaches wishing to develop professional coaching practice, with sound theoretical underpinnings in business and psychology. At Professor van Oudtshoorn's professorial lecture at Middlesex University in October 2002, he discussed the rationale for and what would be required to create a profession for coaching. Whilst the research demonstrated that people were drawn to coaching from all walks of life (business, psychology, sports, education etc), there was no evidence to support one group's experience as more likely to predict success in coaching than another. However, there was an argument that coaches, like therapists and counsellors, work with clients who are in life situations or transitions which render them vulnerable and possibly dependent, and that coaching impacted beyond the immediate client to other people and personal and professional systems. These occupational conditions, it was argued, demanded a degree of professional competency and ethical awareness that a "profession" afforded, not only to protect clients but to protect the coaches themselves.

2.3.2. Establishing Professional Standards

Prof van Oudtshoorn also outlined his view of the levels required to establish a profession for coaching. These views have informed the strategy for the i-coach academy as we continue to strive to play our role in developing standards for the profession of coaching. It was thus important for us that we would

- Support research and development specifically in the field of coaching to ensure that the work of coaching practitioners was grounded in established and accepted bodies of knowledge, whilst creating new knowledge to demonstrate the complexity, efficacy and rigour of coaching. The plan here was to work towards the creation of an international centre to

support research and development. This was subsequently set up at Middlesex University as the International Centre for the Study of Coaching (ICSC)

- Educate and develop practitioners who aspire to develop professional coaching practice and have a career as a professional coach. The plan here was to establish an academic accreditation base as a benchmark for the creation of a new profession. This is where the core of i-coach academy's mission sits.
- Support the formulation of standards and ethics for professional practice which would inform professional accreditation
- Educate related fields such as business leaders, HR practitioners, and external coaches and psychologists who interact with and use external coaches. This is relevant, whether the ultimate aim is to integrate coaching skills into leadership development and organisation change initiatives, or to support the individual selection of a coach for personal use.
- Instil a coaching culture across organisations and communities to respond to the pressures of rapid change and complexity and offer a more empowering stance to engage with the world. This would be achieved through education, training, consulting and individual coaching to support these interventions.

It is our view that if we effectively tackled each of these areas we would contribute to the development of a sustainable profession for coaching. The primary argument driving the establishment of the i-coach academy was that through education we could support clients and practitioners to establish a way to assess the quality and effectiveness of the coaching they gave or received and in this way we would impact on standards. In our view, more informed buyers would require coaches to be more explicit and more articulated practice would challenge coaches to develop an deeper ethical consciousness and underpinning for their work. The i-coach academy education programme has numerous underpinnings and beliefs about how to support this process which I will discuss below. However the overarching theme is that it is important for coaches to make explicit who they are, what informs them, what their coaching can and cannot provide, and to have an articulated way of working with clients. It is our belief that this supports choice on the one hand, and on the other hand, the ethic that coaching is not something that is "done to" people. Rather, it is a process that empowers both the client and the coach to take responsibility - the client for their choices, and the coach for their ethical stance. In so doing the creation and maintenance of standards for coaching is supported, regardless of whether or not formal regulation exists.

2.3.3. International differentiation

The evolution of the profession of coaching is at different stages in different countries. I-coach academy operates in London, New York and South Africa. All have completely different environments, highlighted in some research conducted in preparation for a presentation at the Oxford School of Coaching and Mentoring (July 2003). As this research focuses on the experience of practitioners in London and South Africa, I will focus on these situations and comment on my personal perspective of the environment in these regions. The purpose of this section is to give the reader an overview of the 'type' of student / co-researcher which may belong in each of these locations and their context.

2.3.4. The SA experience

South Africa is a melting pot of transformation and the areas requiring debate and reconstruction are vast. Organisations and individuals are confronted and challenged to reconstruct their views in every aspect of their daily living. The stress and pressure of the environment make interventions such as coaching and psychotherapy appear more than appropriate, however funding for such "luxuries" is not readily available even within organisations. There is a lot of education to be done to raise awareness of coaching and its benefits, from the arenas of sport, through business, to the field of education. Business is beginning to consider the use of coaching where possible, but there is demand for more cost effective solutions given the size of the reconstruction task. It is however broadly agreed that coaching is a tool likely to support some of the goals and aspirations held by individuals, the government and the broader community. The impact of this is that in South Africa the largest area of application for coaching is developing leaders and managers in coaching skills. Those who are drawn to consider a career in coaching are likely to have less experience of coaching formally than in the UK, and come with few rigid constructs about coaching.

2.3.5. The UK experience

The opposite situation exists in the UK. Coaching here has been used by organisations - particularly business - for over 15 years, and they have seen the benefits of coaching but are also more aware and wary of the dangers and costs of 1:1 coaching. The UK market also has a number of people who have been coaching and calling themselves coaches for years, who have much to lose by the establishment of a professional standard for coaching which may require them to reconsider and reconstruct their views of coaching and professional coaching practice.

I will now unpack the assumptions underlying the approach of the i-coach academy.

Chapter 2 – Context and Assumptions

2.4. I-COACH ACADEMY

Over the next few paragraphs, I will attempt to articulate the core values of the i-coach academy, many of which reflect my own constructs and those of the core faculty working with students. This is an important context for this research, as all co-researchers have been exposed to the master's programme and i-coach academy philosophy and this is likely to have an impact on the research findings. This is in part due to the fact that students are likely to have self selected as participants on the i-coach academy programme, through congruence between their own values and those of the academy. As mentioned above, these values are a synthesis of those who work in the i-coach academy, especially those of the founder Prof. Mike van Oudtshoorn. Prof. van Oudtshoorn, like all of us, is a synthesis of his past experiences and education and a lot of what underpins i-coach academy today is a representation of his lineage, theoretical view points, experience, values and beliefs. Before launching into the underpinning, it is considered useful to make explicit what programmes i-coach academy offers.

2.4.1. The Programme Offer

In Appendix 10, marketing literature for the programmes in South Africa and the UK give detail on the programme offer. However in brief, the programme is a two-year masters level (level 4) programme. The first year of the programme supports those new to the field to develop an individual coaching framework and offers experienced practitioners the opportunity to make their approach explicit and test it with their peer group. The second year is designed to support those who have chosen to make coaching their profession to build repertoire and underpinning for their practice. Experienced practitioners can enter the second year of the programme by completing a conversion module that includes a professional review. Participants can also choose to exit after the first year with a Post Graduate Certificate.

The programme is part-time and manageable for working professionals. Depending on location, participants attend three or four face to face learning modules which provide opportunities to meet with faculty and other learners to exchange information about their professional activities, participate in learning activities, listen to presentations on relevant topics and establish relationships with others whose interests and work parallel their own. Between these learning modules, participants continue to apply their coaching in practice, experiment with new approaches with their learning triad and engage in their own coaching. They also participate in supervision days, dedicated to reviewing their casework using multiple lenses to enhance understanding of their own professional practice and themselves. The programme structure differs between SA and UK as currently the faulty on the SA programme are flown in to SA to teach and the combination of the cost of travel and the price sensitivity of the South African

market dictate that we run 3 longer learning modules rather than 4 modules. In Appendix 11 a more detailed flow of the programme in its enhanced format is provided.

2.4.2. What is Coaching?

There is much debate about the difference between coaching, mentoring, consulting and counselling. At i-coach, we are less concerned with the label than with what is meant by the label offered. Thus I have attempted here to describe what we mean by coaching. Some may say that this description is what mentoring means for them, others might say what is described is therapy – the key message is that this is what i-coach understands coaching to be and this is important to understand in the context of this research.

The word "coach" arose in the 1500s to refer to a particular type of carriage and its root meaning of the verb "to coach" is to convey a valued person from where he/she was to where he/she wants to be (Evered, R & Selman, J; 1989) This is aligned with our view that the client is a valued person and the process is one in which they determine the destination.

For i-coach, coaching is about learning. It is considered that through learning, change in an individual is made, and this is what impacts individual and team performance and ultimately system change and effectiveness. Coaching is purposeful and aims to support an individual to explore something that is "personally significant, relevant and viable" to them [the client] (Harri-Augstein, S & Thomas, L (1991) ; van Oudtshoorn (1992). It tends to be a process appropriate to adults who already have a lot of knowledge, experience and understanding and where the learning process is less about constructing (i.e. creating knowledge, transferring skill and content) than about reconstructing (i.e. reviewing what is already in their frame of understanding and adjusting or altering this understanding if appropriate). The way in which this learning or reconstruction takes place is through learning conversations (Harri-Augstein, S & Thomas, L (1991) ; van Oudtshoorn (1992) where the focus is on creating awareness around the process rather than the content itself. For us, coaching is also not a passive process akin to therapy, where the coach consistently remains a reflective mirror for the client; rather we consider coaching an active process of negotiation and exchange between two adults: One (the client) is an expert in themselves and their context and the other (the coach) is an 'expert' in a process which facilitates the client's understanding of themselves and their issues with greater clarity.

Thus coaching at i-coach academy is not mentoring or teaching where the mentor/teacher has to hold greater knowledge or understanding about the content or the context than the client, or therapy where the therapist is more akin to a passive (whilst supportive) mirror. Coaching at its best is content free, although we acknowledge that within a coaching process there will be times

when the coach will need to educate, guide, reflect and passively mirror along a spectrum of directive and non directive techniques.

2.4.3. Transitions in Coaching and Learning

At i-coach, the diagram below (Figure 1) is used to support participants to learn how to learn. Developed by Prof. van Oudtshoorn, it is a synthesis of the conscious competence learning matrix (no known original source) and Kubler Ross's change cycle (1969) In many of the co-researchers descriptions you will hear them refer to this cycle as it is a common language at i-coach academy to reflect the transition participants are going through but also the transitions in coaching. Given we believe coaching is about learning (see section 2.4.2), coaching for us is about being aware of where your client is in the cycle before "applying your individual coaching model to" the client. Without the awareness of where the client is, it is our concern that coaches can do much damage. We also believe that the skills to support a client through each stage of the transition cycle are different and thus whilst some coaches and coaching techniques are appropriate for clients experiencing unconscious incompetence they are not appropriate once the client has become consciously complete. This transition model also supports our view that not everyone can coach for every purpose and why we encourage participants to consider their unique contribution to the field (see 2.4.4 signature presence). We also don't believe that a coach has to be able to manage a client through all stages of their transition and that working together with other helping professionals and coaches with complementary skills, where the client works with two coaches simultaneously or transitions from one to another, is effective.

Figure 1: Transitions in Coaching and Learning, (van Oudtshoorn 1992)

UNCONSCIOUS INCOMPETENCE	CONSCIOUS INCOMPETENCE	CONSCIOUS COMPETENCE	UNCONSCIOUS COMPETENCE

ASSESSMENT FEEDBACK	SUPPORT "COUNSELLING"	TRAINING	REINFORCEMENT & REWARD

Transition Cycle – integration of Conscious Competence learning model matrix & Kubler Ross change Cycle – 1992 van Oudtshoorn
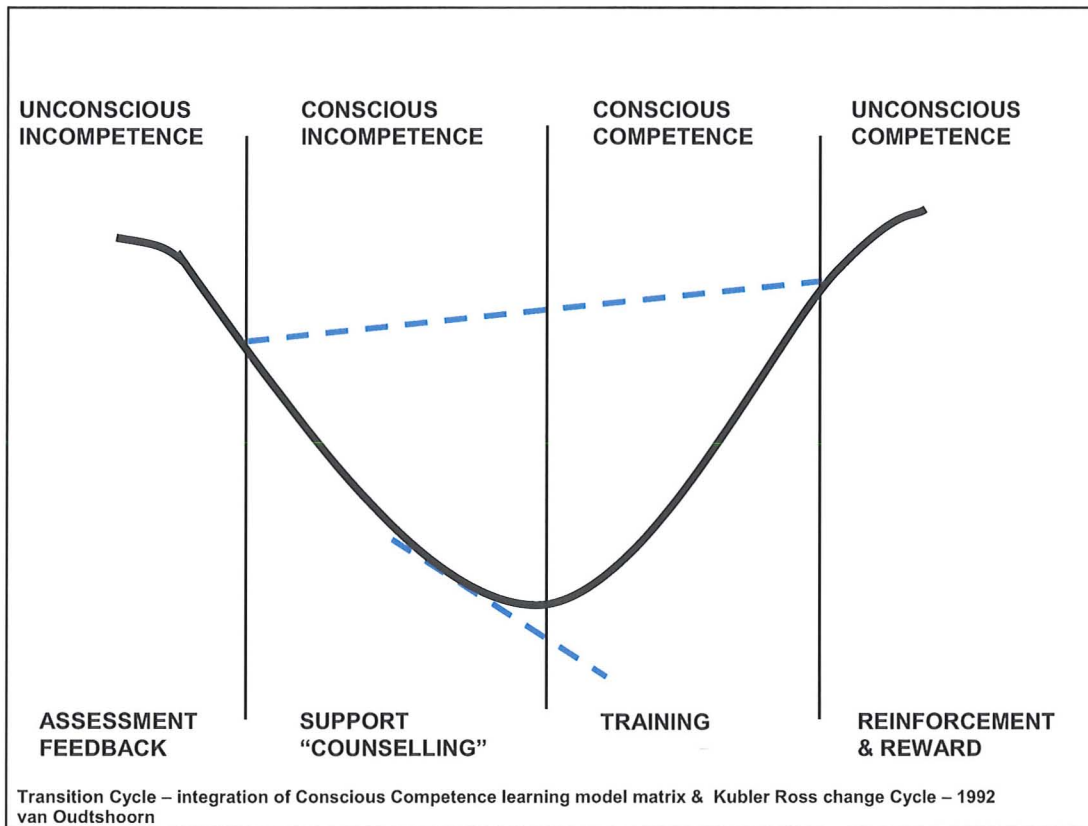
2.4.4. A Framework for Coaching

i-coach philosophy concurs with Witherspoon & White (1997) that coaching is not a generic which can be applied as a blanket term, rather there are many different types of coaching: coaching for performance, coaching for skills transfer, coaching for transition etc. This highlights another assumption held by the i-coach academy, which is a belief that not everyone can coach everyone and that some coaches will be better at coaching executives whilst others will be better at coaching parents, sales people or shop floor workers. For us there is no hierarchy in the value of each of these types of coaching. However, there are assumptions regarding the degree of coaching experience, repertoire and psychological underpinning required to support clients with particular coaching issues as opposed to others. At i-coach academy, those who coach for a particular purpose and are well versed and experienced at supporting clients with specific issues, are referred to as practitioner coaches. This is what we consider the entry level to working as an external coach or entering the profession. Those who have evolved their practice further have

developed a greater repertoire and reflexivity in their coaching practice and integrated their professional practice into their personal and professional self, are considered professional coaches. It is our view that there is demand for both types of coaches and that neither is better or worse than the other; they are just different. I-coach academy's learning philosophy and education programmes are geared towards working with both of these groups as both wish to enter the profession – thus the tagline – *"developing the professional coach"*

Another implicit assumption in the above is that i-coach academy does not believe there is "one way" or a "right" way to coach. In fact we believe that everyone coaches differently as we are all different and informed by different experiences and knowledge. Thus the i-coach academy programme does not attempt to "teach" coaching, rather it attempts "to coach" students to develop their own understanding of what their coaching can offer clients, who they are as individuals and how they actually work in practice. Thus we support students to create an individual coaching framework and model which they use as a base for their professional and practice development and which supports clients to understand what they can expect from the coaching they are offering, to determine if there is a good fit for them. I-coach will challenge student coaches on the internal consistency of their framework, so they are coaching in the way they say they coach:

- are their values and beliefs reflected in their application of their coaching;
- is their application appropriate for the purpose they say they are working on with clients;
- and are they likely to get the results the client has requested using that particular approach?

The evolution of a coaching framework and model is the core challenge that students are faced with on an i-coach academy education programme and it is synonymous with creating professional coaching practice in i-coach academy language. The key elements of the framework are:

- **Model of Humankind** - Discovering who you are and what informs you, so that you have greater understanding of yourself, is a critical first step towards helping others understand themselves. This also links into the assumption that we believe coaches must make explicit their assumptions and the way they work, to allow the client to actively participate in the process and to avoid coaching "being done to" clients. The role of making things explicit is there to reduce dependency on the coaching and to move towards a balance of power in the coaching relationship, where the client feels empowered to make choices and participate as an active player rather than seeing themselves as "the patient"

- **Signature Presence** – the "I" in i-coach. We believe that everyone has a unique contribution to make to the field of coaching. Given that coaches are drawn from multiple fields and tend to enter coaching later in life, our individual education, experience and expertise is likely to contribute to what we can offer as coaches. Thus drawing on Mary Beth O'Neil's (2000) concept of signature presence, i-coach academy's programme works to support individuals to find where they can make their unique contribution, and then to articulate that so they attract clients who they can support with the greatest effectiveness.

- **Process Model** – At i-coach, the basis for ensuring continued professional development for professional coaching practice is to have an explicit process model. We don't believe that people coach in the same way, because of their unique life experiences. Therefore they must articulate what they actually do in coaching. There is an assumption that they are likely to be drawing on multiple tools and techniques, many of which may be unconscious. It is through the creation of an articulated process model that professional coaches can review, test and refine their professional practice. There is no assumption that this process model will always remain conscious. There is an assumption, however, that by making the base model explicit, by designing it to be fit for the stated purpose of the coaching, and by considering its congruence with the individual coach's stated values and beliefs, that practitioners will have a more robust understanding of their own approach. This understanding can be shared with clients to enable their co-creation of the coaching process, as opposed to being disempowered through a process designed by an "expert".

The i-coach academy coaching framework of inputs (model of human kind); throughputs (process model) and outputs (purpose) is a shared language within the i-coach academy community and increasingly with our organisational clients. There are different levels of professional and academic competence required through the education programme and the framework is one element by which this is assessed. The creation of an individual coaching framework is also the core assignment to professional coaching modules on i-coach academy education programmes see figure 1. We are more interested in how students have integrated multiple learning inputs into something that it is useful for them and their professional practice, than on the demonstration of cognitive understanding. This statement leads into a discussion of our learning philosophy.

Chapter 2 – Context and Assumptions

Figure 2: Year One: The creation of or articulation of an individual coaching framework
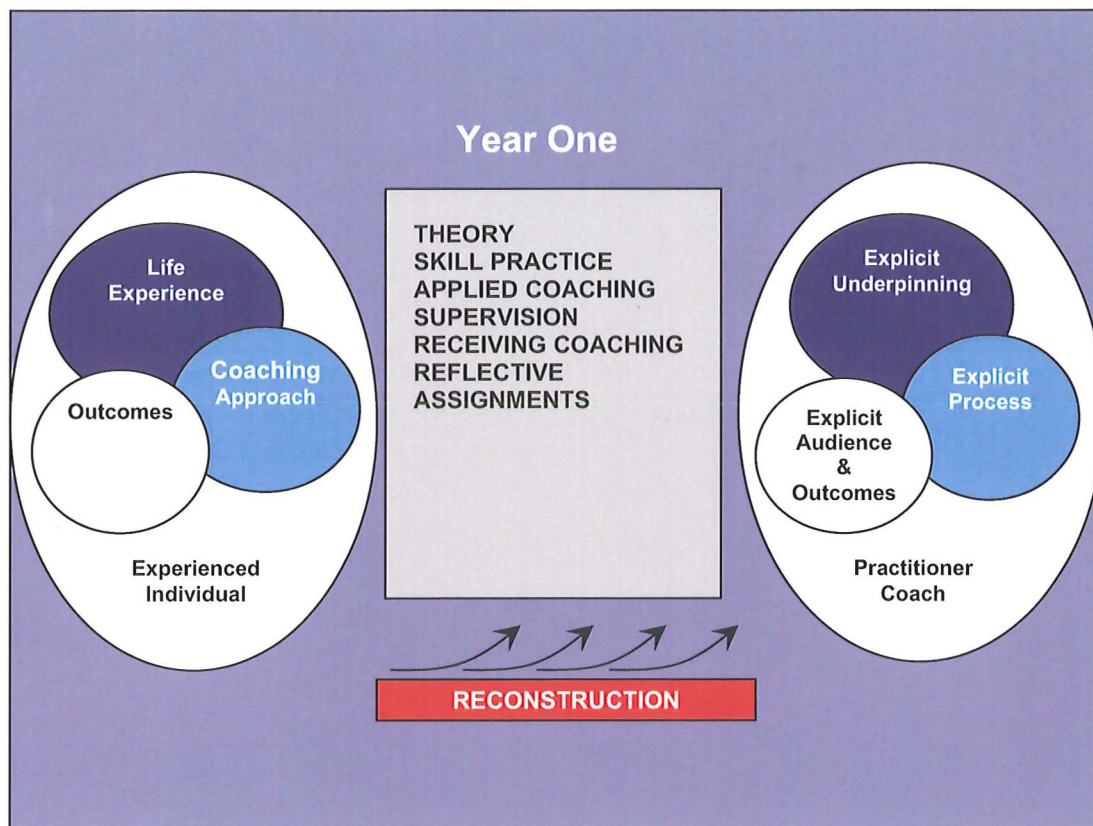
Figure 3:   Year Two: The evolution and integration an existing individual coaching framework
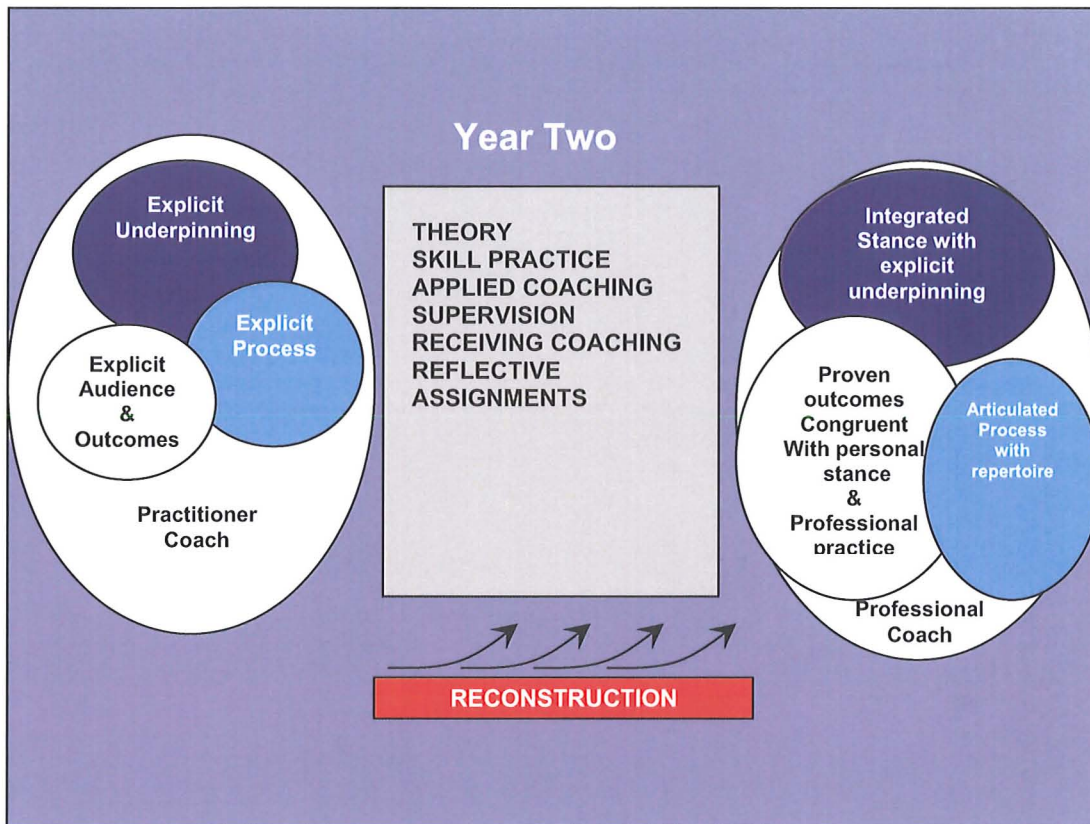
2.4.5.   Learning Philosophy

At i-coach academy the learning philosophy is founded on principles of Constructivism. This philosophy is based on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in and generate our own "mental models" or "constructs" which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our constructs to accommodate new experiences. Learners are supported to actively construct / reconstruct knowledge drawing on current and past knowledge including personal experience (Ormrod, 2004). Faculty act as facilitators, encouraging students to discover principles for themselves and to construct knowledge by working in collaboration with others on relevant issues (Bruner, 1960).

Given these underlying principles, at i-coach academy the purpose of learning on the programme is for the individual to construct his or her own meaning in relationship to coaching, not just memorize the "right" answers , model the "right" behaviours, regurgitate someone else's meaning or coach like

someone else.   Since coaching is inherently interdisciplinary, our curricula draw on broad areas of knowledge that inform the field of coaching. Standardised curriculum is limited and our preference is to use curricula customised to students' prior knowledge, sometimes in collaboration with students. We acknowledge that learning requires understanding of the whole as well as the parts, and that the parts must be understood in context of the whole. Thus the learning process focuses on primary concepts rather than isolated facts.

Kolb's (1984) learning cycle is core to the programme design and students are encouraged to acquire new knowledge (through presentations, reading, group discussion), and experiment with the new knowledge in skill practice and activities before applying the revised approach with clients. Students are then encouraged to critically reflect, evaluate and reconstruct all of those experiences (sometimes individually, sometimes collectively, sometimes both) in order to draw meaning from it for the purpose of discarding or integrating in into their own model of practice and personal constructs.

Figure 4: The i-coach academy learning design integrated into Kolb's learning cycle
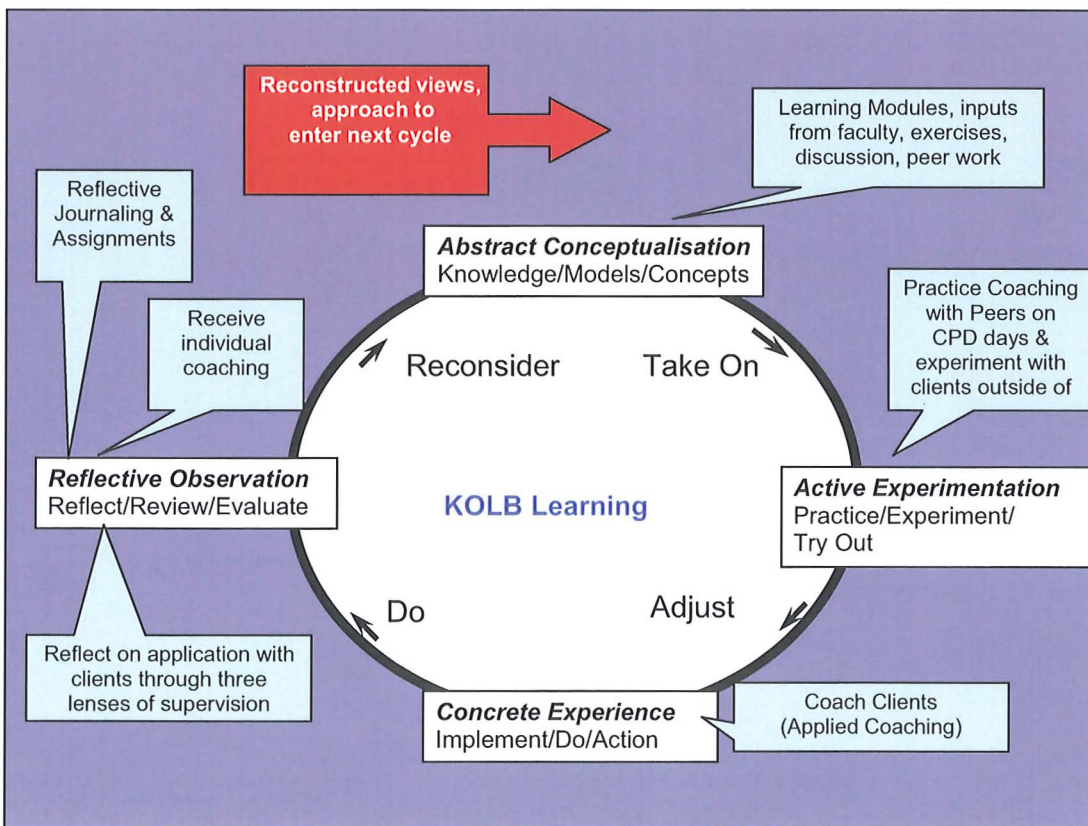
Another underpinning which sits alongside the Kolb cycle is that of the reflective practitioner which emerged in the 1990s – is equated with a "meta level of practice which is based on a cycle of initial hypothesising, consideration of alternative modes of intervention and a process of evaluation and review (Jennings and Kennedy 1996, p 17).

2.4.5.1. Faculty

The role of faculty is primarily to support students to make connections and foster new understanding. Multiple techniques to accommodate a variety of learning styles are employed and many are similar to basic coaching techniques such as open questions, learning conversations and dialogue. Thus the faculty focus on creating different experiences to help the student develop personal meaning and understanding. Faculty at i-coach academy bring a richness and breadth of experience. The majority have doctorate qualifications and are considered thought leaders in their respective areas whether learning, existentialism, leadership or mentoring to name a few. Most balance this with a depth of experience in 1:1 helping interventions and organisational work experience. This combination of depth and breadth of experience has an impact on the faculty diversity in that the majority are white, male and over fifty years old. However the doctorate programme including my own development by completing this research study hopes to contribute to an increased diversity in faculty without adjusting our desire for strong practical experience underpinned with academic rigor.

2.4.5.2. Supervision

At i-coach academy the assumption is that coaching is for those who might be called the 'worried well',and the types of issues worked on in coaching have a definite boundary. However given that we acknowledge difference in coaching, some coaches may well have a boundary which extends more into therapeutic work than others. The challenge here though would be: is it internally consistent within your coaching framework? i.e. Do you have the training and experience from fields which support those who are considered "unwell" such as psychology and psychotherapy to underpin this type of coaching work? Also, is this type of exploration appropriate to both the stated purpose of your coaching and the client's expectations of coaching? Developing the capacity to be aware of and to set boundaries, as well as to develop an ethical consciousness, is another assumption built into i-coach academy's education programmes. We believe that coaches must have the professional capacity to help bring about important changes for individuals, groups and organizations and acknowledge that their clients can be in a life situation or transition which renders them vulnerable and possibly dependent. It is these occupational conditions that demand our insistence that coaches receive supervision for their work at multiple levels. This not only increases their self awareness and ethical

responsibility, but develops their professional capacity and awareness of systemic issues. For this reason, the i-coach academy incorporates supervision as a core part of its curriculum. Our approach to supervision has adjusted over the period of this study and I discuss our current approach in section 7.6.2

2.4.5.3. Assessment

Assessment at i-coach is part of the learning process. Students play a role in judging their own progress to develop their capacity to self assess and assess others. The rationale for this is that they learn to set standards for the own practice which will ultimately impact on the profession regardless of regulation. The academic process however requires faculty attach grades to assignments and thus these assessment processes need to sit together. This too has been an area which has evolved significantly from learning through this research and it is hoped that the enhanced product now offers a more seamless experience of professional and academic standards

2.4.6. Accreditation:

As highlighted in the discussion on establishing a profession for coaching, there is currently no formal professional accreditation for coaches although many are attempting to tackle this issue. I-coach academy considers three levels of accreditation for coaching.

2.4.6.1. Personal referral

The first is personal, I coach you, you consider my work effective and helpful, you refer me to someone else – this is a form of validation/accreditation.

2.4.6.2. Professional accreditation

The next is that of professional accreditation and one which we consider important and look to the evolution of an inclusive professional body without commercial imperatives to provide such an accreditation. There are many who are attempting to own this space for example credentialing from the International Coaching Federation (ICF) and the new Kite marking exercise from the European Mentoring and Coaching Council (EMCC). However the jury is out and time will tell how this evolves. I-coach academy has created its own professional standards and professional review to assess coaches as part of our education programmes, and would expect that these would be congruent with although not exactly the same as standards being development elsewhere.

2.4.6.3. Academic accreditation

The last form of accreditation is that of academic accreditation. The rationale for ensuring our work was aligned with academia was comprehensive. First we aimed to create a benchmark for clients (organisation and individual), and academic qualifications were something they could relate to and make some assumptions about. Thus successful completion of a master's degree in a particular field is generally accepted to demonstrate a level of intellectual competence in a particular area. However this was not sufficient as a benchmark. Additionally, professional coaching required accreditation of practitioner skill and professional competence. The accreditation scheme of the National Centre for Work Based Learning Partnerships (NCWBLP) at Middlesex University provided a flexible framework to ensure coaches would need to demonstrate a level of professional as well as intellectual competence. The centre had also been acknowledged as a leader in this emerging field being awarded Queen's Anniversary Prize for Higher and Further Education in 1996 for its role in integrating formal education and employment Offering both professional masters' and doctorate qualifications, the centre afforded clients and students a further form of benchmark. Another reason for working with an external accrediting institution is that the coaching field is littered with organisations which "accredit" their own coaches. The emphasis on a rigorous standard, regulated by a respected body outside of the institution where the teaching was delivered, added a further dimension of credibility, in our view, to the standards being offered. Finally there was a desire to build the profession and to enable coaching practitioners to become creators and critical users of knowledge. Through students research projects it was hoped to begin the creation of a knowledge base and debate around complex issues facing the profession

2.5. Summary

This chapter has sought to set the scene for this research, describing the characters and their views of coaching and the developing of professional coaching practice. It has also briefly told my own story and highlighted my personal and professional interest in this area of research. Critical reflections from the first stages of the research have been integrated into the chapter, and references made to the masters programme "product" which this research aims to contribute to. In the next chapter I will outline the methodology used for the research and the rationale for its choice, chapter 4 then follows with an overview of the research process.

3. RESEARCH METHODOLOGY

3.1. Introduction

As discussed in the previous chapter, the aim of my research is to explore the experience of coaches in response to developing professional practice. In this chapter I aim to a) reiterate my rationale for choosing phenomenological research as the underlying philosophy for my research and b) make explicit my understanding of the core tenets of the phenomenological approach. The significance of these two related aims is that of demonstrating how my interpretation of the methodology has informed my exploration through the research strategy and methods of data collection and analysis.

Since embarking on my journey to develop as a coach and to complete this doctorate, I have begun to explore existential philosophy and found much personal resonance with the work of Yalom (1980) and Spinelli (1989) in particular. I have learnt the value of "being" rather than "doing" particularly in my role as a coach. It was this enthusiasm on discovering a philosophical "home" that drew me to explore phenomenology as a methodology for my research. I was also keen to take on a challenge in my doctorate and tackle an approach different to what I had utilised in my master's thesis. The extent of this challenge was not as clear to me however until it was highlighted at my Programme Approval Panel. My initial research title included the word "validate" starkly demonstrating my lack of understanding of the phenomenological approach. Even my second attempt at a research proposal was flawed as I proposed the use of semi-structured interviews! However, I now understand more clearly how even a semi-structured interview would limit me from discovering the "true" experience of participants. The understanding and application of this approach to my research has been a journey in itself and one which is likely to continue as I underpin my practice with this approach.

Apart from the personal rationale informing the choice, this methodology also reflects the context in which this research was undertaken – the burgeoning coaching profession. Currently there is no research on the education of professional coaches and coaching has yet to be formalised as a "profession" with a professional body etc. Thus this study was exploratory and it was important the methodology reflected that.

My role as the programme director for the i-coach academy also influenced my choice of methodology as it was important for me to demonstrate that my purpose in undertaking this research was to was *to explore* the experience of coaches on our programmes and to understand how they made sense of the challenge of developing professional practice in order to inform future design and development of programmes. Thus my purpose was *not about proving* that i-coach academy's way is the best way to educate coaches. I did not formulate an hypothesis in my mind and attempt to test it. Rather, I explored the co-researchers experience and hoped to evolve a theoretical perspective from there. My study aimed to find out "what [was] happening, to seek new insights, to ask new questions [and] to assess phenomena in a new light" (Robson, 1993, p 42). The theory emerging from it would be drawn from the data generated by the research (Glaser and Strauss, 1967), and would thus not precede the research but follow it.

It was also important that the methodology should be congruent with the reality that this doctorate project is part of a professional doctorate qualification underpinned by work-based learning accreditation principles. Work-based research principles are consistent with the phenomenological approach as it assumes that as a work-based researcher, I cannot adopt the traditional stance which asserts that "the researcher is independent of and neither affects nor is affected by the subject of the research" (Remenyi et al 1998 p 33). Rather I (as primary researcher) am part of the experience being researched, not independent of it, suggesting that an inductive research approach is more appropriate than a deductive one.

Above, I have described above my personal and contextual rationale for the selection of phenomenology as my research methodology. I will now attempt to explain how I understand phenomenology and how this understanding has informed my choice of research process and techniques.

3.2. What is Phenomenology?

What appears as consciousness is the phenomenon. The word phenomenon comes from the Greek word *'phaenesthai'* – to flare up, to show itself, to appear. Constructed from *phiano*, phenomenon means "to bring to light, to place in brightness to show itself in itself, the totality of what lies before us in the light of day" (Heidegger 1977, pp 74-75). Thus simply the maxim of phenomenology is "to things themselves".

Overall Phenomenological research sits under the umbrella of qualitative research and is generally considered a school of thought which aims "to develop an understanding of how the

world is constructed" (McLeod 2001 p 2) whilst recognising the underlying complexity of being human. Phenomenology is also considered to be "the science of experience" (Spinelli, 1989), which sees behaviour as determined by the phenomena of experience rather than by external, objective and physically described reality (English and English, 1958). There is general agreement on the following distinguishing features of this philosophical viewpoint (Curtis, 1978):

- A belief in the importance and in a sense of the primacy of interrelational consciousness
- An understanding of consciousness as active and meaning bestowing
- A claim that there are certain essential structures to consciousness of which we gain direct knowledge by a certain kind of reflection.

However there are two primary core strands of phenomenology – transcendental phenomenology and existential phenomenology. Whilst both focus on the investigation of our experience of the world, i.e. to discover and reveal meanings, their emphasis on subjective experience is different. For those with a transcendental perspective the focus is on "essence" – "that which makes things what they are" (Misiak & Sexton 1973, p71), whilst for the existentialists, "existence precedes essence" in that ' Man does not possess existence... he is his existence' (Misiak & Sexton 1973 p 71). Thus existentialists emphasise the fluidity of human existence and acknowledge elements which allow us to continually change and develop.

Husserl, regarded as the founder of transcendental phenomenology, was primarily concerned to find out how things appear directly to us, how we construct our realities rather than how they appear through cultural, symbolic structures or constructs. The focus here requires researchers to look beyond the details of everyday life to the essence underlying them. To help us do this, Husserl suggested that we put the world in brackets and free ourselves from our usual ways of perceiving the world. This was called the process of Epoché and involved dismembering the constitution of objects in such a way as to free us from all preconceptions about the world (Warnock, 1970).

Husserl's phenomenology remains largely self reflexive and at the level of description. It does not account for how other people understand and interpret events. In my research it was important to go beyond the level of individual experience and to understand the relationship between others' experiences and their relationship with the context. Thus Interpretative Phenomenology or Existential Phenomenology (Spinelli, 1989) appeared to be a version of phenomenology which made more sense to my research. This perspective is informed by Heidegger's version of phenomenology where he integrated hermeneutics to include the possibility of a level of interpretation into the phenomena (i.e. what were co-researcher's views), as well as integrating multiple experiences (i.e. experiences from many co-researchers). This allows both a level of

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interpretation into phenomena to surface, as well as recognising the experience of others and integrating those experiences. Heidegger argued that the aim of a phenomenological reduction process was not to arrive at pure consciousness or transcendental ego as expounded by Husserl, but an attempt to understand how human existence is immersed in the world: thus for him it was important to work with others in addition to the self reflection that Husserl proposed.

Despite the nuances described above both transcendental and existential phenomenology consider the notion of **intentionality** which is considered to be the most basic interpretative mental act. In other words the translation of unknown raw stimuli of the real world to which our senses have responded into a form of object based reality (Spinelli 1989). Husserl was supportive of this level of interpretation and suggested that every act of intentionality was made up of two experiential foci which he labelled noema and noesis (Husserl, 1931 cited in Moustakas ,1994, p 69). Noema - the directional element of experience and the content of the experience and Noesis - the referential element of experience or the way in which we define an object.

Phenomenologists stress the unique elements of individual experience, however this stance does not exclude the appreciation that there are likely to be some universal structures underlying subjective experience. The emphasis appears to be a backlash against the traditional empirical approach of reducing individual experience. Thus whilst there will always be some universal structures, phenomenologists are keen to point to the uniqueness in each individual's experience.

Also whilst phenomenological research is attempting to achieve some kind of objectivity within the realms of subjectivity, there is an assertion that this type of research can never completely describe the investigated phenomenon or ever be complete (Colaizzi, 1978). Heidegger (1962) asserts that the structure of any dasein (person as ontologically human) is such that it never "arrives" but is always only "on the way" and thus my research can only remain *on the way'*. Throughout this research project you will notice a tension between what is an adequate description of the experience whilst acknowledging that the research is never complete, even when this document is submitted!

3.2.1. Summary

Thus to summarise so far, at its most basic level phenomenology presents itself as a science of experience. Phenomenology is an attempt at impartial examination of conscious experience using the phenomenological method with the aim of presenting a portrayal of the phenomena which is as free from bias as possible (Spinelli, 1989). 'Experience' here includes all mental phenomena such as wishes, memories, hypotheses and theories. It concedes that as researchers, we are

Chapter 3 – Research Methodology

able to move towards conclusions regarding individual experience of the world, but reminds us that we will never arrive at final conclusions. It also asserts that whilst we attempt to describe and clarify the structures of individual experiences, some of which may be similar for many individuals, it reminds us that there will always be uniqueness in each individual experience.

3.3. Phenomenology, objectivity and experience

In order to appreciate how my understanding of this methodology applies to my research strategy, I have attempted to explore some of the key themes in more detail and to share the influence of these themes on my research techniques. At this point it is useful to note that I refer to coaches who actively participated in this research in one of the sample groups as co-researchers, whilst referring to other coaches in the community as participants.

Traditionally **objectivity** has meant the elimination of human experience. However from a phenomenological perspective someone is said to be objective when his statements faithfully express what stands before him. "Objectivity is fidelity to phenomena" (Colazzi 1978, p 52). Thus the aim is not to tell the phenomenon what it is but rather to hear what the phenomenon speaks of itself. Objectivity in this sense requires the researcher to acknowledge both my own experiences and the experiences of my co-researchers, as these cannot be eliminated and denying these experiences would make the research lack objectivity. Thus as researcher, I need to study the presuppositions of my approach so I can subject them to examination. For example: why I am involved with this phenomenon?, How might my personal inclinations and predispositions as to the research's value, influence or bias how I explore? I need to be aware of the reality that there will always be some personal interest colouring the research but that it doesn't mean the work is not objective provided I have minimised the personal interest by making my presumptions explicit. I have attempted to make these presumptions explicit in Chapter 2.

If considered objectively (as described above) we find that our experience is not inside us but instead is how we behave towards the world and interact with others. I experience my existence as it drives itself in the world and thus if I were to believe that my experience did not count, it is as good as saying my existence does not count and my existence does count as long as I am alive. Thus from the phenomenological view **experience** is

      a) objectively real for myself and others

      b) not an internal state but a mode of presence to the world

      c) a model of world presence that is existentially significant and

d) as existentially significant, it is a legitimate and necessary content for understanding human psychology (Colaizzi, 1978 p52).

Now that we have considered the above definition of objectivity and experience, perhaps it is easier to understand why I need to use this methodology rather than methods of traditional psychology where experimentation coupled with the scientific notion of objectivity excludes human experience. Whilst the experimental psychologist wishes to discover by analysis the causes upon which the investigated topic depends for its existence, I as a phenomenological researcher wish to identify the investigated topic - not control or dominate what is encountered. The methodology I have chosen neither determines experience nor reduces it. Rather, it remains with the human experience as it was experienced. My success will be determined by the extent to which my research methods tap the co-researcher's experiences of the phenomenon as distinct from their theoretical knowledge of it in order that I can draw themes and build theory out of the synthesised statements describing their experience.

3.3.1. Phenomenological description

To support me to effectively capture "experiences" I used the **phenomenological method of description**. This method has been articulated by Heidegger as "to let that which shows itself be seen from itself in the very way in which it shows itself from itself" (Colaizzi, 1978 p 58). However there is no such thing as THE phenomenological method – instead the phenomenological researcher employs many descriptive methods. The methods are chosen based on the psychological phenomena being researched in conjunction with the aims and objectives of the research project. I will now discuss how the above ideas inform the research techniques I chose to use.

3.3.2. Dialogical interviews

Dialogical interviews involve the method of imaginative listening (Sheridan, 1975, cited in Colaizzi ,1978, p 62) and can capture descriptive data which is often richer than written data as it requires the researcher to be attentive to the co-researcher's nuances of speech and gestures. Whilst interviews can be taped and transcribed, the researcher must also be present to the co-researcher in a special way, listening with the totality of his being. Dialogical research demands that the researcher be dialogically conversant with participants at some phase of the research and thus for Friere (1993) the concept of researcher and subject is dispensed with and research conversations are seen as being conducted among co-researchers. Thus in my research, I have chosen to refer to my participants as co-researchers. This notion also reinforces the reality that for co-researchers to be able to uncover their personal assumptions and disclose their existential

context, the conversation must take place in an environment of trust. It is almost as if the interview method is the same as existential therapy or coaching where the aim of the interview is to consider the totality of the human person, their perceptions, cognitions, emotions, attitude, history, aspirations, patterns and styles.

3.3.3. Observation

Observation of events and critically reflecting on these events which are accessible to the co-researcher's awareness is another method used. There are many psychological phenomena which are beyond human experience because they cannot be communicated " I do not know how I do what I know how to do" (Paul Ricoeur ,1973,cited in Bujtendijk, 1974). However even those experiences which lie beneath the level of explicit awareness, permeated with blind spots, can be observed. However to observe them and then to describe them demands that we describe what we see and not what we think we see. The primacy of perception (Merleau-Ponty, 1964a, cited in Colaizzi ,1978, p 67) suggests that we allow what we see to teach us to comprehend the seen as opposed to focusing our comprehension of the seen to determine our seeing. Another version of this message has been instilled in me by Prof. Mike van Oudtshoorn whose years of experience in assessment has demonstrated that we frequently start with our evaluation or judgement of the "seen" and then rationalise the judgement by selecting observed data that fits the judgement. Thus we need to recognise that we cannot take our perception for granted and must critically interrogate what we think we see because we have unlearned how to see and hear – to observe without evaluation. In order to effectively use observations we need to critically reflect on these observations. One data source being used to capture experiences is co-researchers' reflective essays and assignments which require them to critically reflect on their experiences as captured in their journal or other formats in order to access experiences lying beneath explicit awareness. Thus narrative accounts and reflective data sources for this research are critical reflections to support the notion of seeing the reality beneath the "seen" reality.

3.4. Summary

For my research it was not only important to understand how coaches experience developing professional practice, but also how they make sense of that process. With this understanding I could draw some views on the nature of an appropriate education process to support coaches in their development. Given my own personal experience of developing professional practice and my role within the i-coach academy, it was also important to acknowledge what I perceived the process to be. Thus I was looking for a methodology that allowed for the significance of the other and the context and which allowed attention to be paid not only to the self-reflexive experience but to the individual meaning made of the experience of developing professional

practice. For these reasons I chose the existential phenomenological viewpoint. Heidegger's interpretive phenomenology as espoused by Spinelli, and Husserl's phenomenological method which supports phenomenological reduction, were the predominant perspectives of my interpretation of the phenomenological research methodology. Together they formed the backdrop to my chosen research method of interviews: critical reflective narratives commenting on observations from co-researchers and from me, the primary researcher.

On further reflection and deeper understanding of the methodology, my personal philosophy is congruent with their propositions. I believe the world is too complex to lend itself to theorising by definitive "laws" in the same way as the sciences do, as insights into this complex world would be lost if reduced to a series of law-like generalisations. I also agree with the interpretative paradigm which is characterised by a concern for the individual and its focus on understanding the subjective world of human experience, for this perspective asserts that situations are not only complex but they are unique – a function of a particular set of circumstances and individuals. This methodology affords us this opportunity to discover a vital third level – 'the reality working behind the reality' what Remenyi et al (1998, p35) calls "the details of the situation to understand the reality or perhaps a reality working behind them".

In the next chapter I aim to demonstrate how I have translated this methodology into my research strategy and outline the entire strategy for the project.

Chapter 3 – Research Methodology

4. RESEARCH STRATEGY

4.1. Introduction

The aim of this chapter is to provide an overview to my strategy in tackling the research question. I will describe the stages planned and expand on how my methodology has been translated into my research approach. I will also provide details on the sample groups and my consideration of the concepts of reliability, validity, insider-research and ethics for this research project.

In my original research proposal I used the label of "ethnographic research" for the research strategy as it is offers a broad process which involves methods of inquiry to create a vivid reconstruction of the groups being studied (Le Compte & Preissle, 1993). This process was congruent with my research as the primary aim was to explore the world view of the co-researchers and to uncover their characterisation of the situation (Thomas, 1923). Thus initial stages of the research aimed to find out "what [was] happening, to seek new insights, to ask new questions, to assess phenomena in a new light" (Robson, 1993, p42) and the subsequent stages reflected on the themes emerging from the research data in order to build theory which would inform future design of i-coach academy's masters level education programmes.

The traditional stages of ethnographic research are:
1. to agree where and from whom the data will be collected
2. to determine phases of inquiry
3. to agree on methods of data collection and plan for the collection and recording
4. to plan data analysis

(Le Compte & Preissle, 1993).

In the paragraphs that follow, I will expand on the above stages outlining the sample groups and providing an overview of the phases of inquiry. This process will highlight the methods of data collection and the scheduling of collection and analysis. I will also describe the approach underpinning the data collection and analysis process and consider the themes of reliability, validity and ethics. The following chapter will discuss in detail the data collection process and then chapter 6 will discuss the detail of the data analysis process.

4.2. Sampling

The first part of the sampling exercise was to source co-researchers who had experience of developing professional coaching practice and who would be able to provide "rich descriptions" of the experience being explored (Pollinghorne, 1989 p47) (Colaizzi , 1978 p57). As my aim was to understand their experience in order to inform the future design of i-coach academy programmes, I chose to recruit my sample from those on i-coach academy programmes in both South Africa and the UK during the period between 2002 and 2005.

My initial aim was to get an even sample of co-researchers from the UK and South Africa. However the number of potential co-researchers who had completed or were in the process of completing their second year professional practice module influenced the final co-researcher sample. In South Africa, there were larger student cohorts who were further along in their programme and as a result the final co-researcher sample had 13 co-researchers from South Africa and 2 from the UK. The participant sample (sample group 4), however, was evenly balanced between South Africa and UK participants as there was no requirement for this sample group to have completed the second year professional practice module. This sample group were used to test the findings from the co-researcher sample and they were asked to comment on the significant statement (appendix 5) and complete an online questionnaire (appendix 7).

The co-researcher sample was chosen using convenience sampling, in other words those who responded first to my invitation to participate (appendix 1). This invitation clearly outlined that their participation was not linked to their assessment on the programme. The group that was still attending classes was more responsive than those who had progressed from the taught programme to work on their research. This influenced the sample as I chose to balance the numbers from second group as much as possible so as not to let one group's experience dominate the findings. There were too many volunteers from the second group (sample group 2) so I chose a mix of volunteers who had experience the first year of the programme in the Johannesburg cohort as opposed to the Cape Town cohort and also attempted to balance male and female co-researchers. This selection was made using the priority of those who had volunteered first.

I had initially hoped to interview the entire sample but time to complete the interviews impacted on the decision to interview some co-researchers and not others.   I was only in South Africa at certain times of the year and some trips clashed with assessment experiences which I purposefully avoided to remove any connection in co-researchers' minds between their contribution to my research and their own performance on the programme. The choice of which

co-researchers to interview was also done by convenience sampling. A number of appointment times for interviews were offered in an email and these sessions were allocated to co-researchers on a first-come first-serve basis.

I also chose to reduce the emphasis on co-researchers drawn from the UK as my role of doctorate supervisor, as well as my role as programme director meant I was more familiar with this group and found it harder to bracket my experience of these individuals. However there were other reasons that informed this decision. One was that students in the UK were less cohesive and were at disparate stages of the journey which added a level of complexity to the experience of the phenomenon.

My final co-researcher sample size of 15 was agreed with Prof. Jonathan Garnett as being a large enough sample for a phenomenological study. The co-researcher sample is made up of three groups:

Sample Group 1   7 co-researchers from the pioneer masters' group in South Africa (2 female, 5 male)

Sample Group 2   6 co-researchers from the second intake to the masters' in South Africa (3 based in Cape Town and 3 from Johannesburg - 4 who did their first year in Cape Town and 2 who did their first year in Johannesburg.) (3 female, 3 male)

Sample Group 3   2 co-researchers from the first intake to the masters in the UK. (1 female, 1 male,)

The participant sample who participated in the research by commenting on the significant statement (appendix 5) and completing the online questionnaire (appendix 7) were drawn from the entire i-coach academy community. The 24 participants were from the following cohorts. None of this sample group were part of the co-researcher group.

Sample Group 4

- 2 from 2 year pioneer masters' group in South Africa
- 10 from first 1 year MA programme in UK
- 8 from 2 year masters' programme in South Africa
- 2 from 2 year masters' programme in UK
- 2 from 1 year masters' programme in UK
- 1 from Post Graduate Certificate in UK

The following figures provide some of the demographics of the sample groups outlined above. The vertical axis reflects the sample group number.

Figure 5:   Age of Sample Groups
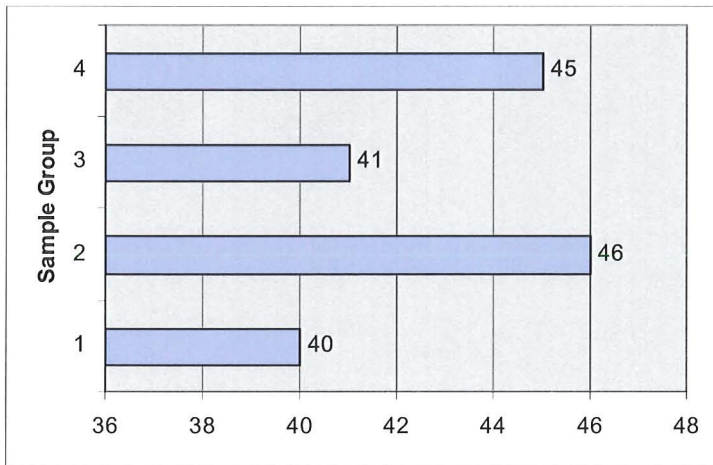
Figure 6:   Gender of Sample Groups
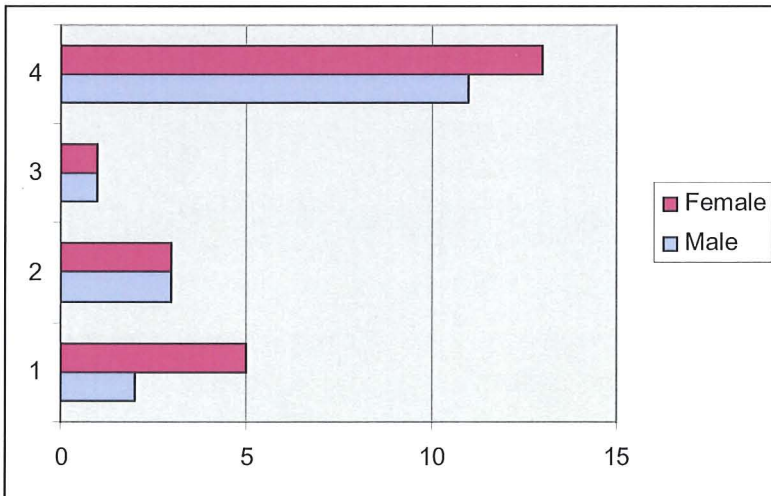
Figure 7:   Location of sample group 4 - participants
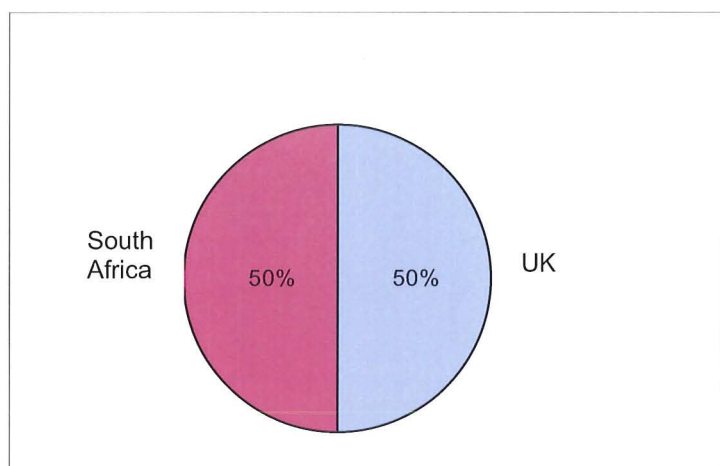
4.3. Research Process

In Chapter 2 I described how I have been working in situ with co-researchers since December 2002. My original research proposal proposed to act as an observer on student coaches' presentations of their coaching frameworks and models, then to read and analyse their learning journey documents before inviting them to an interview to discuss the differences between their presentation, their learning journey document and my observations as primary researcher. As the focus of my research became clearer and I began to grapple with a deeper understanding of phenomenological research methodology, my research question became more concise and it became clearer to me that the "experience" of the coaches should lead the data collection process and my reflections and thoughts should be used to supplement themes that were drawn from their experience. Thus whilst I have actively participated in all groups' coaching framework presentations and demonstrations (Chapter 2) and many of the learning and supervision days with the students, I have not chosen to prioritise these experiences but rather to be led by the co-researchers identification of the experiences which they considered in response to the research question. I have also attempted to "bracket" as much as possible my own presumptions on the experiences critical to developing professional practice until after the data analysis phase of this research.

This discussion also reflects my rationale for changing my approach from "semi-structured" interviews where I would lead with set questions, to one where the role was reversed. The interview was structured in a way that allowed the co-researcher to talk about their experience with limited (if any) intervention from me. I discuss how these interviews were run and the success of this approach in more detail in Chapter 5.

Finally I recognised that I was being optimistic in thinking that I could effectively tackle learning journey documents for analysis as some of the submissions were over 167 pages per co-researcher. I therefore chose to include as a data source the coach's end-of-year reflective essay instead. These essays ask coaches to capture critical incidents in their professional and personal journey over the year and were thus, in my view, a summary of the critical experiences as the individual saw them and therefore still congruent with the methodology as discussed in Chapter 3.

However, the accreditation requirements changed for the second year of the second masters' group in South Africa. There is no longer a requirement for a reflective essay attached to this professional module and so for these students I needed to review their entire Learning Journey Documents - approximately 8000 words each.

Summary of my research process:

1. Actively participate in the i-coach academy learning programmes in the UK and South Africa from 2002 – 2005 and observe and gather reflections on what I noticed about individuals and their experience of developing professional practice. This includes their professional assessment where they present their coaching framework and model and share their individual experience of the personal and professional journey over the year. I was the programme director for all groups and taught and supervised with all groups, although some more actively than others (see appendix 9)
2. Gather and review individuals' learning journey document assignments and reflective essays which constitute their own critical reflective narratives on their personal and professional experiences of developing professional practice.
3. Interview co-researchers face to face and transcribe these interviews
4. Complete data analysis of all data sources (a detailed breakdown on the analysis process can be found in section 6.2
5. Validate with co-researchers the themes arising from their individual analysis

6. Validate the findings further and gather more data from a broader sample by using a questionnaire. The questionnaire design is based on the themes arising from the analysis of the co-researchers.

7. Review any discrepant data arising from validation with co-researchers and broader sample through the questionnaire and to summarise findings.

8. Draft statements for the core themes arising across the sample groups and to test these statements with co-researchers to see if the statements of the experience which are not specific to their own experience still capture the essence of the experience

9. Review the literature and converse with external sources such as faculty and colleagues on the findings to generate recommendations.

10. Integrate learning into enhanced version of the professional modules for the masters programme.

4.4. Approach underpinning data collection and analysis

The phenomenological method of investigation discussed in Chapter 3 was used to collect and analyse all the data in this study. I used this method whilst conducting the interviews, reviewing the transcripts and critical reflective narratives from both co-researchers and primary researcher. The method devised by Husserl offers a series of steps, which aim to bracket off personal assumptions, to open minds and to arrive at new meanings. As discussed in Chapter 3, the purpose of using this approach was to emerge with data which was authentic to the individual co-researcher's experience and not diluted by elements of the primary researcher's views. I attempted to follow these steps but found them to be less of steps and more of an approach or stance to take during the work (ihde, 1977; Grossmann, 1984; Spinelli, 1989).

1 **The rule of Epoché (bracketing).** Here I aimed to suspend my assumptions, expectations and biases as far as possible and to focus on the data of the co-researcher's experience. Whilst I recognised that it would be impossible to bracket all my biases, my aim was to lessen the impact of my personal assumptions on the experience.

2 **The rule of Description** – here my aim was to describe what co-researchers were saying as opposed to explaining their responses or creating hypotheses. (Spinelli, 1989)

3 **The rule of Horizontalization**– here my aim was to resist placing hierarchies of significance on the descriptions, treating every theme as equally important. (Spinelli, 1989)

4.5. Reliability and Validity

In qualitative research **reliability** can be generally regarded as the fit between what researchers record as data and what actually occurs in the natural setting that is being researched - in other words, the degree of accuracy and comprehensiveness (Bogdan & Biklen, 1992 p48).
Thus reliability is construed as dependability (Guba & Lincoln, 1985 pp108-9) and as such involves co-researcher checks, debriefing by supervisors, triangulation and prolonged engagement in the field. Hammersley and Atkinson (1983) argue that qualitative research, being holistic, strives to record the multiple interpretations of and meanings given to the phenomena and warn against placing too much emphasis on the co-researcher's data, proposing that they are not the sole commentators on their experiences.

In this research I have attempted to increase the reliability of the data by undertaking the following steps:
1. I have used both narrative accounts from and an interview with co-researchers at different stages of their journey to ensure the account of their experience is consistent.
2. I have used co-researchers' narrative accounts from the same sample group but who were not interviewed, to test whether the interview biased the data being captured.
3. I have followed the co-researcher data analysis with a questionnaire which was sent to a broader sample to check if the themes arising from the co-researcher's experience were consistent with those who were not part of the co-researcher group.
4. I have followed the data analysis by sharing the final research statements with the broad community to check their resonance with these thematic statements drawn from multiple co-researcher experiences.
5. I used samples of different groups to ensure that the experiences were consistent across groups and locations.
6. I used a supervisor to check my own bias towards co-researchers and to ensure that I was effectively extracting significant statements that were related to the research question.
7. In the interviews, I was aware that it was important for the co-researchers to understand the research question in the same way and thus I used a briefing note at the beginning of the interview and tried to ensure there were no alterations to the sequence of questions (if used) or the words I used. This was important for, as Oppenheim (1992 p147) points out, using different words can undermine reliability because it ceases to be the same question for each respondent.

Chapter 4 – Research Strategy

8. I attempted to time the interviews to NOT coincide with any of the assessment processes co-researchers may have been undertaking, so as to minimise any subconscious association between my research and their success in assignments.

9. I used a participant release form which clearly stated the roles and responsibilities of the co-researchers and reminded them that their involvement in the research was in no way linked to their success on the programme.

The above steps indicate that I have used **triangulation** to support the research strategy: there are multiple data points from the same co-researcher, to ensure that their individual data is consistent and to reduce any bias which may have been present if using one data collection method. As there was only one researcher conducting the interviews and reviewing the narrative accounts it was important to watch for co-researcher error and bias i.e. that there were not other factors interfering with the data - for example the primary researcher's role as programme director. There was also a need to be aware of researcher bias and error as I was the only primary researcher. In all my work on this research, I have tried to be as honest as possible to the self-reporting of the research and have a willingness to engage with my own motives, constructs and judgements. To support me with this I enlisted the support of two mentors/supervisors more familiar with the phenomenological method and research than I to help me identify my blind spots and to watch for self deception (Salner 1999 ; Brew 1996). I also built in multiple methods of data collection to help to increase the reliability of the data by ensuring the interviews did not bias the data significantly.

As the phenomenological methodology used in this research is interpretative, **validity** needs to be true to naturalistic research principles (Guba & Lincoln, 1985; Bogden & Biklen, 1992). I attempted to address validity by using Husserl's phenomenological method throughout the research to set aside my own personal constructs as much as possible and to allow the data to tell the story of the phenomenon. The data sources I have used contribute to validity as they reflect the natural setting of the phenomenon and are descriptive accounts which have been analysed inductively rather than using a prior set of categories. The seeing and reporting of the situation has been through the eyes of the co-researchers (Geertz, 1974) although there is also data from the researcher who is part of the researched world. I have also attempted to validate the themes that arose from the data sources by going back to co-researchers to check that their intended meaning from the experience has been effectively captured in both their individual thematic summaries and the final thematic statements describing the experience.

4.6. Ethics and role as work-based researcher

When reviewing the ethics for this research project my primary aim was to protect co-researchers. I was concerned about the impact of the multiple roles that I played in the context and recognised the need to make explicit the separation of the research from their individual success on the programme. I was also aware that the co-researchers were on a paid for programme for the purpose of their own learning and did not want my research to over burden them with exercises irrelevant to their own learning process. Thus the synergy of using their existing assignments offered a useful data source whilst acknowledging the limitations of using "assessed" work. (see section 5.3)

The way I approached prospective co-researchers was to initially build relationships with them in my role as programme director, and to build trust and rapport before I discussed my research with them. Once I felt that this had been established and I was ready to move into the interview phase of my research I wrote to each individual and requested their support (appendix 1). In this letter, I also enclosed a participant release form (appendix 2) outlining the time commitment and access I would require to various assignments they had submitted. I confirmed that confidentiality would be adhered to and that they would never be named in the research. I explained that they may recognise one of their own quotes in the research but that it would remain anonymous. I also emphasised that there was no link between their participation in the research and the assessment process for their programme, and that they were under no obligation to participate. I also confirmed that they could opt out of the research at any time. In all my conversations about my research I have attempted to be as honest and open as possible. I thus consider that all co-researchers have given informed consent to participate in this research and an example of the participant release form they signed is attached in appendix 2.

4.7. Summary

The aim of this chapter has been to provide an overview of the entire research strategy and process and to demonstrate how this process reflected the phenomenological research theory. There is no clear line that marks where data collection stopped and data analysis began, because it was an ongoing and circular process which cannot be described effectively in a number of research process steps. Thus a theme underpinning the research process was what McLeod (2001) referred to as moving backwards and forwards between the individual experience and the experience of the phenomenon which the research aimed to capture. The next two chapters will expand on the detail of the data collection techniques and the data analysis process. As with this chapter, the following chapters will focus on what actually happened in the research process, as opposed to what was originally planned.

5. EXPLORING THE EXPERIENCE : DATA COLLECTION

5.1. Introduction

In this chapter, I aim to expand on the data collection techniques used and to discuss the experience of applying these techniques in practice. Thus I will discuss what the data sources were, how I gathered the data and the challenges I encountered. I will also discuss the potential impact of these challenges on the outcomes of the research.

5.2. Data Sources

The purpose of data collection is to gather descriptions of the experience being studied (Moustakas, 1994). As discussed earlier, phenomenological researchers use many data sources and descriptive methods for data collection. I too used varied sources such as my own critical reflections and those of the co-researchers. I also used external sources such as other participants who had experience of the phenomenon, relevant literature and conversations with faculty colleagues who have expertise in the fields of education, coaching, counselling and therapy. The phenomenological method (section 4.4) was used as a technique across all data source points to limit the data being obscured by my own views and assumptions.

Data was thus gathered from the following sources:

1. **Researcher's critical reflective notes** from observing the learning process, what phenomena emerge and stages of evolution within coaches if any. This includes reflections by the coaches of their coaching frameworks and models, their demonstrations of their coaching practice (if applicable) and feedback questionnaires evaluating the programmes over the years.
2. Co-researchers' critical reflections in their **narrative accounts** in assignments such as reflective essays and/or Learning Journey documents.
3. **Interviews** with co-researchers and their respective reflections on the transcripts, documents and summarised themes
4. **Follow-up questionnaire** to co-researchers and other participants
5. **External sources** such as conversations with faculty colleagues and a literature review

Expanding on the discussion of sampling (section 4.2) – the data sources gathered for each co-researcher were as follows:

Table 1: Data sources from co-researchers

Co-researcher	Programme	Year One Essay	Year Two Essay	Interview
1	SA02.04	Yes	Yes	Yes
2	SA02.04	Yes	Yes	Yes
3	SA02.04	Yes	Yes	Yes
4	SA02.04	Yes	Yes	Yes
5	SA02.04	Yes	Yes	Yes
6	SA02.04	Yes	Yes	No
7	SA02.04	Yes	Yes	No
8	SA03.05	Yes	LJD	Yes
9	SA03.05	Yes	LJD	Yes
10	SA03.05	Yes	LJD	Yes
11	SA03.05	Yes	LJD	No
12	SA03.05	Yes	LJD	No
13	SA03.05	Yes	LJD	No
14	UK03.04	N/a	Yes	Yes
15	UK03.04	n/a	Yes	No

5.3. Primary Researcher's Observations and Critical Reflections

In phenomenological research the researcher's own experience is considered of equal importance to the data from other sources as the methodology recognises that the researcher is part of the experience under study and has a particular perspective that will inevitably influence both positively and negatively the observations, interventions and conclusions. Therefore throughout the research process I was continually aware of and critically reflected on my personal relationship with the learning programme, specific individual relationships, the group and the context. I was also conscious of the multiple roles of programme director, faculty, mentor and researcher played that I played within the i-coach context and my own development journey as a coach and towards achieving my doctorate in coaching psychology. However it is clear that I did not approach this project with no knowledge of the theory of learning and coaching or my own experience in various contexts. In Chapter 2, I have attempted to describe the context

surrounding this project and the multitude of external sources that contributed to my own experience and assumptions which are likely to have informed this research project.

My initial step was to attempt to understand myself in relation to the phenomena of developing professional coaching practice. I needed to define what it was that influenced my own sense of being a coach and what I considered the journey to be. The purpose for this task of critical self reflection was that it allowed me to focus my attention on my view of professional practice to understand my own personal biases and judgements. This exercise enabled me to remain open to the interviews and narrative accounts. It also helped me to clarify my own ideas and questions regarding the development of professional practice, exploring and contrasting them with other perspectives in related literature. The exercise also helped to inform the language of my research statement, my interview guidelines and later questionnaire.

The core source for this data came from my journals and reflective notes which were started in 2002 as part of the work required for my RAL 5, Advanced Professional Practice claim[2].

5.4. Critical Reflective Narrative Accounts

These documents are referred to in the i-coach academy as reflective essays and Learning Journey documents and were initiated as part of the early accreditation process for this programme through the Professional Development Foundation (PDF) to the National Centre Work Based Learning partnerships (NCWBLP) at Middlesex University. However over the years we have evolved and enhanced our own understanding of the learning outcomes associated with these accounts and enhanced the focus and critical reflective nature of the assignments. Over the two year programme, student coaches are required to submit a Learning Journey document 6 – 8 weeks after their professional review assessment. There are two professional reviews, one at the end of the first year and one at the end of the second year and thus students complete two Learning Journey Documents over the masters' programme. The learning Journey document is not supposed to be a reproduction of their learning journal; rather it is expected to embrace more of a critically reflective style and comment on their personal and professional journey over the relevant period. In the first year of the programme the emphasis of the professional journey is on the creation of a coaching framework and model, which requires them to make explicit what informs them as a coach and how they work in practice. The second year is more about evolving, refining and bedding down their framework and as they explore their 'signature presence' /

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[2] Previous module of the professional doctorate journey

Chapter 5 – Exploring the Experience : Data Collection

purpose in the field of coaching. These documents initially had no word count limit and thus I chose to use the reflective essay which was attached to the learning journey document as my data source. This essay was 2000 words and thus synthesised their journey further, commenting on the critical incidents they had noticed on their journey, including the journey of writing the learning journey document. In 2005, the external assessor for PDF ruled out the essay as a requirement seeing it as repetitive of what was being asked of the student in the Learning Journey document and imposed a word count on this document. Thus for the first year of both groups I have used co-researcher's reflective essays and for the second year I have used the learning journey document for those that have just completed the Advanced Coaching module (sample group 2) and the final reflective essay for those who have graduated (sample group 1 and 3). The final reflective essay is different in that it invites the student coach to reflect on their entire learning journey including the research and other academic modules and this is important to consider in light of the question being studied, as initially I did not consider the impact of the research project as part of the "experience" of developing professional practice.

It is important to make explicit that whilst the Learning Journey documents are assessed against criteria set by Middlesex University whilst the reflective essays are not formally assessed against the criteria, are a PDF initiative and are reviewed as either a pass or fail. Whilst they are told that reflective essays are pass/fail, not grading, whether student coaches are actually conscious of this distinction when writing these assignments is debatable. It is important for us to consider as we are using both of these narrative accounts, on of which is formally assessed and one less formally assessed which may have an impact on what the co-researcher included in their narrative account. My view is the impact is likely to be limited as I don't think the distinction is clear in the co-researcher's mind.

I considered this and thought that what was lost with respect to the personal depth and detail we may have got from journals/diaries, was compensated for by the critical review of their observations and experiences, which was a distillation of the reflective essay and learning journey document. Thus, in line with the phenomenological approach of requiring co-researchers to go beneath the immediate layer of observation/awareness and explore blind spots and make explicit what informs them, the reflective essays and learning journey documents are likely to bring data consistent with this perspective. This is because the data will include not only their immediate experience but their critical reflection on that they observed and the sense they made of that. These assignments therefore were considered consistent with my methodology, and a good data source for this research.

Chapter 5 – Exploring the Experience : Data Collection

5.5. Interviews

Success of the interviews was determined by the extent to which I could capture the coach's experience, as distinct from their theoretical viewpoint of the phenomena whilst also ensuring I gathered data on how they made sense of the process. I grappled with creating an interview guide (appendix 3) and used my own reflections in conjunction with a general interview guide (Moustakas,1994 p116) to determine my approach. I started the interview with a scripted introduction to the research question and the methodology I had chosen. I also reiterated the contract between us (primary researcher and co-researcher) with respect to confidentiality, the audio taping of the session, next steps and access to results. I was keen to create a reflective environment for the interview and tried to build rapport and trust with the co-researcher before initiating the interview. This process was reasonably easy as the co-researchers had an established relationship with me and the scripted brief of the process appeared to remind them of the letter I had sent to them before. Once the interview started, I attempted to adhere to the phenomenological method as described in chapter 4. I had broad questions to hand but focused on listening to the co-researcher's story in response to the research question. I only used the guide if the story did not sufficiently tap the depth of their experiences. I was very conscious that my questions may influence the content of the narrative and thus tried to keep my interventions to a minimum and my questions broad. I also was wary of the language I used and the order in which I posed questions. Thus, I worked consciously to bracket my own ideas and assumptions (including my assumptions about the individual in front of me) during the interviews and was cautious about being too directive and following themes which I identified emerging as opposed to staying with the narrative and not imposing any hierarchy to elements of the conversation. After experimenting with a few interviews, I added a question which supported the co-researcher to provide data about the sense they made of the process to developing professional practice. I asked the question: "If someone came to you and asked for your advice on how to develop as a professional coach what would your advice be, what *experiences* [events] would you encourage that person to have?"

As mentioned above the sampling for the interviews was done on a convenience basis and thus co-researchers who could make the dates and times and responded first to my request were allocated to interview appointments. Some interviews were conducted at my home in a quiet space and others were conducted in a meeting room at the University of Stellenbosch. On average each interview lasted 1 hour. Each interview was transcribed into a written document for review. I outsourced the transcription of the interviews and then tweaked these when listening to the tape again during the analysis stage.

Chapter 5 – Exploring the Experience : Data Collection

Reflections immediately after the interview process were that some co-researchers found it easy to speak reflectively telling their story and sharing personal reflections – both positive and negative, whilst others struggled to reflect and their stories were more descriptive and factual. I struggled not to intervene in the more descriptive stories as these co-researcher appeared expectant of questions and direction around which to base their responses. I was also conscious of the relationship between the co-researchers' stage on their journey and the focus of their stories (i.e. some had graduated and some were still in their second year). One example of this was a focus on discussing learning from the research project which appeared to be top of mind. I also reflected that it would have been useful to gather data such as age, any previous therapy or self reflective work, prior job description and current description of role to see any trends, and I attempted to address this through the questionnaire stage of the research process. I also reflected on how I came away from the interviews full of ideas and hypotheses and ready to implement insights I had gained immediately. I was also filled with an immense gratitude to my co-researchers for the time they had taken to work with me on my research and the openness and frankness with which they had engaged in the process.

5.6. Questionnaire

As outlined in my research process (section 4.3) I chose to test the themes arising from the co-researcher sample group with a wider sample of students in the i-coach academy community. I did this by sharing the significant statement (appendix 5) and inviting comments (section 7.2.1.6.2) as well as asking this group to complete an online questionnaire (appendix 7). It is acknowledged that a questionnaire is not a phenomenological data collection technique however the purpose for the questionnaire was not to capture the experience of the participants rather it was being used to test the findings from the phenomenological study with co-researchers to see if there was resonance amongst a wider sample with the themes arising.

The questions on the questionnaire were drawn from the analysis of the co-researcher data and from the primary researcher's critical reflections. The experience of "supervision" was left out of the questionnaire in error. This was a careless oversight, which question 12 requesting information on other experiences participants found significant may have alleviated but it was not ideal. The questionnaire used a 4 point scale to prevent neutral scoring after a discussion with Prof van Oudtshoorn. The language chosen to differentiate the 4 points has been challenged as for many there was not a clear distinction between 'important' and 'significant'. This limitation is acknowledged, however it is thought that the layout of the questionnaire with 'important' appearing before 'significant' in the scale would lead a respondent to see 'significant' as having a

higher value than 'important'. The questionnaire was designed using a tool called survey monkey (www.surveymonkey.com) which not only collects the data but supports with synthesis as depicted in table 1 and table 2. The 24 participants that responded to the questionnaire were evenly split between the UK and South Africa and were not part of the co-researcher group.

5.7. Literature Review and external sources

At the start of my doctorate project, I drew on my experience from my masters' research and initially tackled and grappled with the literature review, trying to synthesise the vast number of related fields to my research topic. However with the support of Prof. Jonathan Garnett and my evolving understanding of phenomenological research, I came to realise that I was working the wrong way round since my aim was to allow the material gathered from the research participants to essentially shape my analysis and thus it would be more beneficial to leave the literature review till after the data analysis, when it could provide an additional source of validity and reliability. However given my intent was to not be overly shaped by others' previous explanations and descriptions, I was aware that I needed to attempt to name these influences, some of which are theoretical underpinnings as part of the initial stages of the research process and this is what I have done in Chapter 2. This chapter outlines what can be considered as my first data source - that of my own critical reflections and assumptions (section 5.4)

After the analysis phase, I began to read further around the themes arising from the findings and particularly to see if there were similar themes arising from developing professional practice in other professions such as counselling and therapy. For example, reading the work of Davies et al (2004) and Skovholt & Rønnestad (2003). I also began to read more about adult learning and the stages of adult development identified in the literature, reviewing the work of authors such as Hudson (1991), Jung (1977), Knowles (1984) Rogers (1957,1967) and Maslow (1973,1968). I also examined other coaching education programmes' curricula, learning philosophies and other sources in the public domain against which I could test and compare the findings that were arising from this study. There were no formal studies identified in the literature focused on educating 'professional' coaches' and so I engaged some 'experts' actively participating in the education of coaches in conversation to hear their views on the findings of this study as well as debating the findings with faculty colleagues in the i-coach academy. I also considered recruiting co-researchers outside of the context to see if the experience was the same but I became increasingly overwhelmed by the task of what I had already contracted to deliver and thus put these ideas on the back burner as next steps to explore post- completion of my doctorate.

5.8. Summary

In this chapter I have attempted to outline the data sources used in this research and the approach followed in data collection. I have also described some of the challenges I faced and highlighted the potential impact of issues arising due to changes in the data sources and the implementation of the collection process. The next chapter will explore the data analysis phase and discuss how meaning was made from the data collected.

6. MAKING SENSE : DATA ANALYSIS

6.1. Introduction

In Chapter 4, I described the approach used to make meaning from the data captured and my rationale for the sample and various steps taken to ensure reliability and validity. In this chapter I aim to describe the analysis process in detail and to discuss the experience of conducting the analysis. The chapter will reiterate my attempts to move towards objectivity as described in section 3.3 and 4.5 and to reflect the hurdles I faced and their potential impact on the outcomes of the research.

6.2. The journey to make meaning

As discussed earlier, the philosophy of phenomenological enquiry is to reveal the underlying meaning and relationships interwoven into a phenomenon and in the case of this research to uncover how coaches make sense of their development of professional practice so that their insights can be translated into an enhanced education process. This stage involved organising and explaining the data, making sense of co-researchers' views of the phenomenon and noting patterns and themes. However the volume of data led to multiple stages of analysis to assist in selecting significant features for focus. The process has been one of funnelling data from a broad to a narrow view, Hamilton & Parlett (1976) only to then expand these narrow descriptions through explanation to theory generalisation (Cohen, Manion & Morrison, 2000).

When I began formally to consider this phase of my research, I spent some time with Greg Madison, a PhD student using a similar process of analysis for his research in psychotherapy exploring the experience of being "a stranger in a foreign land". He provided some useful tips as I grappled with the daunting prospect of analysis. He demonstrated through examples how to exclude data which was specific to an individual and not a theme, and this support helped me to clarify the approach I wanted to take for my data analysis. At this stage I was becoming conscious of my increasing discomfort with describing someone else's experience of a phenomenon through a synthesis of multiple co-researchers. This was fed by my own experience of the phenomenon and my assumptions of the experience being unique to each individual.

Early in the project, I was conscious that I frequently analysed and made sense of my observations and reflections, however this did not "feel" like data analysis and I was relieved that

there appeared to be a common consensus among phenomenological researchers that the processes of data collection and data analysis are intertwined. However entering the final stages of my project, I found I needed a clearer and more structured process to ensure rigor in how I made sense of the data and the research process. I started by revisiting my self reflections and to write the chapter which crystallised what I had learnt through my exposure to the phenomenon between 2002 and 2005. This helped me to ground the assumptions and underpinnings I brought to the research and was a personal contribution to the research data. This work I have outlined in Chapter 2 as it was ongoing and thus the collection and analysis of this contextual background permeated the entire research period.

Next I began to explore what data I was likely to have and could effectively use for analysis. I had received many agreements from participants volunteering to be co-researchers (section 4.2) and I had to decide how much more data collection I had time to do, as well as which elements of the narrative work to focus my analysis on. I had wanted to ensure that any element of my research was not directly linked to an "assessment" time period in the formal education programme, in order to distance any perceived connection with participating in my research and successful attainment of a qualification. This led me to the conclusion that I should work with the interview data I already had, together with narrative accounts to supplement the data. I also explored the use of the reflective essay component of the narrative work where possible, since this was likely to be the co-researcher's attempt to synthesise and making meaning of their journey. This seemed congruent with my own efforts to identify themes from the development of my professional practice.

I started my "formal" analysis with the pioneer group of students in South Africa. I used three immediate data sources per co-researcher:
a) a reflective essay from July 2003 when they completed their first year and first professional module,
b) a reflective essay from December 2004 when they had completed their entire journey both academic and professional, most recently having submitted their research project and
c) the interview transcript from an interview conducted in March/April 2005.

Although I had read through each of these items before, I chose to read each "set" of documents per co-researcher, to document significant statements from all three documents and then identify themes arising from that co-researchers experience. I considered that my "sense" of the documents as a whole, which included a group broader than the sample of 15, would be reflected in my self reflection. What I was keen to determine here was the individual co-researcher's experience and how they had made sense of the process. I also considered this approach as

supportive of validity as it checked whether the significant statements arising from the interview were consistent with those arising from the narrative accounts. This was important, given that the interview and narrative accounts collected data at different times in the journey, and the experience of "being interviewed" and writing documents that were "assessed" may have impacted on the consistency of the statements given. Co-researcher's statements were surprisingly consistent across their 'set' of data i.e. their 2003 essay, 2004 essay and interview 2005 (if applicable).

The process used to review the "set" of documents per co-researcher described above was similar to that proposed by Colaizzi (1978). However the process was not linear and there were multiple sample groups which informed the final statement. Below I have attempted to unpack the steps taken. I have used the examples from the data sources from co-researcher 1 to demonstrate the first five steps of the process, additional examples of source data can be found in Appendix 6 and more can be provided on request.

1. I read all the documents relating to an individual co-researcher again to refresh my mind and acquire a connection with them and make sense of them.

2. I immediately returned to each one and extracted sentences/significant statements that directly related to the research question.

> *For example out of co-researcher 1's set of documents I extracted statements, some of which are documented in the box below.*

<div style="border:1px solid">

"a lot of this journey has been about owning and coming to terms with the wonder of who I am as opposed to always focusing on what I still need to be"

"if I never coach another person this journey has been worthwhile"

"programme has been one of the most profound learning experiences of my life – I am different and I like what I now see"

"The journey itself has been the teacher"

"journey has been richer than I ever imagined – taken me to depths of myself that were painful but powerful – a liberating rollercoaster"

"initially more absorbed in myself, my anxiety was high, worrying about what question to ask next"

"more confidence and able to trust myself and the client, not feeling I had to do all the work"

"I've gone to places unexpected, both painful and exhilarating"

"recognition that assumptions about what underpin me and my beliefs actually driving behaviour bear little resemblance – difference between espoused and actual values."

"integrative thinking – powerful was having to wrestle with, unpack and uncover my own model – this was an important piece of the journey"

</div>

3. I did this for all three documents (or, in the case of those not interviewed, 2 documents)

4. I then reviewed the significant statements across all three documents and formulated a list of themes arising from that individual co-researcher's experience.

   For example out of co-researcher 1's statements themes were as follows

   - Integrative thinking to create own framework
   - Learning about myself (identity/internalisation)
   - Journey has been the teacher (crucible for growth/stages)
   - Being on the edge/challenged
   - Emotions

5. I then wrote down these themes and associated significant statements with each theme. This was done to ensure that the meaning of the theme was not severed from the original statement.

   For example linked statements from co-researcher 1 to the themes identified from their statements:

   - **Integrative thinking to create own framework**
   "integrative thinking – powerful was having to wrestle with, unpack and uncover my own model – this was an important piece of the journey"

   - **Learning about myself (identity/internalisation)**
   "recognition that assumptions about what underpin me and my beliefs actually driving behaviour bear little resemblance – difference between espoused and actual values."

   "learning about myself , me in relation to others and to context"

   "seen as a whole person"

6. I checked the accuracy of my analysis of themes arising from individual co-researcher's documents by engaging a supervisor to read the same set of documents and see if she noticed the same elements that I did. My supervisor did not review each co-researchers documents just a few to sense check my own analysis. In conversation, my supervisor affirmed what I was noticing.

7. Once I had completed steps 1 – 6 for each co-researcher in a sample group, I checked the themes arising from those who had not been interviewed in that sample group to see if there was any discrepant data which may indicate a bias of the interview. Themes arising were surprisingly consistent across all co-researchers including those who had not been interviewed. This led us to consider whether the interview was redundant but on reflection

Chapter 6 – Making Sense : Data Analysis

the interview transcripts provided useful metaphors and frequently provided a more succinct articulation of the experience.

8. Once I had completed steps 1 – 7 for a particular sample group of co-researchers I noted the themes across the co-researchers and created another synthesised set to themes which reflected the themes arising from that sample group. Here I was attempting to "allow for the emergence of themes which were common to all the co-researcher's themes. (Colaizzi 1978, p 59) The themes appeared to reflect two broad areas and thus were captured under two categories. Their individual experience of developing professional practice and the experiences [events] considered important to developing professional practice.

Category A : What was their individual experience of developing professional coaching practice

Theme 1: Is individuation or creation of identity part of the experience? (Individuation, self actualisation)

Theme 2: Is the experience more one of a learning process/journey than achieving an end goal or the content/faculty?

Theme 3: What are the stages of development?

Theme 4: What emotions are associated with the experience?

Category B : What they saw as important experiences that contributed to their development of professional coaching practice?

Theme 1: Experiences/Activities/Events that contributed to your development
- Learning from others
- Creation of a coaching framework and model
- Reflective Learning
- Professional Assessment/Learning Review
- Receiving Coaching
- Applied Coaching
- Feedback
- Supervision
- Research

Theme 2: What advice would you give to another considering developing professional coaching practice?
- Keeping a Reflective Journal
- Reading a variety of coaching books
- Participating in formal coaching training/education
- Coaching clients in contexts different from your own
- Coaching clients on a barter or pro-bono basis
- Receiving individual coaching
- Learning conversations with peers
- Making explicit your coaching approach
- Practicing coaching with peers

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9. I then typed up a revised thematic summary per individual using the categories and synthesised thematic labels (see example in Appendix 6). I again transferred the individual co-researchers' statements which were supportive of these synthesised thematic labels to be bullet points under each label. Again, this was to ensure that the synthesised theme, whilst arising from a reviewing of many co-researchers' themes, did reflect each individual's original statements. Statements of experiences which did not fit the synthesised thematic list were considered to see if they added to the experience being described, or if they were specific to that individual. I was expecting there to be a number of these situations, however the statements were surprisingly similar across co-researchers.

10. I then sent the thematic summary, the original transcript and reflective essays back to the co-researcher for their confirmation of the statements being associated with the themes, and to comment on whether the themes had failed to capture anything from their experience.

11. I then integrated any discrepancies arising from the co-researcher's feedback. There were limited comments or concerns on the summaries other than affirmation that they had effectively communicated their own experience of developing professional practice. This affirmation, whilst positive, challenged me to reconsider my discomfort with a synthesised statement as it appeared there were more similarities in the experience of co-researchers than dissimilarities.

12. This thematic list then formed the basis of a questionnaire (see appendix 7) which went to a broader group of participants. This step was to test whether the sample of co-researchers' experience was similar to the broader group, and to raise my awareness of any discrepancies which may clarify what else needed to be worked into the final product.

13. At this stage, I checked out my synthesised thematic labels with another supervisor who helped me to ensure the labels effectively captured what I was finding and supported me to think through how I tackled the statement writing under these thematic labels. The output of this conversation was that my labels became statements rather than questions, and I was challenged to consider whether I had synthesised the themes too much. This led to my unpacking some of the themes to demonstrate subtleties in the findings

Final theme statements became:

Category A: Experience of developing professional coaching practice

Theme 1: Developing professional coaching practice involves an increasing integration of professional self and personal self.

Theme 2: The journey is continuous and reflection is crucial

Theme 3: Meaningful contact with people acts as a catalyst for growth

Theme 4: Openness and commitment to learning propels the development process

Theme 5: Uncomfortable emotions are experienced and mastered by most

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Category B: Experiences that contribute to the development of professional coaching practice

- **Theme 1:** experiences considered important to development of co-researcher's practice

- **Theme 2:** views on central experiences required to develop professional practice

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14. I then completed steps 1 – 5, 7, 8 and 15 for the second masters' group in South Africa and the two co-researchers in the UK.

15. Finally I made an effort to integrate all of the sample groups' themes into a statement (see appendix 5) describing the whole investigated phenomena. This statement was then sent to co-researchers from all sample groups and their feedback and thoughts were captured for discussion in the findings. Transforming significant statements and themes into a single statement proved challenging as I attempted to shift from the co-researcher's language to my own whilst still retaining the essence of their description. I resolved myself to accept that if I had not effectively communicated the meaning of the statement, co-researchers would highlight this when reviewing the statement.

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16. I also sent the summary statement to a wider group of participants to test its resonance with their experience.

The first few 'sets' of co-researcher data took a long time as I was anxious not to leave out anything meaningful to that individual co-researcher. I also frequently had to go back and review the exact research question to keep me focused in my collection of significant statements, ensuring that they were significant to the phenomenon I was investigating as opposed to interesting generic data. As discussed in step 8, when reviewing these statements, there appeared to be two elements of the discussion and both were supported by different aspects of the data. Thus it made it easier for me to look for significant statements against these two categories. These were as follows:

1. What was their individual experience of developing professional coaching practice?

2. What did co-researchers see as important experiences (events, activities) that contributed to their development of professional coaching practice?

Breaking it up like this allowed me to have data that reflected the individual experience of the co-researcher, whilst also gathering data as to how they made sense of that experience, and what they would consider as important experiences [events] to develop as a professional coach. It also made me less anxious about eliminating significant elements of their narrative as there was now a clearer view of a dual "experience", - one a lived feeling or response, and the other an activity or event. A reflection for me at this stage was that the themes arising from the first category appeared to reflect (and would thus likely inform) the underlying learning philosophy for the development of professional coaching practice. Themes arising from the second category, on the other hand, would give me the basis for refining the education programme to include activities and experiences useful in supporting individuals to develop their own professional practice.

My experience of completing the analysis was one which moved frequently between individual statements and themes to sample group statements and themes and then finally to a general description of the phenomenon. Whilst phenomenological research allows for moving back and forth between discrete and whole aspects of the experience under investigation, it is more a theme of narrative research that allows researchers to focus on the meaning of the whole story. I frequently felt torn as I didn't want to loose the depth of individual co-researchers' subjective meanings, but equally didn't want to neglect the whole contextual meaning. I also consistently reminded myself of the concept of horizontalisation and worked hard not to impose a judgement on which themes were significant or not. For example, the co-researchers' personal development journey jumped out as being more significant for me and I constantly needed to push back my judgement on this. In the end, it was useful that the co-researchers' experiences had more

similarities than differences as this gave me greater comfort in formulating a synthesised meaning of the whole experience.

There were a few additional elements that I became aware of when reviewing the data which could have impacted the outcome of the research. Firstly, given that the second essay for pioneer group (sample group 1) in South Africa and the UK group (sample group 3) was written soon after completing their research project, the emphasis on that element of their journey was potentially weighted. Whilst the impact of this could have been limited by the additional data sources (interview and first essay), there was a potential that their experiences would be very different from those in the sample group 2 who had not completed their research projects. This potential for imbalance was exacerbated by the second group's narrative accounts being Learning Journey Documents, not essays which were completed immediately after their professional review, focusing on their professional practice development with no consideration of the research project. I acknowledge that at the time of designing the research process, I did not consider this element of their research as part of their professional development. This was an oversight, as the research experience appears to contribute to the development of some co-researchers' professional practice based on statements arising from sample groups 1 and 3.

6.3. Questionnaire analysis

The purpose of the questionnaire was to capture some data to test the findings under category B in particular, and to see if other coaches in the community agreed with the co-researchers as to the activities and experiences most critical to developing professional practice. The data here was numerical and thus could be viewed as percentages to demonstrate quickly if the view of the wider community agreed with that of the co-researchers. At this late stage I noticed that I had omitted to include 'supervision' as an activity for participants to rate on the questionnaire, this was an oversight which I was disappointed to discover. The role of the questionnaire was not to capture further data on the "experience" of professional coaching practice rather to test whether the findings from the co-researchers resonated with a broader group. It is acknowledged that a questionnaire is not a technically phenomenological but the argument is that the questionnaire was not used for the core phenomenological study only as a further step to validate findings.

6.4. Summary

The aim of this chapter was to document my approach to and learning from the data analysis stage of the research. The rationale for my approach to the analysis stage given the choice of phenomenological methodology was discussed in Chapter 4. This chapter has fleshed out that approach and highlighted how the process has been one of building interpretation by see-sawing between individual co-researcher experiences and the whole view of the phenomenon. The experience has reinforced other researchers' experience that there is no clear distinction between data collection and data analysis (McLeod, 2001). I have noticed how the analysis journey began from the moment I engaged in my doctorate and how I appear to have completed action research in parallel to this more formal research project as I continually made sense, asked questions, debated with colleagues and adjusted the design of the education. I am also reminded of Heidegger's (1962) words that "it never 'arrives' but is always only 'on the way', and that although I have now put a line in the sand for the analysis stage of this research, the exploration is far from over.

7. FINDINGS

7.1. Introduction

The aim of this chapter is to document and discuss the findings of the exploration into how coaches experience the challenge of developing their own professional practice. Full discussion of the findings follows in Chapter 8. In the previous chapter, it was described how two core streams were arising from the data and this chapter will describe and discuss each one in turn. Reference will be made to original data sources, some examples of which appear in the appendix 6, and some in the chapter itself to support easy reading. Additional source data can be provided on request. Where I have integrated co-researcher statements into the main body of this chapter, I have used quotation marks, however I do not identify the co-researcher. It is important to note that this chapter integrates data from all data sources including my own observations and critical reflections on the process drawn from the experiences some of which are outlined in sections 2.2.6, 2.2.7. 2.3 and 2.4.

7.2. Differences across sample groups

The experience of developing professional practice and the experiences considered important to develop professional practice were not significantly different across co-researcher sample groups and subsequent participant sample group testing. This was interesting given the bulk of co-researchers were based in South Africa whereas the participant responses to the questionnaire and significant statement were split between the two regions evenly. One difference from the co-researcher data was that those who were part of sample group 2 and 3 where their programme started in 2003 as opposed to 2002, were far more concerned with credibility, or perhaps in another word accreditation and wanted their learning and professional development activities to add credibility and standing to their role as a professional coach. My interpretation of this is that by 2003, organizations in both SA and UK were becoming increasingly sophisticated about their use of coaching and external coaches and there was a demand for the field of coaching to tighten up and regulate those claiming to be coaches, thus encouraging co-researchers to seek out forms of establishing their credibility. Another finding from the participant group was that those who joined in 2003 were clear that they were on a journey to develop professional coaching practice whilst those in 2002 were more likely to be embarking on a journey of discovery which may or may not lead to a career in the field of coaching. Given these limited differences, I have

chosen to synthesise findings of all sample groups when discussing the experience of developing professional coaching practice in this chapter.

7.3. Making Meaning

In section 6.2 it was briefly mentioned that when reviewing the data there appeared to be two strands arising and these were categorised as follows:

- **Category A: Experience of developing professional coaching practice.** Broadly this category highlights themes associated with what they noticed overall about the journey, the qualities and attitudes associated with the journey.

- **Category B: Experiences that contribute to the development of professional coaching practice**: This category summarises what the critical events, activities [experiences] associated with the journey were for individual co-researchers, as well as considering individual co-researchers' judgement, given their knowledge and experience, about which events were central to the development journey. This captured what co-researchers considered important regardless of whether they personally found it useful.

In the first category 'experience' refers to co-researchers' actual observation of and practical acquaintance with events [activities or experiences] associated with developing their professional practice. The second category refers to 'experiences' as activities or events that co-researchers considered supportive of developing professional practice. Separating these out was important as it ensured the individual experience of the co-researcher was reflected, as well as how they made sense of what they considered important experiences/events in their developmental journey. The first category appeared to reflect the philosophy of approach coaches used to develop professional practice and would be likely to inform the underlying learning philosophy for the development of professional coaching practice. The second category offered more practical data and provided a basis for refining the masters' in coaching. I will discuss the findings as they relate to each of these categories in this chapter.

7.3.1. Category A: Experience of developing professional coaching practice

The following is the summary statement drawn from the themes and their supporting significant statements from all co-researcher sample groups. It aims to speak to the experience of developing professional coaching practice and thus, whilst it is unlikely that a co-researcher would identify with the

entire statement, it is expected that they would identify with elements of it. The core themes from which the statement is drawn are discussed below.

"My experience of developing professional coaching practice has been one of a quest where I have confronted steep and rocky paths, blissful vistas and extreme emotions. At times it has felt that I have been out on an edge without a parachute and this has evoked anxiety, fear, vulnerability and loneliness as well as excitement, freedom, elation, affirmation and pride.

Core to this rollercoaster ride has been the opportunity to complete a puzzle that I have subconsciously been building for years. Developing professional coaching practice has acted as a vehicle to integrate many varied life experiences and knowledge, and to reconsider my personal and professional identity.

Initially the journey was one of self understanding and whilst I had experienced much self development throughout my career, this aspect of the journey challenged me deeply, forcing me to make my core values and beliefs evident, test them in practice and consider whether they are core to my model of humankind. Thus I have consistently been challenged as to how I see, understand and consequently participate in the world.

When starting this quest I considered myself open to learning, accepting of diversity and able to be a role model for embracing change. However I have been tested to explore just how open and flexible I really am. When forced to face the world in a different way, I resisted and rejected many learning challenges offered to me preferring to stay with what I knew and understood, fearful of the unknown. My discomfort with ambiguity and my desire for there to be a "right" answer haunted me and initially compelled me vehemently to seek clarity, structure and a destination. I finally had to face that there is no end point and that the journey to professional practice is evolving and infinite.

When I did eventually "let go", I was plunged unceremoniously into a cesspool of conscious incompetence where I wallowed for some time in a place of low confidence and self doubt before emerging with an ever increasing sense of confidence and self belief. I began to value my own skills and gifts more deeply whilst simultaneously acknowledging my limitations and failures.

This emergent space is a grounded and centred place where I know who I am and what I can offer to the world, not just as a coach but as a human being. For me, coaching is no longer something I do when I am sitting in front of a client. It is part of who I am. I now feel a whole person and am a more mature, conscious individual. I know who I am and who I am not and no longer need to prove myself, having more confidence in my contribution. As a result, I have moved on from some people during this journey and connected more with others.

At times the quest has felt like a learning assault where I have been forced to take responsibility for myself and my learning. In some ways this mirrors my own and my clients' experience of being coached. I have learnt that knowledge alone is useless and that application of knowledge is what leads to critical integration and ultimate effectiveness. The role of developing reflective capacity has been immense and has become an unconscious skill that will continue to inform and evolve my practice. I have an increased sense of responsibility and ethical consciousness towards others and whilst I occasionally feel daunted by the concerns my clients entrust to me, I feel resourced to handle them.

I am aware however that I did not get to this point on my own and acknowledge that whilst I could have done, it would have taken years. The journey itself has been a teacher and my education programme has proved a crucible for my growth. My clients, peers, supervisors

and friends have offered feedback, affirmation, challenge and support to get me to where I am today. The task of creating my own coaching framework and model has been paradoxically liberating. For whilst it has forced me to really think and be conscious of how I actually work in a structured and explicit way, it has afforded me the freedom to create my own approach which is coherent, explicit and stands up to critical review. Reflecting at this stage of the journey, I am conscious of how much of my framework is no longer as explicit as it once was, integrated into unconscious competence. I do, however, feel more confident and equipped for completing this rigorous task and expect that it will remain a foundation for my evolving practice and professional development throughout my coaching career. "

The core themes that arose from the data and are reflected in the summary statement above are as follows. These themes appeared across all sample groups. Given that all co-researchers were either on or had experienced the i-coach academy professional masters' programme, this meant that many of their significant statements reflected shared experiences and understanding.

7.3.1.1. Theme 1: Developing professional coaching practice involves an increasing integration of professional self and personal self.

Many co-researchers commented that it was difficult to separate the development of their professional practice from their personal development. Most experienced increased self awareness, but others went further and observed they had moved to a place of congruence between their personal and professional "selves". One statement noted: "coaching is no longer something I do when I am opposite someone, it is part of who I am", another spoke of evolving to speak "with one voice". These co-researchers also mentioned how they increasingly experienced a sense of feeling grounded, centred and at peace. They felt comfortable in a place where, without defensiveness, they were clear about what they could and could not offer . The task of articulating and justifying their own coaching framework and model by reviewing their existing values and approach in practice, appears to have supported this process as it involved shedding values, beliefs and methods which no longer fit their self concept. For some the process of integration is solely associated with the education programme, referred to by descriptions such as the "crucible where growth has taken place". However for others the process of integration, akin to stages of adult development, had begun before the programme and was frequently triggered by a personal or professional crisis. Whether associated with the programme or not, the data highlights numerous movements and dramatic shifts in how co-researchers see themselves and their work. Statements which support this include "felt a sense of going through a paradigm shift within myself – personally and professionally" ; "feeling that much has changed in my personal life as well as my professional life"; " a lot of this journey has been about owning and coming to terms with the wonder of who I am as opposed to always focusing on what I still need to do"; "if I never coached another person this journey has been worthwhile".

There are two subtle processes arising from the data as I interpret it. One is around increased awareness of self and an integration of that congruent self into their professional work, a journey similar to what is often associated with Jung's (1977,1978) process of individuation, or Maslow's (1968,1971,1973) self actualisation and what Rogers (1957,1967) described as congruence. The other is the integration of tools, processes and underpinnings to a point of unconscious competence and internalisation, where coaching occurs more freely and where coaches naturally apply personally chosen and justified techniques and methods in their work.

There also appear to be stages to this process of integration within the context of developing professional coaching practice which would benefit from further research. However drawing from this data set, the stages noticed were as follows:

An initial stage which sees a shift from seeing coaching as common sense, or an innate skill where problems are quickly defined and solved usually based on the coach's own experience. Sympathy as opposed to empathy, the notion that there is a "right" answer and a role for an "expert" and a desire to please the client and demonstrate tangible value from every session appear characteristic of this stage.

The next stage sees a shift to becoming more conscious and aware of how little they actually know and feeling overwhelmed by the vast theoretical underpinnings that exist. Self doubt and anxiety are emotions associated with this phase, as is the demand for external expertise, the desire to observe models perceived "expert coaching", still holding on to the belief that truth comes from others. This stage is also characterised by the mechanical application of proven coaching models and techniques where they loose their natural abilities in favour of applying the model in the "right" way. They are caught up and focused on themselves "What am I doing?, What will I say next?". However their skill evolves in this stage and they begin to be able to listen, remain aware and reflect at multiple levels (self, client, issue, wider system) simultaneously. The shift is also noted when they remark that they listen more, are more curious and keen to understand and less judgemental and hung up on having to "solve the problem". They learn to trust the process and experience clients discovering their own truth without being given advice. They also become more comfortable with "not having to know all the answers" and recognising that "being present and honest is more helpful than being right and in charge".

As they become more confident, they begin to trust themselves more and it is at the end of this stage that many comment on "owning the identity" of coach and referring to themselves as a coach. In this context, the rite of passage for this transition appears to be the professional review process where if successful they receive validation and affirmation from their peer group and faculty. They speak of a

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sense of proving themselves to be competent, to have earned their pips. This was more prevalent in sample groups 2 and 3 where many had chosen to participate in an education programme for just that reason – to receive 'accreditation' of their practice, given the heightened sophistication of the market and the lack of regulation spoken about in section 2.3.2.

The next stage is more focused on integration and internalisation. They are no longer concerned with the basics and have developed the reflective skill to track and critically review their practice naturally. This stage is about considering the purpose of coaching and identifying signature presence. They are less concerned with external validation and more with finding their unique niche within their own values and beliefs. Their coaching becomes less mechanical and a distinct coaching approach less visible. The learning cycles continue to integrate and embed something that is powerful and unique, which raises their sense of purpose whilst retaining a humility that creates space for others. Their own experience of feeling vulnerable and challenged by change, loss and the integration process, allows them to be more empathic towards their client and to sit more comfortably and for longer with the presenting concern. Coaches who reflect behaviours and attitudes akin to this stage are what the i-coach academy considers professional coaches. The role of research, of contributing to the field and making an impact beyond your immediate self and practice, is also congruent with this stage and again is similar to what Jung (1977, 1978) calls individuation, Maslow (1968, 1971, 1973) self actualisation, and Rogers (1957,1967) congruence.

7.3.1.2. Theme 2: The journey is continuous and reflection is crucial

Co-researchers comment that their experience of the phenomenon of developing professional practice was one of a journey, and many used metaphor to describe their sense of journeying. Metaphors included the concept of a "quest" and a "rollercoaster ride". Shared experiences from co-researchers were that the journey was one of personal choice and involved elements of self discovery. The journey was also considered variable with moments of stagnation and moments of intensity and fast progress. Broadening and narrowing of focus was also a characteristic. Most described elements of the journey to be treacherous and all agreed that the journey had no definitive end and would evolve continually.

Most acknowledged that the learning process or the journey itself had been their "teacher" as opposed to specific content. One co-researcher stated: "the learning process has been a total life experience more than merely a curriculum" . Many reflected that the journey mirrored "coaching in action" where "I was the client, the faculty the coach, and where responsibility for the learning process was left with me".

The experience of developing practice by tackling multiple learning activities as espoused by the Kolb learning cycle was recognised. One co-researcher commented "I continue to learn that knowledge alone is useless and that application leads to effectiveness and experience" whilst another noted how they had "learnt the great value of journeying through complete [learning] cycles.

Whilst all recognised the learning of each of the events in the Kolb cycle, the value of reflection and an increased reflective stance was a common experience of developing professional practice. There was recognition that reflection could occur in many ways and that the multiple methods of reflection were critical to ensure a depth of understanding of self, others and their evolving coaching approach. There was also an acceptance that their willingness to reflect on personal and professional experiences and face challenges raised, was a pre-requisite for offering greater protection and value to their clients whilst preventing stagnation of their coaching practice. One co-researcher stated he came to the "realisation that as long as I plan to practice as a coach then I should also plan to remain a student".

7.3.1.3. Theme 3: Meaningful contact with people acts as a catalyst for growth

People, whether clients, peers, supervisors or faculty, were part of the experience for most co-researchers. Co-researchers in South Africa particularly commented on a sense of belonging in a community where people made themselves vulnerable and which networked them with others from whom they learnt a great deal through informal conversations and through formal learning activities. The reasons for a greater sense of bonding are speculation, however working with others and as a group may have been emphasised more, due to the distance between faulty and student community and the limited options for direct support from faculty. Dialogue and working with others to increase the depth of reflection was also frequently spoken of. It was not only dialogue with those who were coaches, but friends and other people in the co-researchers' lives that triggered insights for them. An interesting finding was an increasing discernment by some co-researchers in who they spent their time with. Some commented that they had "moved on" from some people and "connected more deeply" with others.

7.3.1.4. Theme 4: Openness and commitment to learning propels the development process

Most co-researchers portrayed how a reflective attitude, openness and enthusiasm for learning were part of the experience. They also acknowledged that whilst they espoused these characteristics they had struggled to truly embrace learning, wishing to stick to what was comfortable and safe. Many spoke of their frustration and annoyance with themselves as they procrastinated about organising their learning and embracing all learning activities equally. Some commented how this awareness had triggered an increased respect for their clients, acknowledging the courage required to make oneself vulnerable and open to learning and change.

Co-researchers commented how the programme structure and requirements had forced them to take responsibility for their learning and to be "accountable". Some commented on their experience that the programme structure itself had supported the fast tracking of their development professional practice. Co-researchers also spoke of their experience of challenging tasks and their fear of the associated risks. They also spoke about how the tasks which stretched them outside of their comfort zone were the cornerstones for step changes in their personal and professional development. For example co-researchers describe their experience as follows: my experience was one where I was "put into situations where I did not feel confident"; where I was encouraged to "face the world in a way I had not done before" and "(where I was learning to) have the courage to allow myself to step off the cliff and learn to fly"

7.3.1.5. Theme 5: Uncomfortable emotions are experienced and mastered by most

Co-researchers used much vivid language and metaphor when describing emotions associated with the experience of developing professional coaching practice. The majority felt these emotions intensely but there were some who did not. This was affirmed when some participants and co-researchers commented the summary statement exaggerated emotional intensity and used hyperbole. There was not enough data to support a finding which associated intense emotions with co-researchers in South Africa, but this would be useful to explore further as my own experience of working with the groups in South Africa and with South Africans is that life is lived more intensely and on the edge. Age may also have impacted, given that many co-researchers are in mid-life and some commented on experiencing performance anxiety on returning to formal education. Others were undergoing significant personal transition such as the ending of a relationship or redundancy, which is also likely to have impacted on the intensity of the experience.

This significant statement of one co-researcher: "I entered in a space of unconscious incompetence where after I soon felt like I was being unceremoniously plunged into a cesspool of conscious incompetence", resonated with others who found the initial stages daunting, and recognised how little they knew. Anxiety, self doubt and low confidence were common emotions, and interfered with their coaching in the early stages. Some co-researchers spoke about how these emotions paralysed them, preventing them from initiating applied coaching work, whilst experienced practitioners commented how emotions stopped them from coaching for a while as they reconstructed their way of working in coaching sessions.

Not all the emotions were doom and gloom though, and co-researchers commented on feeling energised, exhilarated and affirmed when working with colleagues and peers. Most commented that the process was both emotionally rewarding and emotionally exhausting, and that there were times when they felt up and confident one minute, and down and vulnerable the next.

Many spoke of learning to have the confidence to "let go" and trust the process and not to worry too much about feeling "out of control". Another common finding was the sense of feeling centred, grounded and whole at a point in the journey, when what they did and who they were became the same thing. This space was one of peace and quiet and calm, where many felt able to put their "whole self" or "heart" into their coaching work with ever increasing confidence.

There were also emotions associated with feeling validated by others, whether that was passing a professional review, or winning a challenging piece of work, receiving a good academic result or positive feedback from a supervisor. These were periods of the experience where co-researchers felt affirmed, and some even proud of what they had achieved both personally and professionally

7.3.1.6. Exploring resonance

7.3.1.6.1.   Co-researchers response to the statement

Overall co-researchers resonate with the summary statement describing the experience of developing professional practice. I have inserted their comments here and highlighted elements that were not strongly resonated with in blue. I interpret these as difference in meaning of words and on the whole was pleasantly surprised by the positive response, given the individual nature of developing professional practice.

> "Wow – this summary resonates very deeply for me…….really interesting to hear one's own unique journey reflected back through many different voices – really reinforces the fact that we are not alone on this path"

> "Wow. This pretty comprehensively sets out my journey during the first years since being introduced to coaching."

> "In short, I strongly identify with it but would have used different language. Areas I identify with are periods of anxiety (but not fear); greater self-understanding, discovery of core values and the testing of them, no end point to the journey, knowing who I am and what I can offer, taking responsibility for my own learning and development of reflective capacity, better resourced to handle the coaching intervention, personal growth during the programme, the coaching framework and model is both a structure for coaching and also sets one free/liberates one in the coaching intervention. What is different for me is the journey no way made me fearful although it challenged me and made me angry at times. And I did not experience low confidence or self doubt."

> "reconsider my personal and professional identity" – this may be too strong a word as I have built on and evolved at a fast pace but I have not rejected my previous identity rather added to it"

> "The concept of "letting go" resonates but it is not a once off cycle. My awareness of this helps me to deal with what is happening…."

> "resourced to handle concerns my clients entrust to me" – not sure about resourced to manage but resourced in a way which means "centred and grounded" to be a support to my client without necessarily having skill to deal with, solve the concern

> "completing this rigorous task" – completing is the wrong word here as in other elements of the narrative it is merely a foundation for an evolving practice.

> "emotions not as wild" – "rollercoaster" does not resonate

> "finally had to face there is no end point" doesn't resonate rather this was a delight, like the menu for future learning is endless and enticing"

> "reached grounded space…. Feel resourceful." – resonate with this as have acquired a framework and tools that I am comfortable with and beginning to experience unconscious competence with .

> "bit that did not resonate was concern for the "right answer" and "ambiguity" of the process
> " I have never struggled with the idea of what is right or wrong or feeling attached to that"
> "there was a learning about trusting the process of coaching and believing that if I stick with the process, we can come through the process and they can find their answers"

7.3.1.6.2. Participants' response to the statement

The feedback from others on the programme who were not in the co-researcher samples was not significantly different and they chose to highlight subtleties similar to the co-researcher group. The one statement that appeared to jar with this group was the statement that "I could have got there on my own". When reviewing the core data again, my reflection is that "on my own" does not mean without interaction with others and learning activities. Rather, it refers to an individually designed learning process for development of professional practice - a process which is conscious as opposed to an unconscious, stumbling along, falling into development of professional practice. I have inserted statements from participants to highlight the similarities and differences with the co-researcher group.

> "the rollercoaster metaphor does not work for me as that reads to me as a linear route, destination known, not really risky – it also takes away the feeling of choice what has been ominously present at all times – one cannot get off a rollercoaster once it has started so there is no opportunity to demonstrate or test one's real bravery, conviction, self belief or stupidity!"

> "I feel like I have learned to breathe in water and on land and can navigate both environments without judging one to be better than the other….. part of the journey has been learning to value both"

> "Cesspool -a bit too yucky....I prefer the analogy of the frog that fell into the jug of cream and couldn't climb out, but wouldn't give up, and swam and swam and swam and then the cream suddenly turned to butter, and the frog climbed out!"

> "I can truly identify with all the comments and points made in the document….as I have been through these experiences at one time of another during my journey…."

> "learning about how I learn best" has been important – resonate with this

> Trying new things, being vulnerable in front of peers" yet this can be uncomfortable and has impacted me so resonate with the first paragraph.

> "I don't believe I have reconsidered my identity…..I have reconsidered my stance, my beliefs, my practice but not my values"

> "don't believe that I would ever have done it alone, ever…. I believe the process on interaction is fundamental"

> "I strongly disagree with the piece about being able to get there on my own even if it took years. I think this journey is all about significant and meaningful human connection and contribution. In my view there is a requirement for a coach to learn interdependence and to learn how to co-invent themselves and still hold on to the core of who they are."

> My experience is one of "lots of challenge and deep reflection on how I participate in the world and what my own guiding star has in store for me. Connecting with my purpose and big decisions that have emerged from that reflection"

> "moved in a similar direction from being fixed to being curious. Don't see need for solution nowadays – rather to connect with what is present and explore what it brings (and takes away). " "at times this has had me feel very insecure and a little awkward, however there is an

emerging sense of clarity as I understand my own point of view and accept that it will grow and change as I do. It also has me listen out for the perspective of others"

"there is an emerging sense of confidence and being grounded and excited about what is in store"

"I love the freedom and certainty that comes with your own unique approach that is tested via the i-coach 'wind tunnel'. My own fingerprint on the world of coaching is something I am immensely proud of and passionate about. It has had me look at the amazing gifts that key contributors bring and the wisdom present in these people. Often these have not been predictable."

7.3.2. Category B: Experiences that contribute to the development of professional coaching practice

As with this entire chapter, it is important to note that commentary below integrates data from my own observations and critical reflections on the process drawn from the experiences some of which are outlined in sections 2.2.6, 2.2.7. 2.3 and 2.4. Thus those experiences [events] which were not observed by the primary researcher have less data source to draw on and thus no interpretation should be made as to the importance of each experience based on the quantity of commentary.

7.3.2.1. Theme 1: experiences considered important to development of co-researcher's practice

7.3.2.1.1. Co-researcher views

Co-researchers highlighted a number of experiences [events] which they regarded as critical incidents on their journey to develop professional practice. All experiences below were discussed by most of the co-researchers and many commented how, prior to encountering i-coach academy, they would not have considered tackling some of these exercises and how they had now learnt the value of moving through learning cycles with multiple and varied learning experiences. As this data is drawn from multiple sources, interviews, reflective essays and Learning Journey assignments using the phenomenological method of investigation, there is no hierarchy and thus no prioritisation of the "perceived value" of the experiences for the co-researcher group. However the data here were validated with the participant group who completed the questionnaire and their priority can be seen in table 2. It could also be argued that what co-researchers advised as central experiences for others considering developing professional practice, may give an indication to their "perceived value" of the experiences.

The experiences were consistent across all sample groups and included:

Reflective Learning / Journaling

Co-researchers commented that the journal was a place where they could be themselves "no pretence, no masks" where they were able to have space to create "perspectives on the journey". Many commented how much they had learnt from their journal and how it was now an embedded part of their entire life. Others commented that they struggled with the act of writing the journal but how over time they had created their own approach whether that was talking to themselves on tapes or using post-it notes or posters. Thus it was the act of individual reflection and reviewing those reflective thoughts many times throughout the journey that contributed to their learning and development of professional practice, not the written assignment or journal.

Receiving Coaching

There was a unanimous view that the more work co-researchers did on themselves, the better coaches they became. They spoke of these sessions being a safe place to take fears and build courage and for some it created a structure without which they may not "have survived the programme". Some used their individual coaching session to mirror supervision and spoke of gaining much learning from reviewing their application of tools or techniques and discussing case issues with another more experienced coach (or clinically trained supervisor) in a 1:1 session. Co-researchers also commented that they learnt what to do and what not to do from their coaches as they experienced the felt impact of some approaches. Most commented on the value of experiencing coaching from more than one coach, and the affirmation they felt when noticing their own coach struggle occasionally.

Creating a Coaching Framework and Model [3]

This task was central to how co-researchers experienced and described the creation of professional coaching practice. It also linked strongly to data arising under the category A theme of integration of personal and professional self. Co-researchers spoke of their trials to make things explicit and to think rigorously and critically about what informs them and how they work. They spoke of the powerful nature of integrative thinking and the personal challenge of creating unique knowledge to share with others. Most felt there was a paradox in the freedom the task offered to speak with their own voice, against the structure and "rules" which demanded clarity, articulation and congruence across the framework.

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[3] Coaching framework is described in more detail in section 2.4.3

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Professional Review/ Professional Assessment

Most co-researchers spoke of this experience as a critical incident on their journey, although the experience varied, based on the outcome of the review/assessment. This experience of participating in the assessment of others and self assessing as well as having faculty assessors, was a new experience for many and most found it difficult to assess their peers impartially. Adaptations to the process and the language used to describe the process can be observed in appendix 12. These changes reflect our learning and show our attempt to communicate the process as a learning experience more clearly, and to move towards reducing the sense of "judgement" and "failure" - but there is still work to be done in this regard. For some co-researchers this experience is the first time they become consciously incompetent, where they felt "exposed". Their experience is in stark contrast to others who consider the experience as one of "feeling supported". The latter group felt this review increased their confidence, acting as a "powerful rite of passage into becoming a coach". Most spoke of the experience's capacity to teach them more about assessing or judging their own performance and setting standards for their practice.

Applied Coaching work and feedback from Clients

Most co-researchers noticed the value of "doing coaching" and getting a number of hours under their belt, for this experience was the source for reflection and offered opportunities to refine their practice and learn about themselves. They were also energised by the coaching work and grew in confidence the more applied the work they do. Feedback from clients is also commented on by co-researchers as affirming, and one co-researcher stated "feeling validated by a client left me with a feeling I had earned my pips and now had the right to call myself a coach." Whilst this experience is consistent for all co-researchers, there are some who comment on the increasing value of their own "judgement" of success in applied coaching.

Conversations with Peers

Most co-researchers spoke of the value of dialogue and informal conversations with peers in their learning community, and the impact of these conversations on their professional practice. Conversations included giving feedback to one another, discussing thoughts and feelings triggered by peers' behaviour in the group or skill practice trios and how working through some of those uncomfortable feelings with peers had challenged their assumptions and increased their self awareness. Conversations offering 'tips of the trade', alternative perspectives and support at multiple levels were commented on. In South Africa, cohorts created a variety of learning groups some of which met once a week and these groups provided opportunities for a variety of learning conversations.

Supervision

Supervision or the review of cases with a clinically trained supervisor and their peer group was considered by many to impact on both their personal development and professional development. Many saw supervision primarily as supporting them to work on themselves in light of issues arising from the case work, and to unpack learning about themselves from "the less trodden dark passage ways of my own past" . For some the impact of supervision on the actual mechanics of their coaching was less than on their stance or way of being as a coach, and it appears to have been supportive of the integration process referred to in 7.2.1.1

Work Based Research

Not all co-researchers had completed their research, and therefore this was not reflected in their data sources. However for those that had, this was another powerful "rite of passage", a task which co-researchers saw as challenging their abilities to critically review, and to demonstrate impact on wider stakeholder groups. I had not considered the impact of the research project itself on the development of professional practice, as I had separated in my mind the professional and research aspects. However the data clearly showed that for some, the research acted as another learning cycle which built on the integration of the professional aspect and coaching framework creation, and allowed the co-researcher to impact beyond his immediate coaching practice. For some it further embedded skills and confidence in their immediate practice.

7.3.2.1.2. Participant views.

On the whole participants who completed the questionnaire confirmed the findings from co-researchers. I mistakenly failed to include "supervision" in the questionnaire which was an oversight. Despite this, the main experiences participants considered to be significant contributions to their development of professional practice were, in order of priority:

- Receiving Individual Coaching
- Conversations with peers, Feedback from Clients & Feedback from Faculty
- Development of a Coaching Framework, Engaging with theories outside of coaching field
- Learning Journey Document Assignment
- Reflective Journaling, Professional Review & Coaching outside of immediate context area
- Pro bono coaching and skills practice with peers contributed the least

Table 2 : Participants in UK and SA response to Question: "Please rate how the following experiences contributed to the development of your professional practice" in online questionnaire.

	No contribution	Some contribution	Important contribution	Significant contribution	Not applicable to my programme	Response Average
Keeping a Reflective Journal	9% (2)	9% (2)	39% (9)	43% (10)	0% (0)	3.17
Completing the Learning Journey Document	12% (3)	4% (1)	20% (5)	64% (16)	0% (0)	3.36
Making explicit your own framework and model	0% (0)	12% (3)	16% (4)	72% (18)	0% (0)	3.60
1st Year Professional review/assessment	8% (2)	0% (0)	38% (9)	33% (8)	21% (5)	3.58
2nd Year Professional review	4% (1)	0% (0)	36% (9)	40% (10)	20% (5)	3.72
Engaging with theories outside of the coaching field	0% (0)	12% (3)	24% (6)	64% (16)	0% (0)	3.52
Coaching clients in contexts different to your own	8% (2)	16% (4)	36% (9)	40% (10)	0% (0)	3.08
Coaching clients on a paid-for basis	8% (2)	12% (3)	40% (10)	32% (8)	8% (2)	3.20
Coaching clients on a barter for pro-bono basis	4% (1)	30% (7)	43% (10)	4% (1)	17% (4)	3.00
Receiving feedback from clients	0% (0)	8% (2)	20% (5)	72% (18)	0% (0)	3.64
Receiving individual coaching	0% (0)	4% (1)	36% (9)	60% (15)	0% (0)	3.56
Learning conversations with peers	0% (0)	8% (2)	28% (7)	64% (16)	0% (0)	3.56
Practicing coaching with peers	0% (0)	36% (9)	44% (11)	20% (5)	0% (0)	2.84
Receiving feedback from peers / faculty	0% (0)	8% (2)	40% (10)	52% (13)	0% (0)	3.44
					Total Respondents	24
					(skipped this question)	0

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7.3.2.2. Theme 2: Views on central experiences required to develop professional practice

7.3.2.2.1. Co-researchers views

When considering what advice they would give others considering developing professional practice, co-researchers felt formal training was important; either this, or some vehicle to explore, test and review practice - something that would create a space for moving out of unconscious incompetence/competence - but not necessarily the long journey i-coach academy espouses. There was also a strong focus on advising candidates to increase their understanding of themselves using interventions such as 1:1 coaching, therapy or self-insight workshops.   The final consistent piece of advice was to practice on all who were willing, and to reflect on that application to determine what worked and what did not work for them as a coach.

7.3.2.2.2. Participants views:

On the whole, participants completing the questionnaire concurred with co-researchers, with 76% considering formal training as essential, and 68% considering receiving individual coaching as essential. Participants also regarded making one's coaching approach explicit as important, and ranked this higher than applied coaching. It would however be difficult to make your coaching approach explicit if there was no form of applied coaching practice underway.

It is useful to reflect at this point that all co-researchers and participants had chosen the route of formal coaching training, and may have needed to justify their investment of time and energy thus impacting on these results.

Table 3: Participants in UK and SA response to Question: "What experiences would you advise those considering a career as a professional coach to include in a development plan? And how important do you think each experience is?" in online questionnaire.

	irrelevant	relevant	important	essential		Response Average
Keeping a Reflective Journal	4% (1)	16% (4)	36% (9)	**44% (11)**	0% (0)	3.20
Reading a variety of coaching books	0% (0)	8% (2)	**48% (12)**	44% (11)	0% (0)	3.36
Participating in formal coaching training/education	0% (0)	0% (0)	24% (6)	**76% (19)**	0% (0)	3.76
Coaching clients in contexts different to your own	8% (2)	16% (4)	32% (8)	**44% (11)**	0% (0)	3.12
Coaching clients on a barter or pro-bono basis	21% (5)	**33% (8)**	**33% (8)**	12% (3)	0% (0)	2.38
Receiving individual coaching	0% (0)	8% (2)	24% (6)	**68% (17)**	0% (0)	3.60
Learning conversations with peers	0% (0)	4% (1)	32% (8)	**64% (16)**	0% (0)	3.60
Making explicit your coaching approach	0% (0)	4% (1)	20% (5)	**76% (19)**	0% (0)	3.72
Practicing coaching with peers	0% (0)	20% (5)	**56% (14)**	24% (6)	0% (0)	3.04
					Total Respondents	24
					(skipped this question)	0

7.4. Findings from external sources

In this section I aim to document findings from external sources, such as additional data from the participant group that completed the questionnaire, conversations with colleagues and others educating coaches, a review of other programmes supporting those wishing to develop professional coaching practice and the related literature. I recognise that external sources against which to test and debate the findings from this research are vast. The purpose of this research was not to validate this approach of developing professional practice against other approaches, nor to draw on the literature of developing professional practice in other fields. Thus there is not a significant critique of alternative methodologies for developing coaching professional practice or the wider literature on developing professional practice in other helping professions. There is however some consideration of the literature and this review together with the findings have supported me to identify areas for further exploration outside the i-coach academy community and more widely within existing literature. These future ideas for building on this work are discussed in Chapter 9.

7.4.1. Professional "practice" ?

As the findings regarding integration of personal and professional self evolved, I was interested in understanding more about the importance of integration of practice into self, and whether they saw this as critical to the development of their professional coaching practice. I took the opportunity to test this with the participant sample through the online questionnaire, asking the question "Do you understand developing professional coaching practice to be the same, different or part of developing as a professional coach? Please explain." Most respondents considered "developing professional practice" to be part of developing as a professional coach. However what this exercise did was raise my awareness as to differences in understanding of the word "practice". As the analysis evolved I also noticed that I had made an assumption as to the understanding of the word "practice" in the context of professional practice. Whilst some coaches associated this with the business and operational side of running a coaching practice i.e. business development, code of ethics, process etc, I understand professional practice to be that which is core to the delivery of coaching, the coach's stance, approach, tools and techniques. In retrospect it would have been useful to have defined each term in the research question to limit the impact of misunderstanding of words and terminology amongst co-researchers. However, I have spent time reviewing and validating my understanding and interpretation of co-researchers' statements with regard to "experience", and feel confident that I have captured their intent. However I am now attuned to check this when I research further outside of the i-coach academy community.

7.4.2. Learning from the literature

In most education courses, the personal process is considered to be of little relevance except on the occasions when it interferes with a student's performance (McLeod, 1993a cited in Davies et al, 2004 p 109). However in the fields of counselling and psychotherapy and now, it appears, in coaching, the development of accurate reflective self awareness is absolutely critical. Whilst it is appreciated that a limited literature review has been conducted, the findings of this research appear consistent with what has been found in counsellor training. For example, in counsellor training the informal learning environment is also considered more important than formal learning, whilst recognising that the latter provides essential underpinnings for informal learning to take place. Learning is found to be a gradual process which engages participants in much reflection. There also appear to be stages which move towards the integration of personal and professional selves (Skovholt & Ronnestad, 1995, pp 130-131; Skovholt & McCarthy, 1998; Skovholt & Ronnestad , 2003). The developmental models of both Friedman & Kaslow (1986) and Skovholt & Ronnestad (1995), offered interesting insights into the development of a professional identity for psychotherapists which resonated with what co-researchers described as their "experience" in this study. Whilst there is more work to be done in unpacking the

similarities and differences between counsellor training and developing professional coaching practice, this research study has expressed a view similar to that noticed in counsellor training, i.e: that the heart of professional coaching practice is the coach, not the techniques or interventions. Thus an education process that focuses on personal development through multiple stages would appear to be congruent. Adult development and learning literature (Hudson, 1991; Knowles, 1984) offer further insights into developmental stages which require review in light of this research's findings. It is thought that greater understanding of the developmental stages will assist in bedding down the levels in the professional criteria associated with the masters' programme.

Given the similarities to counsellor training that have arisen, it was also considered useful to engage with standards and frameworks that exist for training and development of counsellors, and to compare this with work being developed through the European Mentoring and Coaching Council (EMCC) and ENTO (Employment National Training Organisation), the national training standards development body. The former is developing an international coaching competency framework, whist the latter will lead to national vocational qualifications. Not much of the work being conducted by the above bodies is in the public domain as yet, but it is an area for future review. In the interim, it is interesting to compare the framework offered by the British Association for Counselling and Psychotherapy (BACP). They consider a professional counsellor training programme framework consisting of eight elements

- A detailed admissions policy and selection process
- Opportunities for on-going self development
- The stipulation that students undertake client work
- Regular supervision during the course
- A thorough grounding in counselling theory with special reference to the course's core theoretical model
- Opportunities for professional development
- Proper assessment and evaluation procedures (Davie et al, 2004)

Using this framework to review against our programme specification (appendix 11), it is useful to observe that we provide all of the above, except that there is less focus on a single grounding theory. The learning philosophy (see 2.4.4) which includes "learning theory" is probably the dominant theoretical perspective, although in the second year we have an increased focus on exploring "psychological theories" as they inform coaching practice.

Chapter 7 - Findings

7.4.3. Learning from others educating coaches

There are numerous coaching education programmes emerging in the UK, some academically accredited, some not. (appendix 8) There are also moves to create professional accreditation through the ICF, EMCC and others. As part of a continual process to review our education programmes, it is useful to consider the activities and curricula of other programmes. I have read marketing literature, prospectuses and websites. There is variable quality of information and often it is difficult to assess "level" as the learning outcomes are not mapped to academic levels. This experience raised my awareness of just how difficult it is to find a coaching education programme and compare and contrast the benefits of each. A website www.coachingandmentoringnetwork.org has made an attempt at this but the information is dated. I have initiated a conversation with the CIPD to explore the opportunity to create a guide to training and education in this field. Whilst I appreciate this would not have much credibility if i-coach academy wrote this guide, I think it is an important resource for the coaching profession and aim to facilitate its creation with an impartial body.

One institution that I had studied in more detail is the Fielding Institute (www.fielding.edu) where Prof van Oudtshoorn was a professor of adult learning in the 1990s, and where the learning design and philosophy is coaching based. I met with one of their ex doctorate students (now faculty) to explore and understand their learning process better, and to consider their processes and activities. Their innovations in "inducting" students, running cluster groups and having learning mentors has influenced the way I have enhanced the masters' design. They also have developed many ways of supporting learners electronically. This has not been a focus for me at this stage in the masters' programme development, due to a construct I hold about developing coaching practice through face to face learning experiences. This is a construct which requires further challenging and again identifies an area for further study.

7.5. Summary

In this chapter we have seen from their reflections, how the learning process has altered co-researchers' fundamental stance. They have moved through the anxiety of 'letting go' of the need for external frameworks. Each has created their own signature presence and framework, and in so doing has come to an integration of their personal and professional selves. We have compared co-researchers' experiences with the experiences of other participants, and found resonances. We have also documented findings from external sources which further contribute to our understanding of the experience of developing professional coaching practice. In the next chapter we turn to an in-depth discussion of these findings.

8. DISCUSSION OF THE FINDINGS AND INTEGRATION INTO THE PRODUCT

8.1. Introduction

In this chapter, I aim to discuss the findings of this research and extract the key contributions to professional knowledge. I will also demonstrate how the research findings have been integrated into the i-coach academy's learning design and curriculum, the product of this professional doctorate. The enhanced learning design and curriculum is evidence of the contribution this research has already made to the stakeholders of the study. The final chapter will then review the entire research process, demonstrate how I have effectively met the outcomes agreed in my programme plan for this project and comment on how stakeholders can continue to benefit from this research.

8.2. Discussion of the findings

The purpose of this research was to understand more about the experience of developing professional coaching practice and the findings offer us a unique insight into the qualities and attitudes associated with the journey as well as activities considered central to the development journey. These findings would then be used to inform education design for the development of professional coaches, an area which has yet to be researched in the specific context of coaching. The research is limited by its sample as all co-researchers are coaches with the shared experience and understanding of the i-coach academy programme and thus we cannot generalise the findings widely. However the findings do offer contributions to a wide variety of stakeholders including those considering a career as a professional coach, educators of coaches and other helping professionals, organisations and individual buyers of coaching services and academic and professional bodies developing accreditation and professional competencies for coaching.

When reaching this stage of the research process I was interested to note that the two core categories arising out of the data fit quite seamlessly with the aims of my research, a fact I had not noticed before. My original aims were to explore "the experience" of developing professional coaching practice and to explore the impact (if any) of the i-coach academy's learning design and curriculum on the development of professional practice. These aims are, by chance, addressed by Category A and Category B respectively. However the findings of Category A and Category B are not entirely distinct from each other, as the activities outlined in Category B are not all part of the existing i-coach academy learning design and contribute to the qualities of the experience of developing professional practice, documented by Category A, thus both categories need to be considered together. The way I have made sense of the categories is that findings in Category A document the characteristics of the experience of developing professional practice and thus raise our awareness to

the philosophy informing the journey. This category informs the learning philosophy or underpinnings for a journey to developing professional coaching practice, a useful contribution to those considering education and accreditation of professional coaches. Category B provides a more tangible basis for designing a journey to developing professional coaching practice whether through a formal education programme or for individual coaches working on their own. For the i-coach academy these findings offered affirmation, as many of the activities identified exist on the programme, not surprising given the sample. However there are useful insights in the findings as to the balance of these activities in the learning design and thus the contribution for i-coach academy is not about new activities necessarily being included in the final product rather, it is about enhancing the structure and design of some activities.

For me, the key finding from this research is the theme of an evolving integration of personal and professional self as a core experience of developing professional coaching practice. The stages of this evolution (section 7.2.1.1), the learning processes associated with supporting this transformation (section 8.3.2) and the behavioural competencies for assessing the stages of development (section 8.3.4) as evidenced in the enhanced i-coach academy education programme (see section 8.3) are tangible contributions to professional knowledge.

Other findings including, the role of "openness and commitment" in driving the learning process, the importance of reflection and the array of emotions experienced along the way further confirm existing professional knowledge associated with significant learning experiences in the literature. For example knowledge documented on adult learning and development, personal construct psychology and developing reflective practice (Hudson, 1991 ; Kelly, 1955 ; Knowles, 1984; Schon, 1987). Co-researchers also speak of constructing unique knowledge by drawing on current and past knowledge and personal experiences. They describe the process as one of journeying and learning through multiple activities (see Figure 3) and learning from others in a community of practice, as opposed to directed learning from faculty. These findings affirm what is described in the literature as a constructivist learning philosophy (Bruner, 1960) and demonstrate that this approach is supportive of developing professional coaching practice. These findings also affirm that the learning philosophy espoused by the i-coach academy programme (see section 2.4.4) is a lived experience for co-researchers.

In my original objectives from this research, I aimed to explore with co-researchers their experience of
1. creating an individual coaching framework and model,
2. formal learning activities versus their informal learning activities, and
3. the emphasis on personal development activities versus knowledge transfer activities

Chapter 8 – Discussion of the Findings and Integration into the Product

I have chosen to use these three objectives to highlight findings which contribute to the development of professional knowledge. I have also added a heading of work-based research. For whilst I did not originally intended to explore the impact of the work-based research project, the co-researcher's experience highlighted that this was an oversight and that their work-based research was another learning cycle in their journey towards developing professional coaching practice.

8.2.1. The role of the coaching framework

The experience of creating an individual coaching framework and model was found to be important by co-researchers, and this was confirmed by the participant group where 88% of participants considered that this experience had made an 'important' or 'significant contribution' to the development of their professional practice. This is not surprising given this task is a central exercise on the i-coach academy programme, and the energy that participants and co-researchers invested to articulate their individual coaching framework. Whilst we cannot generalise from these data to say this experience is central to developing professional coaching practice, there is evidence that this sample of respondents found it a useful exercise, and thus one we can continue to use within our learning design. There is also a link here to the finding under category A, see section 7.2.1.1 as much of the data supporting integration of personal and professional selves is associated with the creation of a unique coaching framework and model. The data highlights that the process of unpacking the underpinnings for their work, being challenged on their congruence between their philosophy and their behaviour and being challenged as to where they are going to make their unique contribution forces them to have a more articulate view of their personal self and so build and evolve their professional self. In this process they develop skills which inform their ethical consciousness and embed enhanced professional practice into conscious competence so they have a professional practice built on a foundation which they have individually tried and tested. The concept of an explicit individual coaching framework, created by Prof. van Oudtshoorn, as a basis for developing and continuing to evolve and enhance professional coaching practice is a core contribution to professional knowledge in the field of coaching and has useful contributions to make to the fields of counselling and therapy education as well as leadership development.

8.2.2. Informal versus formal learning

The definition of informal learning was not made explicit when stating the objectives however the intention behind the objective was to explore the importance of activities which whilst part of the formal learning design were considered 'informal' activities in that they were not facilitated or delivered by faculty. For example experimenting with new techniques in skill practice trios, applied coaching both paid-for and pro-bono, peer learning group discussions, journaling and receiving coaching. The data

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collected and documented in Category B (see section 7.2.2) demonstrated that these "informal" learning activities did contribute to the development of professional coaching practice. In fact many commented that these experiences offered more critical learning incidents than the formal learning modules and group supervision facilitated by faculty. These findings affirmed Kolb's (1984) learning cycle and the notion of cycling knowledge through multiple learning activities which engage different learning processes is effective in supporting learners to reconstruct and firmly embed learning in a way that makes sense to that individual. It also reinforces the contribution that the constructivist learning philosophy can make in education. Thus this research further affirms professional knowledge on adult learning processes in the literature.

A finding which does not fit the definition of "informal learning" but to which I make a link is the theme reported as meaningful contact with people was a catalyst to co-researchers' growth (section 7.2.1.2). There was limited data to support the contribution of activities outside of the formal learning structure. However the data from co-researchers supporting this theme demonstrated that creating opportunities for spontaneous conversations that are not facilitated with a variety of people inside and outside of their immediate learning community and the wider coaching field contributes to the development of professional coaching practice. This is a useful finding for educationalists to consider when designing learning programmes and building learning communities.

8.2.3. Personal development versus knowledge transfer

On reflection, findings for the third objective are implicit in the second as many of the learning activities associated with personal development such as reflective journaling, receiving coaching and supervision are also considered "informal" learning activities. There was evidence to suggest that the journey of developing professional practice had little to do with the content of the curriculum and the theories considered, but that it was more about participating in activities which allowed participants to create and test their own practice through conversation, skills practice, applied and received coaching, supervision and reflective work. Activities where the content came from participants articulating and evolving their own approach, rather than learning someone else's approach, were considered valuable. Findings also showed that participants valued being exposed to a wide variety of theoretical concepts which stretched beyond the immediate field of coaching. Reading coaching books was also considered a useful activity. Despite this, the overriding message from the findings was that development of professional practice was experience driven, as opposed to content driven. My personal view is that it is not either/or, as it is difficult, if not impossible, to facilitate reflection and debate on experience and knowledge if there is no experience and knowledge. Therefore though there is a role for increasing understanding of relevant theoretical concepts, the data suggest that this activity alone is insufficient. This finding further supports the professional knowledge existing on a constructivist learning approach where the role of faculty is less about content delivery and expert

knowledge. It is also supportive of some of the literature documenting education processes for counsellor development. This finding also affirms that what i-coach academy espouses as its programmes learning philosophy is experienced by co-researchers.

8.2.4. Work Based Research

The data to support this finding was limited to those co-researchers who had engaged with and completed their work based project and thus it would be useful to test these findings with a larger sample of co-researchers at some point. However the findings demonstrate that after two learning cycles of integration of their personal and professional self, the coaches engaged in a further learning cycle which extended their professional self outside of their immediate practice to be a voice in the broader context of the profession. The experience of engaging with such a challenging task and one which required confidence to reveal much of their newly articulated personal/professional self appeared to take the co-researcher to another level of clarity and confidence on their journey to developing professional practice. On reflection much of what is asked of students in the development of their individual coaching framework is driven by work-based research principles as they are forced to generate their own personal theory in the format of a coaching framework. Their experience with this assignment may thus prepare them effectively for engaging in a piece of research which is more grounded in their individual professional practice and likely to contribute to what they see as their 'signature presence' in the field of coaching. This finding is useful for the NCWBLP to consider as the journey i-coach academy have created to support professionals to engage with developing their own individual framework of practice in comparison with the current RAL process appears to contribute to the work based research project playing a more significant role. The work based project becomes more integrated into the individual's personal and professional reconstruction journey whilst continuing to made a contribution to the wider profession. The learning for i-coach academy is to reflect on how work-based research principles are being taught implicitly as part of the development of the coaching framework and to consider making these principles more explicit so that individuals draw more readily on their experience from the two early learning evolutions in their research projects. Making these principles more explicit may also contribute to the enhancement of the outcome of individuals coaching frameworks.

8.3. Integration to the product

In this section, I aim to show how the insights gained by this study have impacted on the enhanced design of the masters' programme as well as discussing areas for future evolution. I have chosen to consider this in five parts – learning philosophy, process and activities, selection, assessment/professional review and areas for further reflection.

8.3.1. Learning Philosophy

The vivid descriptions of co-researchers have helped to make the i-coach academy learning philosophy come alive. There are resonances with constructivism, self –organized learning, adult development, experiential learning and empowerment. The learning from these personal stories for the i-coach learning philosophy is multiple. First there is an acknowledgement of doing some things well, and creating a learning space in which participants feel empowered to create their own coaching practice, drawing on their own experience and the experience of critical incidents. There are also elements which were implicit in the philosophy but not documented until now. The first of these is to observe the value of "space" and "the environment" in the learning design, and of not being drawn to put more into the equation, but rather to work to debate and integrate what is already there. Another is the style of teaching or facilitation and the modeling of coaching that faculty do throughout the programme. Another element which was implicit was the concept of diversity: i-coach academy does not align itself with one type of coaching or one view of the world, and this contributes to the experience of developing coaching practice. Consistency in purpose in coaching is more prevalent in our UK programmes, where students aspire to work predominantly in business communities. There is also an implicit understanding amongst faculty that difference of opinion and contradictory information is a useful part of the learning process. These implicit elements have been made explicit in the revised masters' design, through marketing literature to attract diverse groups of participants applying coaching techniques, and in briefing documentation for faculty and theoretical content elements. A final element is the underpinnings of adult development and how these integrate into our professional criteria. Whilst it is acknowledged that these principles are drawn from Hudson (1991) and Knowles (1984), the exact principles have not been made explicit and are an area for future work.

Other elements which we can learn from include increasing our awareness of the impact the "self-directed learning" stance has on participants, and to consider the balance between challenge and support. It appears from the findings that there is a difference in how some

individuals embrace the ambiguity that self-directed learning brings and the anxiety it creates. Thus whilst i-coach academy considers it an important learning experience to develop the capacity to stay with ambiguity, we perhaps need to be more tuned in to how each individual is coping with this stance. The introduction of a learning mentor to support individual students more frequently in their local cluster area has been established, as well as using an approved list of coaches to support students in the early stages of the programme. However a future possibility would be to have 1:1 opportunities for participants to engage with faculty to assess their progress. I personally have had to learn to let students sit in a space of discomfort and learn to take responsibility for their own learning. My early inclinations were to mother and support them, only to realize that I had unleashed an unhealthy dependency where it was harder to draw firm boundaries. The students experience a tension between the appeal of the learning philosophy and process - one of autonomy, recognition of their previous experience and adult learning - and their desire to be spoon-fed and defer to the "expert" on what is 'best' and for someone else to manage the practicalities of their learning experience. This tension is a useful reflection for them as they consider the needs and conflicts of their coaching clients. One way of overcoming the need to herd and chase students, is to become better at practicing our philosophy of making things explicit and clearly communicating what is required early in the process. The consistency of message between academic and professional criteria, the quality of briefing documentation, have all been areas of focus to enhance the learning process of the masters' programme. Although by no means perfect, we now have module handbooks to guide students through the processes of developing a coaching framework and model, benefiting from journaling and understanding critical reflective writing. We continue to experiment with the balance of chaos and structure optimal to inspiring and challenging learning. It is hoped that the modules which are the product of the research will have integrated the professional and academic process more smoothly for the participants.

8.3.2. Learning Process and Activities

The findings demonstrated the value of the "journey" and the learning process, and co-researchers spoke of cycles of learning: that knowledge is 'useless' without experimentation, application and reflection with that knowledge. These findings reinforce the view that it is not the activities alone that support the development of professional coaching practice and build the foundation for future professional development. Rather, it is the interplay of activities and participants' engagement with them that drives the learning in the i-coach academy masters' programme.

The findings also showed us the value of creating opportunity specifically for group discussion and integration of learning. The principle of creating such space in modules has not been an

emphasis until now. We have frequently debated making the learning modules residential, perhaps even in different countries, so that students can benefit from the intense experience of working in 'formal' workshop sessions and discussing and debating concepts over dinner and other more social activities. The benefits of this finding have not yet been effectively incorporated into the current design, especially in the UK where students' travel arrangements often impact on the learning experience. There are however plans to build more informal opportunities for the entire i-coach community (participants and alumni), for them to benefit from the experiences these findings are suggesting. South African cohorts are more community orientated and tend to meet regularly with their learning group regionally. It is my view that this is related to the context of those students and the ease with which they can "connect" due to locality. Another reason is that we have emphasized the necessity of learning community and building relationships to sustain their learning between learning modules, because their learning modules are less frequent, requiring faculty to be flown in from the UK and US.

The findings also helped us to reflect on what participants' needs were in the various stages and to support individuals to make the transition between one stage and the next. From conversations with faculty and colleagues and my own experience, there was evidence to suggest that the sooner a participant shifted into a state of conscious incompetence, the faster they were likely to become open to learning and embrace the rigorous demands of establishing professional coaching practice. The learning from the pioneer programme was that for many this shift only happened at the point of the professional review, which was concerning as much time had passed, with many opportunities to receive feedback from peers and faculty prior to this stage. These insights led us to review our supervision framework and establish a framework that included professional supervision too. The learning here was that whilst participants needed to have increased self awareness and to consider their values and beliefs (an element a more clinical supervisory approach tackles well), they also needed support to make their coaching approach explicit and to learn more practically through the experience of others. The introduction of Continued Professional Development days with a formal structure and facilitator appears to be working towards addressing this need. The choice of faculty to manage the clinical aspect of the supervision was also an outcome, as was a decision to launch a programme to develop supervisory skills that are coaching specific. The creation of a model for supervision which draws on therapeutic methods, whilst acknowledging contextual and professional differences in the realm of coaching, is an area of much debate. It is one which we too consider important to explore further and effectively address, to enable participants on their journey to develop professional coaching as opposed to counselling or therapeutic practice.

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Whilst we had been aware of the need to create a safe learning environment, these findings heightened our awareness of the emotional rollercoaster that some of our participants were experiencing. Without wishing to mother them or remove the self-directed nature of the learning process, we did need to reconsider the support structures in place. This was particularly prevalent in South Africa, given the majority of the faculty were based outside of the country and unavailable for face to face support. The introduction of a learning mentor for each cohort and an approved register of coaches for first year students to select a coach for a minimum of 50% of their individual coaching hours has had some impact, although more can be done to improve this.

The role of the co-researcher's work-based research project in the development of professional coaching practice has not been addressed effectively by this research study. This is due to the fact that I focused the enhancement of design to the two professional modules (one in year 1 and one in year 2). However in retrospect it seems obvious that work-based research would impact on the experience of developing professional practice and I am disappointed that I overlooked this. The findings suggest that the research phase of the masters offers another opportunity for integration and a further learning cycle. The findings have raised our awareness to this fact and this will be considered as an area for further exploration.

8.3.3. Selection

The intensity of emotional responses observed on the masters programmes, and which the "experience" statement articulates, has challenged us to review our selection process - not to exclude people but to identify those more likely to be vulnerable and create a foundation of support for them on their emotional journey. Candidates who may be using the masters' programme as a conduit for personal change, having recently experienced a personal transition or crisis such as divorce, redundancy, setting up a new business, may be less able to manage the degree of challenge and ambiguity the i-coach academy masters' programme offers. This renders it more likely that they will become resistant, or even more vulnerable, which in turn might impact on their own learning and that of others in the learning community.

Another current enhancement is the creation of a conversion module for those fast tracking into the second year of the masters', based on previous experience. This module offers 1:1 support to candidates to formulate their current coaching approach and begin the critical reflective process to review the underpinnings for their work. The module attempts to ensure that participants have a strong foundation, so that their focus in the masters' year is on integration and congruence rather than personal reconstruction.

8.3.4. Assessment / Professional Review

The Professional Review which is held in the last learning module of each academic year is associated with professional benchmarking. When we started running this programme, there were no existing professional standards on which to draw, thus we spent time formulating our own criteria for professional coaching practice. We drew on Prof. van Oudtshoorn's vast experience in assessment of potential and performance through his first doctorate and his creation of self-insight assessment centres for organizations such as ICL. We distilled the tasks and outcomes associated with coaching and begun to explore biographical, technical and behavioral criteria to assess potential and performance in coaching. The criteria development and testing has been one outcome of this research study, as has the enhanced design of the professional review. The enhanced design includes the change of the name from assessment to Professional Review, an integration of the Middlesex level 4 criteria [4] and the inclusion of a third day to the process so that feedback can be handled immediately and face to face and offer participants the opportunity to gather feedback from peers as well as faculty. In the first year the professional review requires participants to play a number of roles:

Presenter – presenting a coherent coaching framework and model and describing their learning journey over the programme;

Observer/assessor – observing, recording, classifying against criteria and evaluating;

Coach, coaching a client in a live demonstration, demonstrating congruence to their framework, i.e. what I say I do is what I actually do in practice, and

Client, being the client in a live demonstration and contributing to evaluation based on the 'client' experience.

The collected data are then reviewed by the participant, and an individual development plan is created. This process is considered the "rite of passage" to enter the world of coaching with an i-coach academy – practitioner level qualification. However the activities of the professional review are "assessed" through a written submission after the professional review and are thus not completely separated from assessment. However, our emphasis for the professional review is on learning and supporting the participant to move towards developing an internal set of professional standards as well as meeting a set of "required" criteria, academic and professional. An internal test for effectiveness of our education programme is the number of participants who are able to complete this process successfully and pass to a masters' year, or to progress into the workplace with a certificate level qualification. Our pioneer groups experience low success rates with few meeting the required standard for automatic entry in to the master's year and some not

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[4] Refer glossary

sufficiently meeting the grade to leave with a practitioner level qualification. These results have challenged us to review the effectiveness of the learning activities in preparing students for success and this has driven many of the enhancements especially around the supervision process, the introduction of facilitated continued professional development and an 'approved' list of coaches for students to draw on for their individual coaching hours.

In parallel to this research study I have conducted some client work with Unilever in creating an assessment centre for the selection and assessment of executive coaches in their organization. This experience has afforded an opportunity to consider the robustness of our criteria when assessing coaches outside of the i-coach academy education programmes and to re-examine the levels in the behavioural criteria.

Our second year assessment has been altered to reflect all the learning mentioned above. At the second year professional review, participants are now required to present a revised coaching framework and document the learning journey in a similar way to the first year. They also present a case study which demonstrates the integration of their work into practice and offers the opportunity to test for behavioural competency at the required level. Finally they are being asked to present a more succinct version of their framework to faculty and organizational buyers of coaching. The purpose of the final activity is two fold: we wish coaches to have the experience of effectively communicating and receiving feedback from the people who will "buy" their services, as well as affording organizational buyers the opportunity to engage with the professional review process and understand more about professional coaching competencies.

8.3.5. Areas for further reflection

It would be useful to further explore the role of the content elements of the curriculum and the order in which these concepts are presented. My current view is that the more challenging, complex and ambiguous the concepts presented the more the individual is forced into a position of working out their own view. For example, content areas such as systems theory, phenomenology, existential philosophy, personal construct psychology, object relations and self organized learning and learning conversations as opposed to learning theory, performance and assessment theory, behavioural theory, linguistics and leadership theory. It would also be useful to consider the depth of understanding of a particular theoretical perspective before engaging the student with experimentation and reconstruction to integrate into their individual framework through informal learning activities. My current view is that if the student has a superficial understanding of a particular perspective they may integrate and embed a notion which is not well informed or perhaps discard something before rigorously experimenting and considering its integration. I would also be interested to continue to be curious about the balance between structure and ambiguity in the learning design and its role as a catalyst to support deconstruction of rigid positions held by students and increase their openness to learning. I has spoken a little of how we have increased support for students from the selection process, the addition of learning mentors and 'approved' coaches. Another area for reflection is the impact of the contribution of using faculty with such a depth and breadth of experience on the masters' programme. Faculty resources with this depth of knowledge are not easily developed as they have such wide and varied experiences and given their age the sustainability of the experience of the education programme may be impacted if these resources were removed. Extracting their tacit knowledge and capturing it more explicitly may be an important requirement to ensuring the sustainability of the experience as may be the development of future faculty using existing faculty as mentors. I am also keen to further make explicit and document the emerging professional criterion of "congruence" and to draw from the literature on adult development and counselor training to support an articulation of professional coaching with this behavioural criterion. Finally I expect to explore the use of the work based research project as a means to support individuals expand their development of professional coaching practice beyond their immediate practice to make a contribution to the wider professional whilst supporting a further learning cycle in their own professional development.

8.4. Summary

In this chapter I have explored the findings from this research project, reviewing them in light of the aims and objectives for the project and integrating data from all sources. Overall the findings appear to offer a few key contributions to professional knowledge and to affirm much of the i-coach academy's approach to developing professional coaching practice. The findings also offer ideas for enhancement of the learning process and these have been integrated into the programme specifications for this research product see section 8.3. Some of the findings require additional exploration and testing and these have been discussed in 8.3.5. At this point of the process, I am interested to consider what would have happened had I tackled the evolution of the programme through a less rigorous and explicit process. My view is that I would have missed the richness of co-researchers' personal stories, which have helped to reveal behavioural characteristics that are associated with professional coaching, and are manifest in the quality of professional coaching practice we aspire to enable in participants.

In the next chapter I will consider whether these findings adequately address the agreed project and learning outcomes for this research.

9. A COMPLETED CYCLE: THE END OF THE BEGINNING

9.1. Introduction

The intention of this chapter is to reflect on the entire research process, tying together the information presented in previous chapters in order to review whether I have effectively met the project outcomes set out in my programme plan and the learning outcomes for this stage of my doctorate. It will also demonstrate how stakeholders have benefited already and make recommendations as to how this research can continue to make a contribution. It was also consider areas for further exploration and future research.

9.2. Achieving aims and objectives

As discussed in section 8.2 , my research has evolved and altered since my programme approval panel particularly as I have learnt more about phenomenology and applied this in my research process. This shift in understanding has influenced my approach and some of the language I used to describe what I was doing. Due to this I altered the final title of my research project with permission to the following:

"To explore how coaches experience the challenge of developing their own professional practice"

In my original documentation, I aimed to explore
- "the experience" of developing professional coaching practice and
- the impact (if any) of the i-coach academy's learning design and curriculum on the development of a professional practice

More specifically, I aimed to consider co-researchers' experience of
- creating an individual coaching framework and model
- formal learning activities versus their informal learning activities, and
- the emphasis on personal development activities versus knowledge transfer activities

In section 8.2, I outlined the findings in relation to these aims and objectives. I will not repeat the findings in detail here, however the findings offered a description of the "experience" of developing professional coaching practice, as well as a synthesis of the experiences [events] co-researchers found had impacted the development of professional practice. When considering

these findings I explored the role of the development of an individual coaching framework, informal learning activities, personal development and knowledge transfer as experiences impacting on professional practice. Later in section 8.3, I also commented on how these findings informed the enhancement of the masters in coaching programme, the 'product' outcome of this research.

9.3. Achieving agreed outcomes

A key feature of a professional doctorate qualification is the requirement to make a broad impact through research, extending beyond my own learning and the enhancement of the i-coach academy's masters programme to contribute to the evolving profession of coaching. In my programme plan I proposed the following outcomes for this project to demonstrate the impact of the research for multiple stakeholder groups, as well as providing benchmarks for the assessment of this project. In this section I will reflect on my achievement of these outcomes.

9.3.1. To contribute by articulating the "reality" of developing coaching practice through education. Illustrating the demands and challenges individuals face.

The synthesised summary statement (appendix 5) invites others considering developing professional practice to enter the personal worlds of the co-researchers and participants to share something of what the journey was like, the experiences undertaken and the impact of these experiences both personally and professionally. The recurring themes in the statement reinforce shared experiences, whilst acknowledging that no two individuals have the same experience as they bring their unique selves to join with a unique mix of individuals and faculty. The resonance of the statement with both co-researchers and participants confirms that it has captured elements of their personal experience and captured a 'whole' which they could relate to and would consider articulated the 'reality' of their experience. It is acknowledged that these findings are limited by the sample as the sample is dominated by those who have experienced the i-coach academy education programme. Nevertheless it is argued that this statement provides a basis for those considering coaching as a career choice to gain greater understanding of the demands and challenges they are likely to face.

The findings also document various activities for prospective coaches to consider when developing professional practice. These activities are distinct and whilst many are embedded in the i-coach academy programme, they are activities aspiring coaches can participate in outside of a formal education programme. It is hoped that these findings will be useful to those considering developing professional coaching practice.

Chapter 9 – A Completed Cycle : the end of the beginning

The findings also contribute to the field by emphasising the benefits of professional coaching education for the profession. Such benefits would include participants leaving with a greater ethical consciousness and a commitment to personal and professional development which will enrich the communities within which coaches live and work. Statements from the data sets recognised that part of the role of being a coach is to remain a student or life-long learner as well as commenting that regular work on increasing self understanding impacted positively on their professional practice.

9.3.2. To enhance future designs of the masters' programme by understanding the impact of experiences (if any) within the i-coach academy's learning process on the development of professional practice.

The findings of this research documented activities considered central to developing professional practice and these have been considered and integrated into a revised, and hopefully enhanced, programme to support individuals develop professional coaching practice (section 8.3). These enhancements have been documented in programme specifications for masters' level modules which will offer increased flexibility to practitioners considering engaging with further education in the field of coaching. (appendix 11) These modules were considered by Middlesex University's academic accreditation board in October 2005 and approved for the award of 60 level 4 credits. There are additional level 5[5] modules currently being designed which aim to enable advanced professionals develop the skills of teaching, research, supervision and assessment. These in turn will equip them to support others in the field develop their professional practice. The increased understanding of practitioners needs which this research offers, contributes to the design of these new modules too. Whilst there is no claim that this process is complete, this research has offered a foundation on which to build as we enter a new cycle of review and testing and consider the impact of some of the enhancements. We will also continue to observe and learn from other coaching education programmes, programmes in related fields and the developments in professional accreditation such as the Kite marking exercise being initiated through the EMCC.

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[5] Doctorate Level

Chapter 9 – A Completed Cycle : the end of the beginning

9.3.3. To continue the partnership between i-coach academy and Middlesex University so that the project is of benefit to all parties

I continue to work to develop the partnership between i-coach academy and Middlesex University to capture learning from the development of the masters' education programme to enhance the integration between professional and academic standards on our programmes. In October 2005, two level four [6] programmes were submitted to and approved by the academic accreditation board. This means that i-coach academy can offer student's credit rated learning which will reduce the requirements for portfolio development and increase the focus on coaching specific learning outcomes as part of the master's programme. My learning and experience throughout my doctorate programme has informed these programme modules and incorporates findings from this research project. An example of a programme specification submitted to this board can be found in appendix 11. My learning has also expanded to consider professional development at level 5 and work has begun to develop four level 5 modules to provide opportunities for advanced professionals to consider further study in the field of coaching and work towards doctorate qualifications. Also, Middlesex's recent award and funding from the Education Funding Council for England (HEFCE) for the creation of a National Centre for Excellence in Teaching and Learning (CETL) for Work Based Learning, offers increased opportunities for i-coach academy to work with the team in this new centre to integrate coaching and coaching skills for enhancement of student learning in the wider community.

9.3.4. To write papers and present my research findings at relevant conferences

I presented with one of my clients, Unilever, at the recent EMCC Conference in December 2005 on a selection and assessment process we have collaborated on for selecting a pool of coaches into Unilever Europe, to work with senior executives in what they call Transformational Coaching. This selection process is built on knowledge developed through this doctorate research on professional criteria. The presentation was well received and our plans to work with a wider number of organisations to build a consortium running such a selection process for executive coaches built momentum at this conference. I continue to build on this work and have recently adjusted the process for another client, Standard Bank, in South Africa to reflect their organisational framework for coaching and mentoring and the context in which they are working. I have been invited to speak at a conference in March 2006 on a similar topic in South Africa and

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[6] Refer Glossary

plan to use the work with Standard Bank as the case study for this presentation. I also plan to write a paper documenting my findings related to developing professional coaching practice and am particularly interested to comment on the development stages noticed.

9.3.5. To successfully achieve my Professional Doctorate

After successfully completing module DPS 5200 at my VIVA presentation on the 31st October 2005 subject to minor revisions, I am hopeful that this document will reflect I have effectively engaged with the feedback received and addressed the comments made so that the university will agree to award me the qualification of DProf (Coaching Psychology)

9.4. Other Outcomes

In addition to the outcomes discussed above, there are outcomes which were not explicitly stated when preparing the programme plan, such as my own development, and others which were not expected. I discuss these briefly below.

9.4.1. My own development

Over the entire professional doctorate and particularly this research project I have increased my understanding and knowledge of coaching and related theoretical perspectives as well as education and adult learning processes. I have enhanced my understanding of work based learning and research methods including phenomenological research methods. This increased knowledge has allowed me to design curricula with increased understanding of the impact the design has on the individual participant's learning process, as well as being able to offer more support to masters' level students tackling research projects.

Living and breathing the phenomenological approach and maintaining a heightened awareness of potential bias from my insider researcher status has had a surprising impact. I believe that I have enhanced and to a degree internalised an ability to bracket my assumptions and explore the data presented without preconception. This ability has also influenced my own coaching practice which was an unexpected but valuable outcome. It has also contributed to my growth as programme director for the i-coach academy where I have learnt to manage increasing complexity, responsibility and ethical understanding.

Should I be awarded a doctorate from this work, I will be one of the first students in the world to have a professional doctorate qualification in the field of coaching. I will also have achieved an ambition of my mentor Prof. van Oudtshoorn, who aspired to increase the diversity of faculty in the i-coach academy despite its existing high standards: requiring a combination of coaching experience and doctorate level study in a related field. I will also be part of a new generation of faculty to build the field of coaching. A final outcome is my increased hunger for further knowledge in the areas of adult learning and development and the broader fields of education and professional development. This journey has not ended rather as the title of this chapter suggests it is the end of the beginning. I plan to further develop and document that journey of developing professional practice at masters' level and contribute to the development of advanced professional modules for the MProf year of the doctorate in coaching. I also plan to further evolve my learning through experimentation and reflection in my own consulting and coaching practice and my new role in the African Centre for Learning and Coaching. It is all very exciting!

9.4.2. Development of the profession in South Africa

The work undertaken in South Africa has also had an impact beyond the i-coach academy. I-coach academy has now established three affiliate partnerships with organisations offering entry level coaching training to afford their graduates the opportunity to enter a masters' degree in coaching programme. We have also supported the development of the market for coaching by educating at all the levels described in Prof. van Oudtshoorn's professorial lecture (refer chapter 2). We have taught on MBA programmes, run open seminars and workshops to develop coaching skills for managers and leaders, worked with Blue Chip organisations to design frameworks for coaching in their organisations and integrate coaching into their leadership and executive development programmes. More recently we have secured a commitment from the University of Stellenbosch to establish a centre of excellence in the fields of learning and coaching with the aim of establishing best practice in these fields related to the African context. Since completing my submission in September, we has secured agreement on a draft constitution for the centre. From our first intake in South Africa in 2002, we have worked with over 66 students across the country and hope to see a total of 29 masters' graduates and 6 doctorate graduates by the end of 2005. It is our hope that through these students and future cohorts, the communities within which these coaches live and work will find their lives enriched.

9.4.3. Assessment and Selection of Executive Coaches in Unilever

Developing professional criteria for the masters' programme created an opportunity to integrate this work as part of a selection process I designed for Unilever. Unilever, concerned by the quality and ethics of coaching being received by their executive group, was keen to develop a more rigorous process for coach selection. I was able to use my experience from creating criteria and running professional reviews with the i-coach academy students, to design a process for Unilever. This assessment process has now been run three times in the UK and once in Australia and through this process we have learnt about the quality of coaching out in the market and about an effective structure for such a selection process. The Unilever project has helped me to gain greater insight into the "levels" within the i-coach academy's professional criteria, which I have subsequently integrated back into the professional criteria for the education programmes. The synthesis of this learning was presented at the EMCC conference in December 2005 and will be further refined through an additional application of the work in South Africa with Standard Bank before being presented at a conference in Johannesburg, South Africa in March 2006. These presentations are evidence of my agreed outcome to present my research findings.

9.5. Recommendations and contributions

This research has already contributed to the stakeholders of the study and reached beyond those stakeholders to the wider profession. However there is still more the research can contribute and some of these contributions and recommendations are outlined below.

9.5.1. Contributions to professional knowledge

In section 8.2, I have attempted to make explicit some of the key contributions to professional knowledge that this research offers. One of the most exciting contributions is the evolving integration of personal and professional self as a core experience of developing professional coaching practice. The stages of this evolution (section 7.2.1.1), the learning processes associated with supporting this transformation (section 8.3.2) and the behavioural competencies for assessing the stages of development (section 8.3.4) as evidenced in the enhanced i-coach academy education programme (see section 8.3) are considered tangible contributions to professional knowledge. However there are also contributions outlined in 8.2 which affirm existing literature on adult learning and development, constructionist approach to learning and the development of reflective practice. It is recommended that a paper that fleshed out this research's findings of these developmental stages and associated competencies would be a further contribution as would a critique of these findings in relation to existing literature on the development of counsellors and other helping professionals. A comparison with traditional stages of adult develop would also be useful to consider to consider the view that i-coach academy is supporting individuals to individuate whilst developing professional coaching practice. A wider literature search and a critique of this research's findings to affirm existing literature on learning methodologies would be valuable. Finally documenting the processes embedded within the research findings and its final product to support organisations and educators select and assess professional coaches including the professional criteria developed as part of this research would be a valuable contribution. It is recommended that these findings are written up for multiple audiences, stretching beyond the field of coaching including journals such as the EMCC Peer review journal, APA's Consulting Psychology journal, BPS SIG Journal, Education and Adult Development Journals.

9.5.2. Contributions to stakeholders

In section 8.3 the immediate contribution to the i-coach academy and Middlesex University has been documented as here the findings from the research have been integrated into an enhanced version of the i-coach programme to develop professional coaching practice which has now been accredited by Middlesex University. Further contributions for these stakeholders require additional reflection and exploration as outlined in section 8.3.5. However it is expected that further reflection will contribute by making additional enhancements to the programme and thus impact on the student communities. It is recommended that further work be done to extract from this research the generic findings relevant to work based learning programmes and research which would contribute to the work the NCWBLP and the newly created CETL plan for staff development and the further enhancement of work based learning teaching and accreditation. This research will also continue to inform the next stage of i-coach academy's accreditation process with the level 5 professional modules in coaching and may in time contribute to a validated pathway for a doctorate in coaching as opposed to the current generic pathway.

9.5.3. Contributions beyond immediate stakeholders

Additional contributions this research can make are to individuals who are considering a career in coaching as the significant statement and findings on activities which support the development of professional practice can help individuals identify an education programme best suited to their needs or provide guidelines so they can design their own programme. We aim to support this contribution by actively encouraging an independent body such as EMFD to undertake to build a guide to education and training for those considering a career in coaching. We believe there is a need in the UK for such guidelines and that it will support education around the different types of coaching and the respective levels of education required to support delivery of effective coaching.

The research can also contribute by documenting and sharing the i-coach academy coaching framework as a means for developing professional practice. Whilst we currently make a contribution by sharing this framework through presentations at conferences and continued professional development events such as "The Psychology of Coaching" workshop, we can build the framework into more of our CPD events.

The professional criteria, selection and assessment processes can contribute to organisations, educators of coaches and individual coaching professionals who are seeking a benchmark for professional practice. Awareness of these criteria and process can support these stakeholders to design or enhance their processes for selection and assessment, reducing some of the risks associated through coaching. It is also recommended that further reflection on these processes would extract learning on the effective "matching" processes. We are working to develop a consortium of organisations to collaborate with to deliver a selection process for organisations seeking executive coaches similar to what we designed for Unilever and Standard Bank. It is hoped that this consortium will be a vehicle for sharing more of this research's findings and to further enhance the findings to deliver a robust selection process for multiple organisations.

Professional Bodies and academic institutions grappling with accreditation of professional coaching programmes and individual practice can also benefit from critiquing these findings in relation to their own competency maps. I-coach academy is participating in the kite marking exercise being run by the EMCC and through this process we hope to relate our professional criteria to their competency map to further enhance and evolve the findings from this research.

9.6. Further Exploration and future research

This journey has just begun. We now have a foundation against which to explore further, and to compare with the experiences of other coaching education programmes and individuals who have evolved and developed professional coaching practice outside of formal education. This further research will provide rich insights to the "reality" of developing coaching practice and of "being" a coach. These in turn may help identify areas for professional development and events or activities which will enhance the development of professional coaching practice and build standards and ethical practice.

Apart from reviewing and testing these findings with other samples outside of the i-coach academy, there is a need to review the literature on developing counselling practice further in order to understand the differences, and to draw on learning which has been documented in the literature of other professions.

This research has also fed my imagination for other areas to explore and these include the following:
1. To explore with coaches outside of the i-coach academy community their experience of developing professional practice

2. To consider the role of work-based research in the development of professional coaching practice and professional practice in general

3. To test whether the i-coach academy coaching framework does contribute to the building of standards in the profession by exploring whether coaches who work with an explicit, articulated coaching approach, impact more positively on client outcomes than those who do not.

4. To check back with co-researchers and participants in a few years to ask similar questions on the experiences they considered important to developing professional practice, and the insights they had gained post education.

5. To explore with co-researchers and participants in a few years whether further professional development activities have been actively engaged in

6. To explore the impact of age and life stage on the development of professional coaching practice.

9.7. Achieving Learning Outcomes

In appendix 13, I have reflected on the learning outcomes for this doctorate module DPS 5200. Overall I believe that I have demonstrated that I have increased my understanding of appropriate sources of knowledge such as learning theories relevant to professional practice, phenomenology and its respective research methods. I have also make explicit my knowledge of the ethical implications of research, coaching and the context of an emerging field. I have evidenced many of my cognitive skills including my ability to analyse and synthesise data, critically reflect and evaluate and plan the delivery of the study and the masters programme. Many of which have impacted on the enhancement of professional coaching practice. There is always more to do and I had to demonstrate these skills through critical incidents thus demonstrating my skill in selection to convey meaning effectively given limited word allocation. Finally I consider that I have effectively documented my awareness and flexibility to the context in which I was working and researching, my ability to lead and manage a complex project in two countries and draw on multiple and relevant resources to deliver the programme and research study. I also hope that I have effectively considered the audience of this project document and communicated the depth and breadth of my research findings and project outcomes. I recognise that there is always more to do and more to learn, I hope that my identification of areas for further research and my own development demonstrate my ability to critically assess my strengths and weaknesses and to use this project as a stepping stone for my personal and the programme's development.

9.8. Summary

The aim of this chapter was to revisit the original learning objectives and project outcomes in terms of assessing whether the project fulfilled the agreed benchmarks. In order to do this I analysed what I had achieved in relation to the agreed outcomes and explored some of the key factors emerging from the entire process. Congruently with qualitative research, the writing of this chapter demonstrated that there is never an absolute truth or conclusion. Interpretation and reinterpretation of the data is available to both myself and others who read this project. However as I near completion of this phase, I am conscious that my learning across all the level 5 descriptors has increased exponentially, and that I have reduced to practice my findings, through applied research, into the work of the i-coach academy programmes. I believe that I have learnt a great deal about research, education and learning processes in relation to developing professional coaching practice, and have gained greater insight into the importance of these processes for the evolution of the profession of coaching. I am hopeful that some of the results of this research will have a positive impact on the development of professional coaching practice and the broader coaching community.

10. CONCLUSION

Machiavelli's opening reflections on the nature of creating 'a new order of things', express beautifully the reality that has been the creation of the i-coach academy.

For me, his statement describes the journey to create the i-coach academy and develop professional qualifications in coaching which are academically accredited. I feel privileged to have had the opportunity to contribute to a new and evolving profession and hope that this project will support the journeys of many as they step up to develop professional coaching practice, and work to enrich the lives of others in our communities.

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References

12. APPENDICIES

Appendix 1: Recruitment Letter for co-researchers

Dear x

Thank you for your interest in my doctorate research project exploring how coaches respond to the challenge of developing a professional identity. I value the unique contribution that you can make to my research and am excited by the possibility of your participation in it. The purpose of this letter is to clarify your understanding of the research process and to secure your signature on the participation release form that you will find attached.

The research model that I am using is a qualitative one through which I am seeking comprehensive descriptions of your experience. In this way I hope to illuminate more about the process coaches undertake when developing their own professional identity. I am seeking vivid, accurate and comprehensive portrayals of what these experiences were like for you: your thoughts, feelings, behaviours, as well as situations, events, places and people connected with your experience.

I wish to re-iterate that your participation in this research is voluntary and is in no way linked to the assessment process of your i-coach academy programme. Thus it is your choice as to whether you participate in this research project and you can withdraw from the research at any time.

I value your participating and thank you for the commitment of time, energy and effort. If you have any further questions before signing the participant release form, I can be reached at caroline@i-coachacademy.com.

Kind regards

Caroline Horner

Appendix 2 : Sample Co-researcher Release Form

I agree to participate in a research study *"to explore how coaches respond to the challenge of developing their own practice."* I understand the purpose and nature of this research and I am participating voluntarily. I grant permission for the data to be used by Caroline Horner in the process of completing her DProf (Coaching Psychology) through the International Centre for the Study of Coaching at Middlesex University, UK, including her dissertation and any other future publication.

I understand that a brief synopsis of each participant, including myself will be used and will include information such as gender, age, year of programme (i.e PGC or MA) and any other information that will help the researcher to come to know and recall each participant.

I grant permission for the above personal information to be used and for my professional assignments i.e PDF 4012 and reflective essay and (PDF 4013 and reflective essay and final reflective essay attached to PDF4860 in the case of second year students) to be read and analysed. I agree to meet for an initial interview of 1 ½ hours maximum at a date, time and venue to be agreed. If necessary I will be available at a mutually agreed upon time for an additional conversation to confirm data captured. I also grant permission to the tape-recording and subsequent transcription of the interview/conversation(s)

Signature: _____

Name : _____, Co-researcher

Date : _____

_____

Caroline Horner, Primary Researcher

Date : _____

Appendix 3: Interview Guide

Build Rapport, check-in

Remind co-researcher of the letter they received, let them read again to refresh memory if they wish.

Reiterate what the research is about, what they have committed to (interview, taping for transcription etc) and what I have committed to re confidentiality etc

Ask if they have any questions

* remember your language, bracketing etc

Ask to begin.

State the research question "Explore how coaches experience developing professional coaching practice"

Get them to tell their story, support them to reflect around critical incidents to get richer data

Some guiding questions if required

What activities, incidents are connected with this experience for you?

Any people connected wit this experience for you?

How did the experience affect you?   Significant others ?

What feelings were generated by the experience?

Ask what advice they would give someone considering a career as a coach, how should this prospective coach consider developing professional coaching practice?

Ask if they have shared all that is significant with regards to the experience.

Appendix 4: Example correspondence with co-researchers during analysis phase

Dear XXX

You have probably wondered what has happened to my doctorate research work! – well the short answer is that I have been grappling with the data and how to effectively approach the analysis part of the research. I have now got to the stage where instead of just reviewing your interview with me; I have reviewed your reflective essays from year one, year two and the transcript together and integrated themes arising.

I am hoping that you are still available to help me with this work and to review the themes and see if they make sense to you.

Your support in doing this and doing it as asap is greatly appreciated as I am striving towards a deadline of the 1st September 2005 for my entire research!

I have attached the transcript for your interview and your essays along with the thematic summary.

Please can you review the summary in light of these documents and let me know if you agree with what I have captured – whether I have missed anything that you see as critical, whether I have altered the meaning you intended by any of the statements. If you wish to make changes – please add these to the document in a different colour and email back to me or just send me a note with your reflections.

I will also be sending out a questionnaire to the broader i-coach community to capture their views against the themes I have noticed from the core co-researcher group. If you have time and energy to complete this too that would be marvellous. However if not, please can I ask you to provided me with the following basic information to support with consistency in the data.
- Your age:
- Your job description at the start of the programme
- Your job description today
- Whether you experienced therapy or counselling prior to joining the programme and if so for what sort of time frame?
- Your learning style (using KOLBs framework)

Thank you for all your support I do appreciate your time and thoughtfulness in working with me on this research

Kind regards

Caroline

Hi xxx

Please read the statement below which aims to synthesise data captured in my research from the co-researchers describing their experience of the challenge of developing professional practice. Whist the statement is not describing your specific journey, I am interested to understand whether you identify with the narrative or elements of the overall experience described.

It would be useful to understand whether you identify with the experience described or not and if not, what the differences have been for you.

I would welcome your thoughts on this summary and would be grateful to receive them as soon as possible.

Thank you for your time. This is the last time I will ask you to look at something – promise!

Caroline

Appendix 5 : Summary Statement drawn from co-researcher data

"My experience of developing professional coaching practice has been one of a quest where I have confronted steep and rocky paths, blissful vistas and extreme emotions. At times it has felt that I have been out on an edge without a parachute and this has evoked anxiety, fear, vulnerability and loneliness as well as excitement, freedom, elation, affirmation and pride.

Core to this rollercoaster ride has been the opportunity to complete a puzzle that I have subconsciously been building for years. Developing professional coaching practice has acted as a vehicle to integrate many varied life experiences and knowledge and to reconsider my personal and professional identity.

Initially the journey was one of self understanding and whilst I had experienced much self development throughout my career, this aspect of the journey challenged me deeply, forcing me to make my core values and beliefs evident, test them in practice and consider whether they are core to my model of humankind. Thus I have consistently been challenged as to how I see, understand and consequently participate in the world.

When starting this quest I considered myself open to learning, accepting of diversity and to be a role model for embracing change. However I have been tested to explore just how open and flexible I really am. When forced to face the world in a different way, I resisted and rejected many learning challenges offered to me preferring to stay with what I knew and understood, fearful of the unknown. My discomfort with ambiguity and my desire for there to be a "right" answer haunted me and initially compelled me vehemently to seek clarity, structure and a destination. I finally had to face that there is no end point and that the journey to professional practice is evolving and infinite.

When I did eventually "let go", I was plunged unceremoniously into a cesspool of conscious incompetence where I wallowed for some time in a place of low confidence and self doubt before emerging with an ever increasing sense of confidence and self belief. I began to value my own skills and gifts more deeply whilst simultaneously acknowledging my limitations and failures.

This emergent space is a grounded and centred place where I know who I am and what I can offer to the world, not just as a coach but as a human being. For me, coaching is no longer something I do when I am sitting in front of a client it is part of who I am. I now feel seen as a whole person and am a more mature, conscious individual. I know who I am and who I am not and no longer need to prove myself, having more confidence in my contribution. As a result, I have moved on from some people during this journey and connected more with others.

At times the quest has felt like a learning assault where I have been forced to take responsibility for myself and my learning. In some ways this mirrors my own and my clients' experience of being coached. I have learnt that knowledge alone is useless and that application of knowledge is what leads to critical integration and ultimate effectiveness. The role of developing reflective capacity has been immense and has become an unconscious skill that will continue to inform and evolve my practice. I have an increased sense of responsibility and ethical consciousness towards others and whilst I occasionally feel daunted by the concerns my clients entrust to me, I feel resourced to handle them.

I am aware however that I did not get to this point on my own and acknowledge that whilst I could have done, it would have taken years. The journey itself has been a teacher and my education programme has proved a crucible for my growth. My clients, peers, supervisors and friends have offered feedback, affirmation, challenge and support to get me to where I am today. The task of creating my own coaching framework and model has been paradoxically liberating. For whilst it has forced me to really think and be conscious of how I actually work in a structured and explicit way, it has afforded me the freedom to create my own approach which is coherent, explicit and stands up to critical review. Reflecting at this stage of the journey I am conscious of how much of my framework is no longer as explicit as it once was, integrated into unconscious competence. I do however, feel more confident and equipped for completing this rigorous task and expect that it will remain a foundation for my evolving practice and professional development throughout my coaching career. "

Appendices

Appendix 6: Example data set ** Additional data sets and original data on request.

<u>Co-researcher 3</u>

Category A : What was their individual experience of developing professional coaching practice?

Theme 1 : Is individuation or creation of identity part of the experience?

- Felt a sense of going through a paradigm shift within myself – personally and professionally
- Stepping up to be an adult in the world
- Substantial opportunity for integration of personal and professional learning.
- Key aspect of this journey of learning has been process of reconstructing how I see and understand and consequently participate in the world – this has influenced my thinking of how I see myself as a coach
- Feeling something significant has happened
- Process became an all-encompassing process of learning in my life
- My values seem to have shifted
- New awareness and approach to life
- Feeling as much has changed in personal as well as professional life
- Cycle of development which is giving way to a new awareness and approach to life
- My research focussed my attention on Hudson's cycle of renewal as I became aware that it seemed to function as rites of passage, marking a higher point of maturation and providing personal and social validation.
- Sense of freedom and confidence has emerged
- "My experience of this could be described as a liberation of thought resulting in a perceived increase of self efficacy in numerous areas of my life.
- Identity as coach and owning it
- Relating more equally with others
- Integrating with professional world
- Living things I am working with
- Relate to the world differently
- I no longer feel a need to prove myself and have more confidence in my contribution

Level of internalisation was greater
- Tension between theory and practice
- Ability to operationalise theories

Opportunity to generate my own practice
- Not repeating work of others developing my own
- Process allowed you to integrate, develop and evolve own practice

Theme 2: Is the learning process or the journey more important that the content or the faculty?

- Feeling valued for what I can contribute by people I view as "experts" – faculty – corporate clients – here were faculty prepared to invest time and energy in my thoughts and ideas.
- Path with enough freedom for me to explore and find my own way and to find my own input
- A quest
- Learning process has been a total life experience more than merely a curriculum
- Learnt the great value of journeying through complete learning cycles

- A holding place for transition in many areas of my life
- A deepening learning cycle where I found myself asserting and challenging myself beyond the perceived limits of my identity....
- Commitment to defined elements of programme were important to fast track
- Being held accountable due to programme structure
- Mirrors my experience in coaching where I notice that more important than the models, skills, tools and experience is the ability of the coach and client to connect from a position of vulnerability and to engage fully in life and work
- I realised the value of thinking about models but also realised this process could become too reductionist
- The learning over the year was ongoing and too numerous to cover in detail
- Have been astounded as to the way in which work on myself, coaching experience and development of professional coaching skills and models have been mirrored journeys

- Outside of my comfort zone
- Situations where I didn't feel confidant
- Intense emotions
- Face the world in a way I had not done so before
- Having courage to allow myself to step off the cliff and learn to fly

Theme 3 : What are the stages of development in the experience?

the process started with a narrow focus (life coaching) and gradually broadened into consideration of careers. The gradual integration of theories seemed to initially reduce my performance in sessions whilst I was getting familiar with them (conscious competence). Focus broadened as I became more comfortable and accessed more coaching opportunities.

Further work opportunities strongly influenced the direction of my development. The first year assessment narrowed my focus again, and caused me to reassess my journey of learning. This broadening and narrowing of focus was characteristic of the entire process.

The research was a key final step which empowered me to be more comfortable with intervention design and independent thinking about how coaching is functioning in terms of broad socio-economic needs of our time.

An interesting stage in my development has happened this year subsequent to the training. This was stimulated by complexity of practice in a corporate context whereby I arrived at the point of view that greater results for organisations seem to result when coaching is integrated with other consulting practices. This has caused me to diversify my experience into other consulting elements such as strategic planning, facilitation, team development and diversity programmes. This has given me a more of a context my work as coach.

Theme 4 : What emotions are associated with the experience?

- Outside of my comfort zone
- Situations where I didn't feel confidant
- Intense emotions
- Face the world in a way I had not done so before
- Having courage to allow myself to step off the cliff and learn to fly

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Category B : What they saw as important experiences that contributed to their development of professional coaching practice?

Theme 1 : What experiences contributed to your development?

<u>Reflective learning</u>
- Not written but space to reflect
- Synthesised versions of essays helped to identify themes and see deeper insights.
- Deep reflection

<u>Creation of coaching framework and model</u>
- This area (thru-put) has caused sleepless nights. I have wrestled with the challenge of keeping my model of working flexible and feel as if I need systematic structure
- Challenge to make things explicit

<u>Receiving coaching</u>

- Being a client
- Working on self
- Whilst I feel a sense of completion I have an even stronger desire to continue learning, experimenting and researching

<u>Applied coaching work & Feedback</u>

"learning from clients"

<u>Assessment</u>
Gave me confidence in my abilities as a coach. I left feeling able to work with difficult coaching settings as I was satisfied with my own performance even when under such scrutiny

Theme 2 : What advice would you give to another considering developing professional coaching practice?

- *Be coached – encourage to apply their own area of interest or purpose around helping others to themselves first and to stretch themselves to go through that process, be very aware and notice what comes up for them – this is the kingpin*
- *Not so much about knowing the theories*
- *Get out of your comfort zone*
- *Journaling*
- *Learning to make things explicit*
- *Do coaching*
- *Learning from "masters" – dialogue and role model with those more experienced*

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Appendix 7 : Online Questionnaire

Caroline's Doctorate Research   <u>Exit this survey >></u>

Thank you for agreeing to assist me with my doctorate research which is exploring how coaches experience the challenge of developing professional practice. This questionnaire aims to validate some of the findings from other data sources. There are 14 questions, some open-ended and some tick boxes. I estimate it will take you 15 minutes to complete. Please note that all responses will be pooled and only aggregate results reported. I have asked you to submit your name so that I can identify which sample group you fall into however all your responses will be treated with the strictest confidence and your name will not appear anywhere in the research data or report. I greatly appreciate your time and support.

* **1. Please enter your name**

[   ]

2. Please confirm which programme you participated in and where it was run

[▼]

* **3. What is your age?**

[   ]

4. What was your job description when you joined the programme?

[   ]

5. What is your job description today?

[   ]

6. Prior to joining the programme, had you ever experienced any of the following interventions?

☐ 1:1 Coaching

☐ 1:1 Therapy/Counselling

☐ 1:1 Mentoring

☐ Other (please specify)

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[                                   ]
```

7. Do you understand developing professional coaching practice to be the same, different or part of developing as a professional coach? Please explain.

8. Do you consider yourself to be on a journey to developing as a professional coach?

Definition : A professional coach is someone whose vocation or calling is in the field of coaching

Yes   No

○   ○

9. When you started the journey to developing professional coaching practice, what did you anticipate the challenges would be?

10. What have the challenges in developing professional coaching practice been for you?

11. Please rate how the following experiences contributed to the development of your professional practice

	No contribution	Some contribution	Important contribution	Significant contribution	Not applicable to my programme
Keeping a Reflective Journal	○	○	○	○	○
Completing the Learning Journey Document	○	○	○	○	○
Making explicit your own framework and model	○	○	○	○	○
1st Year Professional review/assessment	○	○	○	○	○
2nd Year Professional review	○	○	○	○	○
Engaging with theories outside of the coaching field	○	○	○	○	○
Coaching clients in contexts different to your own	○	○	○	○	○
Coaching clients on a paid-for basis	○	○	○	○	○
Coaching clients on a barter for pro-bona basis	○	○	○	○	○

Receiving feedback from clients	◌	◌	◌	◌	◌
Receiving individual coaching	◌	◌	◌	◌	◌
Learning conversations with peers	◌	◌	◌	◌	◌
Practising coaching with peers	◌	◌	◌	◌	◌
Receiving feedback from peers / faculty	◌	◌	◌	◌	◌
Reviewing transcripts/video of coaching sessions Completing masters level research project	◌	◌	◌	◌	◌

12. Are there any other experiences you considered significant in your development of professional practice which are not mentioned above?

13. What experiences would you advise those considering a career as a professional coach to include in a development plan? And how important do you think each experience is?

	irrelevant	relevant	important	essential	
Keeping a Reflective Journal	◌	◌	◌	◌	◌
Reading a variety of coaching books	◌	◌	◌	◌	◌

Participating in formal coaching training/education	○	○	○	○	○
Coaching clients in contexts different to your own	○	○	○	○	○
Coaching clients on a barter or pro-bona basis	○	○	○	○	○
Receiving individual coaching	○	○	○	○	○
Learning conversations with peers	○	○	○	○	○
Making explicit your coaching approach	○	○	○	○	○
Practising coaching with peers	○	○	○	○	○

14. Any other experiences you would suggest to someone considering a career as a professional coach?

Appendix 8: Summary of Postgraduate Education Programmes in the UK

Organisation	Faculty	Programme, Cost & Length	Activities	Accreditation
i-coach academy www.i-coachacademy.com	**UK** Prof Mike van Oudtshoorn Prof. Ernesto Spinelli Dr Bruce Peltier Dr Bob Lee Dr Anton Obholzer Prof David Lane Caroline Horner **RSA** Prof Mike van Oudtshoorn Prof. Ernesto Spinelli Dr Bruce Peltier Caroline Horner Thava Govender Chriso Nel **USA** Dr Bob Lee Prof. Mike van Oudtshoorn Michael Frisch Karen Metzger Jeremy Robinson	**MA Work Based Learning (Professional Coaching)** 2 years: Learning Modules (16 days year 1, 21 days) Induction £250 plus VAT Fees: £14100 plus VAT Can transition into year 2 through a conversion module (£1750 plus VAT) + (£8450 plus VAT) Can exit after year 1 with a PGC (£5750 plus VAT)	Learning modules CPD Supervision Received Coaching Applied Coaching Reflective Assignments	**Middlesex University (NCWBLP)** **USA – Baruch & New School** **RSA – University of Stellenbosch**
City University www.city.ac.uk	?	**MSc/Diploma/Certificate/Short Course in the Education, Training and Development of Adults** **Module in Mentoring, Coaching & Supervision**		**City University**

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Ashridge Consulting http://www.ashridge.org.uk	Programme Director: Bill Critchley	**Masters in Organisational Consulting** Length: 2 years Fee: £18,500 + VAT	Reflection on your experience of organisations and consulting Understanding organisations as dynamic complex human processes Designing and developing consulting activities Understanding and facilitating individuals and groups Sharing practice and networking with a leading group of practitioners Organisational consulting and research based on principles of inquiry Dissertation based on consulting inquiry.	**Middlesex University Validated pathway**
Centre for Coaching www.centreforcoaching.com	Prof. Stephen Palmer Kasia Szymanska, Michael Neenan, Gladeana McMahon	**Diploma in Psychological Coaching and the Diploma in Coaching Psychology** (50 credits at level 4) **Fee : £???** The Certificate in Coaching (10 credits level 2); Certificate in Stress Management & Performance Coaching (30 credits at level 2) Certificate in Psychological Coaching (15 credits at level 3) Diploma in Coaching (40 credits at level 3);	?	**Middlesex University** National Centre Work Based Learning Partnerships

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Peter Bluckert Coaching www.pbcoaching.com	Peter Bluckert	**Postgraduate Diploma in Coaching Psychology – 16 days £5000 plus VAT** **Postgraduate Certificate in Business and Executive Coaching - 16 days £5000**	Psychological-mindedness Theories of change Key psychological concepts and theory for coaches Key psychological skills for coaches Assessment as part of the coaching process Coaching for behavioural change The use of self as instrument of change The personal and professional development of the coach Coaching supervision	**Leeds Metropolitan University** (UK) 120 CATs points **Leeds Metropolitan University** (UK) 60 CATs points Say MA in Coaching Psychology currently being validated
Oxford School of Coaching & Mentoring www.oscm.co.uk	Myles Downey Julie Hay David Clutterbuck Eric Parsloe	**Advanced Diploma in Professional Coaching and Mentoring** 10-month programme is designed for individuals who aim to become qualified and experienced full time or internal specialist practitioners. **Fee: £5,475 (plus telephone costs for tutorials).**	Workshops Seminars 1:1 Group Sessions Online discussions Self assessment 80:20 electronic programme	Fully credit rated by **Oxford Brookes University** at Masters Level *in line with EMCC guidelines
		Diploma in Professional Coaching and Mentoring 7-month programme is designed for human resource and training professionals who require a high level of coach-mentoring skills and a thorough understanding of coach-mentoring techniques to add to their other skill sets and roles. **Fee: £4,475 (plus telephone costs for tutorials).**		Fully credit rated by **Oxford Brookes University** at academic Level 3

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		Post Graduate Certificate in Professional Coach-Mentoring for Senior Executives 3-month individually tailored programme for experienced and qualified coaching professionals or experienced senior executives who wish to become further qualified to work at board level. The programme extends beyond the Advanced Diploma, with a 6 month research assignment based on senior executive team and leadership issues.		Certified by OSC&M (Programme being developed for launch in Sep 2005)
		Advanced Diploma in Professional Coach-Mentoring Practice This is a very similar programme to the Advanced Diploma in Professional Coaching and Mentoring and for the same target audience but with less emphasis on meeting academic criteria. **Fee: £5,275 (plus telephone costs for tutorials).**		Certified by OSC&M
		Diploma in Professional Coach-Mentoring Practice This is a very similar programme to the Diploma in Professional Coaching and Mentoring and for the same target audience but with less emphasis on meeting academic criteria. **Fee: £4,275 (plus telephone costs for tutorials).**		Certified by OSC&M

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| Academy of Executive Coaching www.academyofexecutivecoaching.com | Hazel Valentine Marjorie Shackleton Nick Allen John Leary-Joyce David Wagstaff | Foundation Programme – 6 days

Diploma in Advanced Executive Coaching (awarded by AEC/ ? ICF) £7200
Entry Procedure £300

MA
£4400 for practitioner module £4500 for PDF

£16100 for entire programme including accreditation £8500.for those transitioning into practitioner module residential costs of £90 +VAT per day

Entry to MA without AEC diploma requires
• Undertake a 45 min. presentation & viva of their coaching framework and practice

• Complete a 45 min demonstration of their coaching practice with a peer client

• Submit a 5000 word synopsis of their professional journey | Master Classes Research Project Learning Plan Skills practice & supervision in groups of 4/5 Peer coaching

Advanced Programme – 17 days

Four 3-day modules that are spaced 10 - 12 weeks apart to both maintain momentum, continuity and allow time for the integration of new material into working practice..

Peer groups which will meet physically or virtually between events to compound learning and share expertise.

Regular individual tutorials or small tutorial groups which will meet as necessary to fulfil development needs.

Shared Responsibility for the output of the programme

Two separate non-residential days for the | Currently awaiting for the Advanced Programme to be accreditated at PCC level - ICF

Professional Development Foundation & Middlesex University (NCWBLP)

Academic study & research supervised by PDF |

			Assessment process involving:- Day 1 - Presentation of Coaching Model - evaluated by self, peers & faculty Day 2 - Demonstration of Coaching Practice - evaluated by self, peers & faculty - Submission of Learning Journal - evaluated by faculty MA practitioner module · Six Masterclass sessions · Six half-day Skills practice & supervision in groups of 4/5, · Three Coaching tutorials by arrangement · Peer coaching practice and supervision · Extensive coaching with commercial clients	

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| Oxford Brookes www.brookes.ac.uk http://www.brookes.ac.uk/schools/education/macoachment.html! | Eric Parsloe Graham Lee | MA in Coaching and Mentoring Practice Masters: 2 to 5 years part-time Masters **£6,255** **Practice Module delivered by OSC&M** *Optional modules:* Psychotherapeutic Dimensions of Coaching and Mentoring Psychological Perspectives on the Self Online Coaching and Mentoring (taught online) Coaching and Mentoring in Organisations Community Contexts and Trends (work-based, self-study module) Independent Study (may be work-based or theoretical) | Personal profiling and Personal development planning Reflective practice and Critical analysis Online Coaching and Mentoring Investigative research 50% : Internet Distance learning via web | Masters part-time course comprises six modules of study amounting to 180 M-level credits. Say doctorate in coaching (taught) currently being validated |
| | | **Postgraduate Diploma**: 2 years part-time Postgraduate Diploma £4,170 **Postgraduate Certificate**: 1 year part-time Postgraduate Certificate £2,085 | | **Postgraduate Certificate and Diploma** Participants completing the Coaching and Mentoring Practice module and the Transformational Learning and Adult Development module may terminate their study at that point (60 credits) and be awarded a Postgraduate Certificate. It is also possible to complete a further three 20 credit option modules and be awarded a postgraduate Diploma (120 CR). |

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Performance Consultants www.performanceconsultants.co.uk	Sir John Whitmore David Whitaker Diane Whitmore Ian Wigston Francis White Carl Taylor Hetty Einzig	**MSc in Coaching & Development** The Masters comprises a two day Research Methods workshop and the submission for assessment of either 2 Work-Based Learning Projects or a Dissertation. Support from a personal tutor throughout. **£2315**	Face to face workshops On-going personal tutor	The MSc in Coaching & Development is assessed, quality assured and awarded by the Business School of the **University of Portsmouth**.
		The Postgraduate Certificate The PGC is six workshops totaling 12 days plus three assessed Work-Based Learning Projects **£4965**	Development of higher level specialised skills Workshops Case studies/Feedback	
		The Postgraduate Diploma The Postgraduate Diploma comprises six workshops totaling 13 days (four set workshops plus two options from five), three assessed Work-Based Learning Projects and an on-going Learning Log for assessment at completion. **£5250**	Development of higher level and specialised skills Coaching practice Workshops Feedback	
Sheffield Hallam University www.shu.ac.uk	Prof. David Megginson Dr Bob Garvey Prof. David Clutterbuck Paul Stokes	**MSc Mentoring & Coaching** Part-time - two and a half years. There are four modules each year, each lasting between four and five days. £3,500 a year plus £995 for dissertation. International students - £3,700 a year plus £1,160 dissertation fee	Work-based nature Organisation development and change Social and technical design of organisations promoting change Research methods Strategy and organization	This course is part of their MSc Programme in Organisational
The Work Foundation/ school of coaching www.theworkfoundation.com	Charles Brook Judith Firman Jane Meyer Sheridan Maguire Virginia Brown Dr. M. Munroe Turner David Webster Trevor Waldock	**The Certificated Programme** seven workshop days over four months and two one-day Electives workshops **£7600**	Skill-building 9 workshops Observation and feedback One-day workshops Coach Supervision	Certificate of Professional Development in Executive Coaching from the **University of Strathclyde**. (Centre for Lifelong Learning)

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Lancashire University Management school www.lancs.ac.uk	Simon Western & management school	**Masters-level, Postgraduate Certificate** part-time modular delivery, of 8 months duration. 4 residential modules of 3 days Fee: £6,500	Academic Tutorials Coaching Skills Training Coaching Skills Practice Coaching Supervision sets Work-based research project	Accredited through LUMS
CIPD www.cipd.co.uk	Eric Parsloe David Clutterbuck Dr Elaine Cox Julie Hay	**Advanced Certificate in Coaching and Mentoring.** 12 months CIPD members £4,070.00 Non-members £4,285.00	Peer group sessions Telephone coaching Feedback sessions On line discussion groups Self-assessment tools	developed by the CIPD, in association with the Oxford School of Coaching and Mentoring Mentoring
		Certificate in Advanced Professional Practice in Senior Executive Coaching and Mentoring By individual arrangement CIPD members: £5,500.00 Non-members: £5,775.00	Face-to-face sessions Coaching sessions with 3 volunteer learners Feedback sessions 2- mentoring sessions Discussion Group	developed by the CIPD, in association with the Oxford School of Coaching and Mentoring Mentoring

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Appendix 9 : Overview of i-coach academy cohorts included in this study

	SA 02.04 CT	SA 03.05 CT	SA 04.05 JHB	SA 05 CT	UK 03.05 LDN	UK 04.05 LDN	UK 05 LDN
	2 year MA	2 year MA	2 year MA	PGC	1 year MA	2 year MA	2 year MA
Date range	October 2002 – December 2004	November 2003 – December 2005	January 2004 – December 2005	February 2005	October 2003 – October 2004	January 2004 – December 2005	January 2005 -
Location	i-coach academy year 1 – CT Year 2 with new group (OM)	i-coach academy -year 1 – CT (OM) - year 2 national (OM)	i-coach academy - year 1 – JHB - year 2 – national (OM)	i-coach academy & USB	i-coach academy – London	i-coach academy – London	i-coach academy - London
Programme Director	Caroline Horner	Caroline Horner	Caroline Horner	Caroline Horner	Caroline Horner	Caroline Horner	Caroline Horner
Students at start of programme	18	21	15	12	8 MA 4 MProf	8 + 3 joining through conversion year 2	7
Students graduating with PGC	1	3	1 5 still to complete	No yet known	Not applicable	5 1 still to complete	Submissions Sept 2005
Students dropped out	6	9	5	0	1	0	1
Students graduated with MA	9 2 in current MA	9	4	n/a	4 to date 1 MA shifted to MProf, 2 still to complete	5	n/a

Appendices

Appendix 10: Evolutions of the programme, previous marketing & programme structure

	SA 02.04 CT	SA 03.05 CT	SA 04.05 JHB	SA 05 CT	UK 03.05 LDN	UK 04.05 LDN	UK 05 LDN
Faculty	Mike van Oudtshoorn David Lane Richard Oxtoby Pioneer doctorate group (Lloyd, Sunny, Paddy, Guizelle, Caroline)	Mike van Oudtshoorn David Lane Bob Lee Doctorates (Stephen, Lesedi, Godfrey, Dorrian) Bruce Peltier Ernesto Spinelli David Sonnenberg	Mike van Oudtshoorn David Lane Doctorates (Christo/Christa/Francois) Bruce Peltier Ernesto Spinelli David Sonnenberg	Mike van Oudtshoorn Thava Govender Christo Nel Caroline Horner	Mike van Oudtshoorn David Lane Bruce Peltier Ernesto Spinelli Anton Obholzer Laurie Thomas & Sheila Harri-Augstein Bob Lee	Mike van Oudtshoorn David Lane Bruce Peltier Ernesto Spinelli Anton Obholzer Laurie Thomas & Sheila Harri-Augstein Bob Lee	Mike van Oudtshoorn Bob Lee David Lane Ernesto Spinelli Caroline Eunice Salome
Year One	12 days	12 days	13days	16 days	n/a	13 days	14 days
Year Two	12 days	12 days	17 days	21 days	12 days	14 days	21 days
Supervision Year One	Richard Oxtoby	With pioneer masters students & doctorates New supervision framework overseen by Paddy	Francois Steyn & Christa Swart	Continued Professional Development Kerry (CT) Christa/Ronel (JHB)	n/a	Ernesto Spinelli	Ernesto Spinelli
Supervision Year Two	With new group & doctorates. New supervision framework overseen by Paddy	David Sonnenberg	David Sonnenberg	David Sonnenberg Tony Hamburger	David Lane Mike van O	David Lane Anton Obholzer	Yet to be decided

Appendices

Overview of Adjustments to the programmes

SA 02.04 CT	SA 03.05 CT	SA 04.05 JHB	SA 05 CT	UK 03.05 LDN	UK 04.05 LDN
Year 2 supervision changed Days back to back Venue for delivery Doctorate mentor	Year 1 (CT & JHB) Reflective essay at end of each cycle Supervision changed (CT with pioneer group MA, JHB on own) Doctorate Mentors allocated Venue Old Mutual Business School (OM) Year 2 (National programme) Supervision process & supervisor changed Introduced Continued Professional Development (facilitated by doctorates) 3 4 day learning modules (2 in CT, 1 in JHB) professional assignments including theoretical essays Individual professional criteria & coach reviewed Professional review – 3 days includes feedback done by peers, video taped & reflective assignment A learning mentor – used system 7 as outline greater clarity of requirements with formal documentation	Year 1 (CT) 3- 4 day modules New Faculty Emphasis on professional supervision + criteria New Professional review (includes conversion group) New venue (USB) More organisation sponsored students Continuous assessment 10% participation in CPD & supervisor input 10% induction process (essay & development plan) 30% professional review 30% learning journey document 20% Work Based Project	1 Year MA (LDN) Start with Psychology of Coaching workshop then 5 x 2 day modules Video review	Year 1(LDN) Supervision all with ernesto CPD built in to learning modules Year 2 (LDN) Start with Psychology of Coaching workshop then 5 x 2 day modules Doctorate mentor role changed Introduction of CPD	Year 1 (LDN) 4 - 3 day modules Professional Criteria Doctorate faculty for 2 sessions Video review New Professional Review (includes conversion group)

Appendices

i·coachacademy

developing the professional coach

Coaching to enable individual to achieve sustainable improvements in personal and organisational performance is on the increase. As the demand for external coaches intensifies and the coaching market becomes more sophisticated, organizations are demanding that coaches are able to demonstrate a sound theoretical underpinning for their practice in both business and psychology, whilst demonstrating a strong ethical awareness.

Currently coaching is more frequently characterised as an industry rather than a profession. A key feature of a profession is that the work of its practitioners is based on a coherent methodology, grounded in an established and accepted body of knowledge (Marinoff 2002).

For coaching to become a profession, the training and accreditation of coaches must include a robust and accessible theoretical component which clearly informs the practice of coaching.

i-coach academy aims to create a recognised standard of academic and practice-based excellence to underpin the discipline of coaching, so that practitioners and clients know how to assess the quality and effectiveness of the coaching they give or receive.

Middlesex University

PROFESSIONAL DEVELOPMENT FOUNDATION

About i-coach academy

The i-coach academy offers a professional Master's programme in coaching through it faculties in London, New York and South Africa. The Master's programme is accredited by the National Centre for Work Based Learning Partnerships at Middlesex University through the Professional Development Foundation. Thus allowing participants to benefit from master's level professional learning and receive a master's degree in Coaching from Middlesex University, UK.

i-coach academy's programmes are underpinned by the belief that all coaches coach differently and that there is not one way to coach. Rather, frameworks for coaching need to incorporate multiple coaching models and techniques which are congruent with the individual coach's experiences, values and beliefs and are designed to address the variety of issues individual clients bring to coaching. I-coach academy works to enable coaches to develop and make explicit their own coaching framework and model so that they can continue to advance their professional practice.

i-coach is committed to enabling advanced practitioners to become creators and critical users of knowledge and seeks to recognise and link the critical thinking of academia with the real-world issues confronting the coaching profession. i-coach helps participants to play a unique role in implementing change, developing innovative approaches and creating sustainable solutions to complex issues facing the 'profession'.

The i-coach programme is characterised by a number of features such as gaining self-knowledge, working collaboratively with others in a dynamic community of practice and increasing the essential resource of that community. We consider that such diverse and critical thinking, group knowledge building and open-ended processes where everything that will happen cannot be planned, results in profound, high-value learning.

In the UK i-coach's participants come from a broad base of backgrounds including business, counseling, teaching, sports coaching and performance management. I-coach offers a one year Master's programme for those who aim to be professional coaches and wish to develop a sound theoretical underpinning for their practice. Entrance to this programme requires extensive coaching experience, coach training & the completion of a conversion module which includes a professional review.

i-coach also runs a certificate level programme to assist those new to the field to develop an individual coaching model. This programme also offers experienced practitioners the opportunity to make their models explicit and test them with their peer group. Participants on the certificate level programme can progress seamlessly on to the master's programme upon successful completion of the certificate.

The conversion process for those new to i-coach ensures that all participants starting the masters have an individual coaching model which they are able to make explicit and thus available to the rigorous evaluation that the master's year demands.

i-coach academy Conversion Module & Professional Review

The conversion module aims to support those who have received training in a variety of coaching models to develop their own individual coaching model based on their own purpose and context for coaching and their individual experience. The module starts with attendance at a briefing day or tutorial introducing the i-coach academy framework, the concept of a meta-model and other underpinnings we consider critical to coaching. The module includes the completion of self assessment questionnaires to help you identify individual learning needs and create an individual learning plan for your journey to become a professional coach. You will also be required to complete a professional review prior to your acceptance on to the masters' programme. The professional review involves a 50 minute presentation followed by a 50 minute demonstration in a live coaching session. Once the professional requirements are complete, participants have the opportunity to apply for recognition of previous learning by submitting a reflective assignment with supportive evidence.

The Masters Programme

The master's programme is part-time and thus manageable for practicing professionals. The teaching component stretches over a 9 month period. There are three teaching modules and one Supervision/CPD day each month. Between each teaching module professionals are required to practice coaching with peers, deliver coaching at work or in their own practice and reflect on their practice in supervision & CPD days. Professionals will also need to receive individual coaching to integrate learning into their evolving coaching model at their own cost.

The required hours for this programme are as follows:

- Attendance at 14 Teaching Days
- Attendance at 3 Continued Professional Development Days
- Attendance at 4 Supervision days
- Delivering a minimum of 48 hours of coaching
- Receiving a minimum of 24 hours of coaching over the year (at your own cost)
- estimate about 6 – 8 hours of pre-reading, coursework, reflection & research per week from October 2005 – end September 2006

Provisional Programme Dates – London 2005/06

Teaching Module	17th, 18th, 19th, 20th, 21st October 2005
CPD Day	November 2005(tbc)
Supervision Day	12th December 2005
Teaching Module	9th, 10th, 11th, 12th January 2005
CPD Day	February 2006(tbc)
Supervision Day	13th March 2006
Professional Review	24th, 25th, 26th, 27th,28th April 2006
Supervision Day	15th May 2006
CPD/Research Day	June 2006(tbc)
Supervision Day	10th July 2006
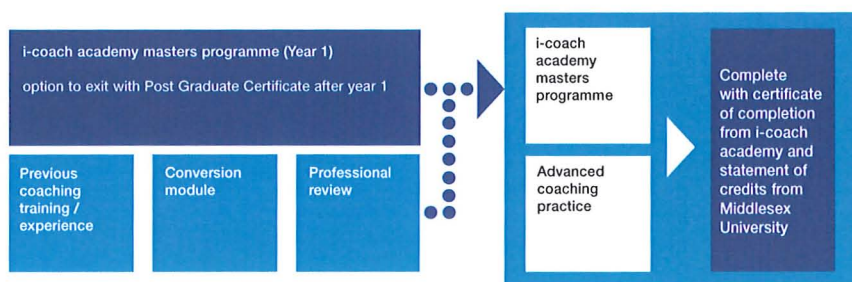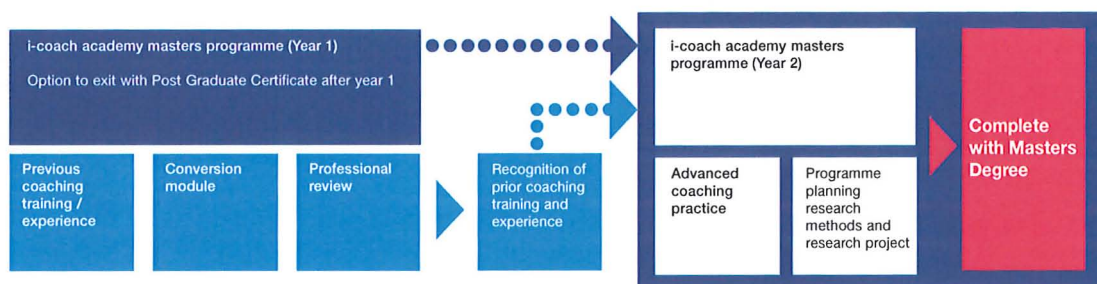
Provisional Curriculum

Teaching Module One

Learning to Learn, Personal Mastery, Adult Learning & Development & Empowerment. Psychology of Coaching – Overview of Psychology Theories such as Humanistic, Person-Centered, Behavioural, Cognitive Psychology, Family Therapy, Social Psychology & Psychopathology. Reflective Learning, Assessment Methods & Supervision Framework

Teaching Module Two

Personal Construct Psychology, Self Organised Learning, Learning Conversations, Systems Thinking, Social Constructionism, Dialogue & Narrative Psychology, Existentialism.

Teaching Module Three

Professional Review, The Unconscious at Work, Depth Psychology, Leadership Coaching, Team Coaching, Research Methods.

Benefits

- The master's programme enables participants to further develop their **individual coaching model** by increasing its theoretical underpinning.

- The learning design is **practical** and aims to integrate theory by working in small groups and has limited classroom learning.

- The outcomes of the programme include a **Master's level work-based project** which contributes tangible results and has useful purposes for participants' organisations and/or practices as well as contributing to the development of the coaching profession by grounding coaching practice in established and accepted bodies of knowledge.

- The programme is designed and delivered by an **internationally experienced faculty** with both the academic qualifications and practical experience of coaching in a variety of organisations internationally.

- The programme is **internationally accredited** by the National Centre for Work-Based Learning partnerships at Middlesex University through the Professional Development Foundation.

Application Requirements for the Masters

1. A pass on the i-coach academy professional review.
2. A year's coach training at the post graduate certificate level (or equivalent).
3. Academic qualification in a related subject area (therapy, business, counseling, sports coaching, performance management). However recognition of prior learning processes can be applied should you not have any academic qualifications but have substantial experience in therapy, coaching or business.

Application Process

1. Complete an i-coach academy application form and pay the Conversion Module and Professional Review Fee of £1750. For those transitioning from the i-coach academy first year programme, there is no need to attend this module or pay this fee.** For those NOT wishing to sign up for academic qualification at this stage conversion fee is £1150.
2. Receive 3 self assessment questionnaires and begin to develop an individual learning plan.
3. Attend a briefing workshop or tutorial to support you prepare for the professional review.
4. Successful participation in the professional review (2nd, 3rd & 4th August 2005).
5. Complete a Middlesex University Application form**.
6. Receive notification of acceptance on to the master's programme**.
7. Receive module on accreditation of prior learning**.
8. Complete this module with email/telephone support from faculty and submit by 30th September 2005**.
9. Pay your fees for the Master's year £8450 to i-coach academy Ltd. ** For those not wishing to sign up for academic qualification at this stage programme fee is £5850.
10. Start the programme with the induction module on the 17th October 2005.

**NOT required for those not signed up for academic qualification

Deadline for applications 31st July 2005

- We require 12 participants to run the programme
- We reserve the right to adjust the contents of this flyer.

Frequently Asked Questions

Question: Can I sign up for the professional module first and decide to do the degree at a later date?

Answer: Yes, you can sign up for and complete the Advanced Coaching Practice Module and then decide to complete the master's degree. However there may be additional costs and requirements when you decide to sign up for the degree. If you choose this route, the fees would be £1150 for the conversion module and £5850 for the Advanced Coaching Practice Module. All these fees are excluding VAT.

Question: Can I take longer to complete the master's degree? i.e. Register and pay now for the master's degree, complete the Advanced Coaching Practice Module and then take a break before completing the research?

Answer: Yes, provided you have registered with the university from day one and paid your fees, you can apply to take a break after completing the professional module. You may then return to Middlesex University within 5 years to complete the research modules and conclude your master's degree. There may be additional costs and requirements when you return from your break.

Further Information

For further information on the i-coach academy
please refer to our website www.i-coachacademy.com
or contact Caroline Horner on caroline@i-coachacademy.com

Middlesex University

PROFESSIONAL DEVELOPMENT FOUNDATION

i-coachacademy
LONDON NEW YORK CAPE TOWN
www.i-coachacademy.com

USB Executive Development Ltd

i·coachacademy developing the professional coach

A new generation of professional coaches

An increasing number of managers, parents, teachers and community workers are recognising the value of using coaching skills to support individuals achieve sustained improvements in personal and organisational performance. Rapid change and increasing complexity has seen organisations look to the services of professional coaches to support business leaders, positively impact productivity and maintain competitive advantage.

As the demand for coaches increases, questions arise over the quality of supply. Currently there is no formal regulation and few benchmarks. However, there is pressure from increasingly sophisticated buyers of coaching services who require coaches to demonstrate a sound theoretical underpinning in business and psychology for their practice as well as demonstrating ethical consciousness.

The i-coach academy Masters Programme aims to address these concerns by establishing a benchmark for a new generation of professional coaches, offering a recognised qualification for individuals who wish to develop professional coaching practice.

The programme

The programme is part-time and thus manageable for working professionals. In the first year, participants attend three face to face learning modules which provide opportunities to meet with faculty and other learners to exchange information about their professional practice, participate in learning activities, listen to presentations on relevant topics and establish relationships with others whose interests and work parallel their own. Between learning modules, participants continue to apply their coaching in practice, experiment with new approaches with a learning triad and engage in their own coaching and reflective work. They also participate in a continued professional development day, dedicated to reviewing their casework using multiple lenses to enhance their understanding of their own professional practice and themselves.

Who should attend?

Anyone aspiring to coach or currently coaching – e.g. HR professionals, external trainers, consultants, leaders and managers who wish to enhance their coaching skills. Also experienced practitioners who wish to develop a unique coaching framework and test their approach with a peer group.
This programme is the first year of a master's degree programme in coaching which is designed for coaches who want to offer their services on a professional basis in multiple contexts, not just business.

Dates & Venue

USB, Bellville - 16 days
- 15th – 18th November 2005
- 14th – 17th February 2006
- 24th – 26th May 2006
- Also required to attend 4 days CPD/Supervision in either JHB or CT (dates tbc)

** if there is sufficient interest a programme can be offered in Johannesburg

Certificate In Coaching Practice

First year Masters in Coaching

Benefits
- The programme enables participants to develop an **individual coaching framework**
- The learning design is practical and aims to integrate theory by working in small groups and has limited classroom work.
- The outcomes of the programme include a **work-based project** which contributes tangible results for the participant's organisation and/or **practice** as well as contributing to the development of the coaching profession.
- The programme is designed by an **internationally experienced faculty** with both the academic qualifications and practical experience of coaching in a variety of organisations internationally
- Participants can choose to conclude with a **Certificate in Coaching Practice** from i-coach academy and USB-ED on successful completion of the first year or to transition into the second year of the MA.
- The MA is internationally accredited through the National Centre for Work Based Learning Partnerships at Middlesex University, UK.

Application Requirements
To enter the first year of the master's programme, it is useful to have an academic qualification in a related subject area such as business, counselling, sports coaching or performance management. However, in the absence of academic qualifications, previous experience (5 years +) in business, leadership, counselling or sports coaching will be considered.

Fees
Induction   R1 250 plus VAT
Programme   R23 750 plus VAT (payable in advance of start date)

van Oudtshoorn Scholarship
i-coach academy sponsors the van Oudtshoorn Scholarship which offers one individual who would not otherwise be able to afford this programme, the opportunity to develop his or her skills in coaching and potentially begin a career path as a practitioner coach. The value of the scholarship is R25 000. Applicants are sort from a variety of fields where coaching plays a role, such as education, sports, government, NGOs as well as the business community. I-coach is also keen to work with those motivated to make an impact in the process of social transformation in South Africa.
For an application form email **caroline@i-coachacademy.com**

Further Information
For further information on the programme, please contact Caroline Horner at **caroline@i-coachacademy.com** or Willemien Law on **021 918 4240** or email **Willemien.law@usb-ed.com**

About i-coach academy

i-coach academy was founded in 2001 by Prof. Mike van Oudtshoorn to create a recognised standard of academic and practice based on excellence to underpin the discipline of coaching. The academy achieves this by supporting practitioners and clients to assess the quality and effectiveness of the coaching they give or receive. Currently, i-coach academy operates in London, New York and South Africa and offers masters qualifications, continued professional development, coaching and consulting services.

In South Africa, i-coach academy runs the first year of the masters in coaching programme in association with University of Stellenbosch Business School, Executive Development. I-coach also has a number of affiliate partners who deliver alternatives to the first year programme. Graduates from affiliate programmes can transition into the master's programme on successful completion of a conversion module which includes a professional review.

Faculty
Prof Mike van Oudtshoorn, Dr Bruce Peltier, Thava Govender, Caroline Horner, Christo Nel

Appendix 11 : Programme Specifications for enhanced masters programme

An example of the programme specification for the coaching practice module is included, along with diagrams to illustrate the enhanced structure. Further detail can be provided on request.

Awarding Institution	Middlesex University
Teaching Institution	i-coach academy
Programme accredited by	National Centre Work Based Learning Partnerships, Middlesex University
Final Qualification	**Coaching Practice – certificate of credit Certificate in Coaching Practice**
Module Credits	60 credits at Level 4
Academic Year	2005/06
Admission Requirements	Academic qualification in related subject area (therapy, business, counselling, sports coaching, performance management) is preferred. However should applicant not have any academic qualifications but 5+ years experience in related fields, can be considered. Applicants must be over the age of 25 Applicants must complete an induction process (self assessment questionnaires, 2 hour tutorial and reflective writing exercise)
Programme Leader	Caroline Horner, MBA
Faculty	Core faculty across UK and South Africa: Prof. Mike van Oudtshoorn Caroline Horner In UK – examples of visiting faculty Prof Ernesto Spinelli Bruce Peltier, PhD Eunice Aquilina, MSc Prof David Megginson Prof David Lane In RSA David Sonnenberg MA Clinical Psych Tony Hamburger MSc Clinical Psych Thava Govender MA Christo Nel
Formal Contact Hours	Total 233 hours made up of 96 hours of taught inputs, 32 hours of formal supervision, 48 hours of applied coaching, 24 hours of received coaching, 18 hours of skill practice with triad groups. Induction process is 2 hour tutorial, 3 hours self assessment, 5 hours essay and 5 hours learning plan
Estimated other relevant participant activity	Reflection on work, journaling, preparation for coaching, reading, assignments, preparing transcripts etc 8 hours per week = 288 hours plus 40 hours preparation for professional review and 40 hours for final assignment
Total Participant work load	601 hours

Programme Structure
Depends on location. In UK students come to 4, 3 day modules for teaching inputs and skill practice. In between each module they are required to apply coaching by practicing with clients . (applied coaching) and with their learning triad. They are also expected to reflect and undertake assignments during this time. Half way between each 3 day module there is a "supervision day" where students meet up for one day to review their practice with a clinically trained supervisor. After completing three of these 3 day modules, students return to the 4th 3 day module which is called a professional review. After this module students finalise their learning over the 9 month period and submit an assignment for formal assessment. In South Africa, the learning modules are 4 days and there are only 3 of them. The mid-point days are held as cluster groups in their home base and thus not with the entire group. The focus on their review days is twofold as it requires them to demonstrate their practice and receive feedback from peers and supervisors as well as doing case review.

Appendices

Learning Outcomes

Overall Outcome is for students to develop and make explicit an individual coaching framework and process model which is fit for particular set of outcomes (i.e. performance coaching, or leadership coaching), which is congruent with the individuals own model of human kind. The framework is not a theoretical exercise and will be integrated into the day to day practice of the coach. This framework is considered the foundation on which practitioner and professional coaching practice is built.

A. Knowledge and understanding: on completion of the module, the successful student will have knowledge and understanding of:		
A1 Knowledge	**Identification and appropriate use of sources of knowledge and evidence is wide ranging, critical and often innovative**	Sources of knowledge underpinning their coaching framework are identified and discussed to demonstrate understanding of the source. Sources are wide ranging critical and often innovative. Sources include awareness of own values, beliefs and constructs and how these apply to the coaching context.
A2 Research + development capability	**Selection and justification of approaches to task/problem is self-directed and involves recognition, articulation and critical evaluation of a range of options from which a justified selection, based upon a reasoned methodology, is made**	Evidence of critical evaluation of a range of options (underpinnings and/or tools and techniques) from which a justified selection based on an explicit and reasoned methodology is evident. Evidence that the selection is congruent with their stated underpinnings for their practice including their ethical frame Outcomes likely to be addressed in their coaching work are made explicit and justified
A3 Ethical under-standing	**Ethical understanding spans a range of contexts, where applicable prescribed codes and their rationale are critically understood and sensitively applied**	Evidence of awareness of strengths and limitations. Clearly communication of what individual coaching framework can offer clients and what it cannot Evidence of how challenging situations in coaching will be managed Evidence of knowledge associated with running and ethical professional practice and work standards appropriate to the context in which they work. (i.e. tri-partite contracting, confidentiality, plans for continued professional development, supervision, professional body association)
B. Cognitive skills: on completion of this module the successful student will be able to:		
B1 Analysis +	**Analysis and synthesis of information and ideas**	Evidence of a clear representation of a process model drawn from an analysis of their current coaching practice with multiple clients which has then been synthesised into a

synthesis	demonstrate critical awareness and result in the creation of knowledge of significance to others	coherent process model. Evidence that the process model is congruent with their stated underpinnings and ethical frame and is "fit for purpose" i.e. likely to achieve the outcomes they claim to address with clients in their practice. Evidence of capacity to integrate theory into practice
B2 Self appraisal / reflection on practice	Self appraisal/reflection on practice leads to significant insights which are likely to make a lasting impact upon personal and professional understanding	Evidence of reflection on personal beliefs, values and underpinnings and personal sense of purpose in relationship to the field of coaching Evidence of increased self awareness and action taken based on that awareness both in their personal and professional lives. This is likely to include reflection on own process with peers, tutors, clients, supervisors and coaches. Evidence of reflective processes related to their practice likely to ensure a continued improvement of their practice and self awareness. Evidence of their capacity to reflect on their practice both over time and at the level of individual interventions.
B3 Planning / management of learning	Action planning leading to effective and appropriate action is complex and is likely to impact upon the work of others	Evidence of planning and management of insights and learning to communicate a coaching framework and process model which reflects their current practice and which is likely to form a strong foundation for future evolutions of the framework
B4 Evaluation	Is able to independently evaluate/argue a position concerning alternative approaches; can justify evaluations as constituting bases for improvement in practice.	Demonstrates critical reflective skills and capacity to explore a stance or concept from multiple perspectives, especially those different to their own to ensure a basis for improvement in their practice
C. Practical skills: on completion of this module, the successful student will be able to:		
C1 Awareness of operational context + application of learning	Application of learning involves indicating workable frameworks and/or models for practice which transcend specific contexts	Evidence of flexibility to adjust elements (tools, techniques) within their coaching process model within their stated context for coaching for the purpose of meeting agreed aims Evidence of the behavioural coaching criteria associated with the level of practitioner coach (see attached coaching criteria document) These include Building Rapport, Boundary Management, Building capacity of client to self coach, Identifying issues, Clarity of communication, Flexibility, Interpersonal Sensitivity, Organisational Sensitivity, Work Standards)
C2 Use of resources	Effective use of resources is wide ranging and is likely to impact upon the work of others	Evidence of use of resources within and outside of the immediate learning community such as reading widely beyond the "coaching" literature, learning triads, supervision, receiving coaching, peer conversations, attending relevant seminars

Appendices

| C3 Commun- ication / presentation skills | Effective communication both in writing and orally is in an appropriate format to appeal to a particular target audience and is clear, concise and persuasive | Evidence of a clear, coherent framework which a coaching client could understand and use as an effective mechanism for selection and matching of the coach

Evidence of the capacity to communicate using a critical reflective style which synthesises learning themes and critical incidents on the path to developing professional practice |
| C4 Responsibility + leadership | Working and learning autonomously and with others spans a range of contexts, often in a leadership role, and is likely to challenge or develop the practices and/or beliefs of others | Evidence of self directed learning and responsibility for their learning programme

Evidence of sharing learning and collaborating with others for the benefit of their own and others coaching practice |

Assessment of Outcomes

Students' knowledge and understanding is assessed by
- Induction reflective essay – 2000 words reflecting on your life journey to date and exploring elements which may inform you as a coach and have brought you to this point of starting a programme in coaching practice.
- Induction development plan – reflecting on results of self assessment questionnaires and induction tutorial to prepare a development plan for duration of the programme, identifying individual learning objectives, activities to address those objectives (both in and outside of the formal i-coach academy programme) and measures to assess achievement.
- Analysis of an author's coaching model and presentation to peers in the format of coaching framework and process model.
- Participation in group learning activities
- Presentation of individual coaching framework and subsequent learning journey document assignment

Students' cognitive skills are assessed by : practical reports, transcripts, triad work, oral presentation and demonstration, ongoing supervision and learning journey document assignment

- Presentation of individual coaching framework and subsequent written learning journey document assignment
- Demonstration of coaching practice in to peers and tutors during the programme and then in final professional review 50 minute session
- Openness to feedback and deep personal reflection, participation in and experimentation undertaken in or from continued professional development, skill practice, supervision and individual coaching sessions
- Reflective review of transcript
- Preparation for and case presentations at supervision and/or CPD sessions
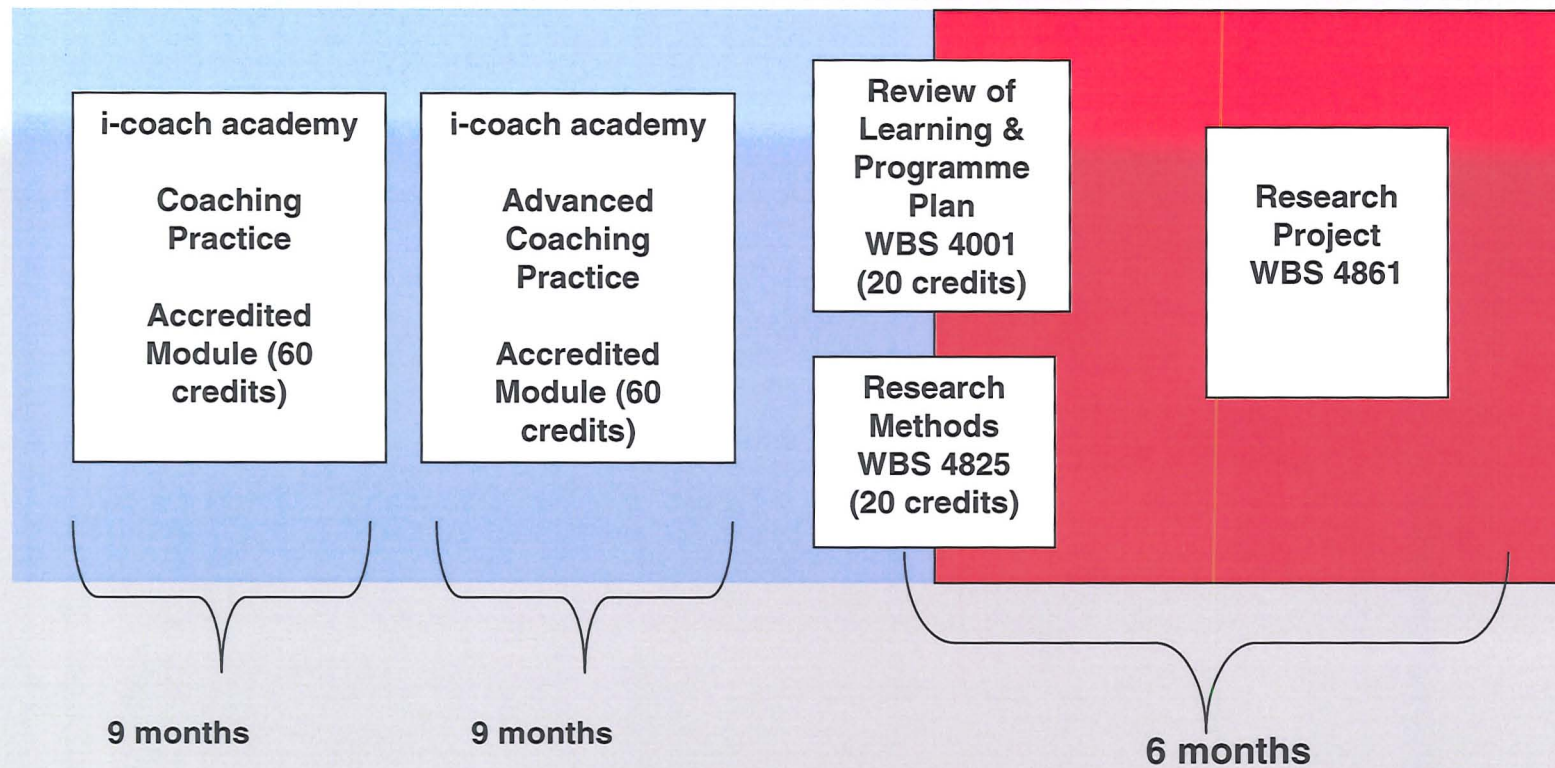- Written Learning Journey Document

Appendices

Students' practical skills are assessed by: supervised practice, triad work, taped client work. In additional participation in the professional review will demonstrate level of behavioural competency against criteria for level 4 or level 5 coaching.
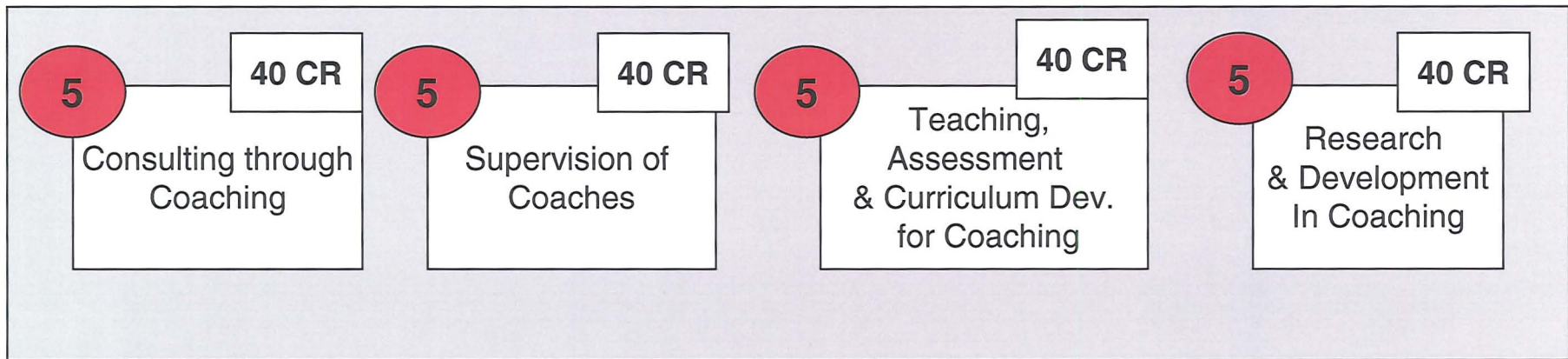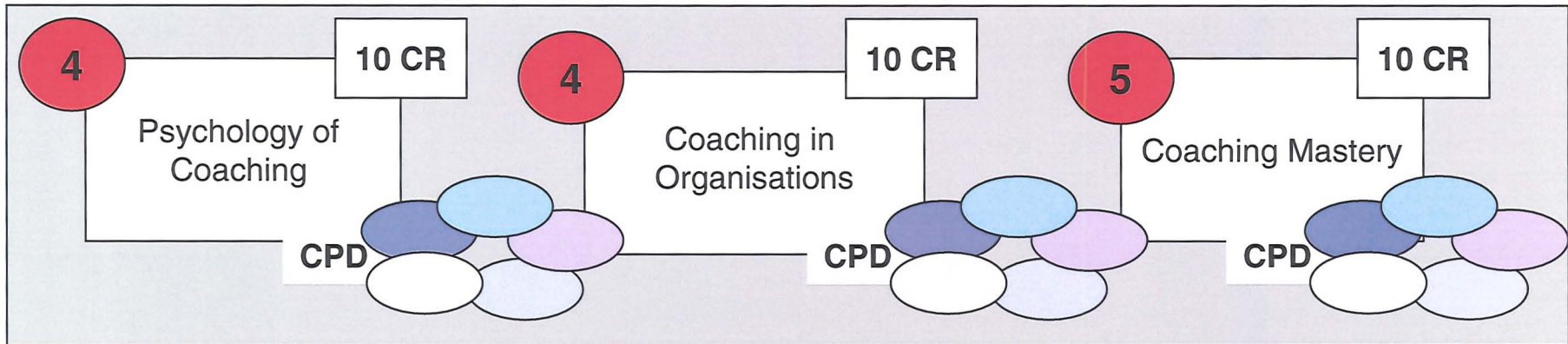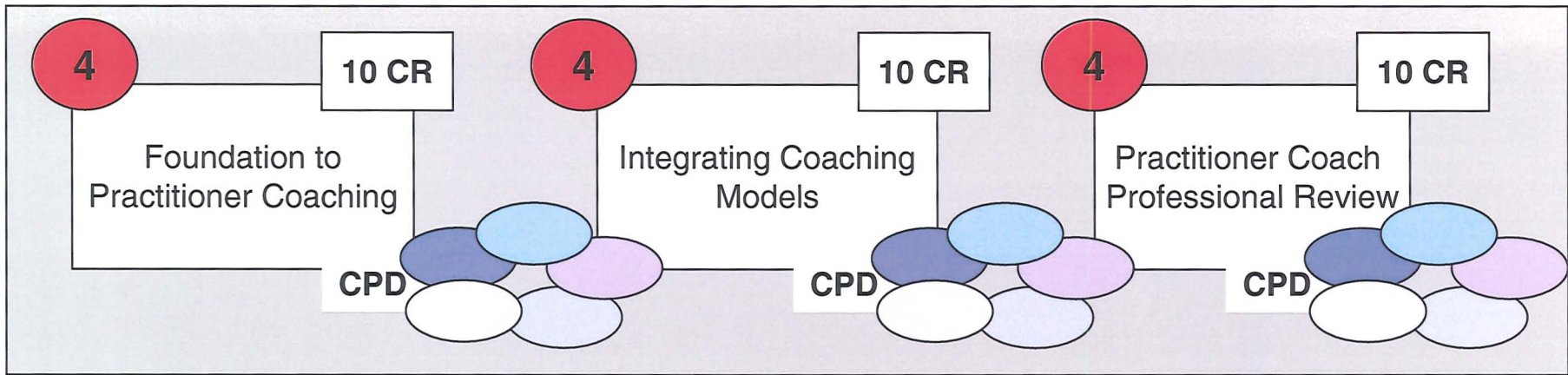
- Participation in learning activities formal and informal on the programme
- Openness and sharing towards others in the learning community
- Preparation and time management of the programme (i.e. arriving on time, preparation for sessions, meeting deadlines)
- Demonstration of behavioural criteria in skill practice sessions and in professional review
- Presentation and Demonstration as part of the Professional Review process (50 minute presentation, 50 minute demonstration, assessment and feedback of peers)
- Written Learning Journey Document Assignment.

MA Work Based Learning Studies (i-coach Professional Coaching)

Professional Stream (i-coach) **Academic Stream (NCWBLP)**

i-coach academy

Coaching Practice

Accredited Module (60 credits)

i-coach academy

Advanced Coaching Practice

Accredited Module (60 credits)

Review of Learning & Programme Plan WBS 4001 (20 credits)

Research Methods WBS 4825 (20 credits)

Research Project WBS 4861

9 months

9 months

6 months

Continued Professional Development – 10 credits per cycle

Developing Professional Coaching Practice with i-coach academy

Induction:
Review of current learning
Learning Plan development

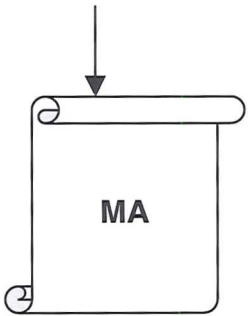Foundation Module
CPD Induction

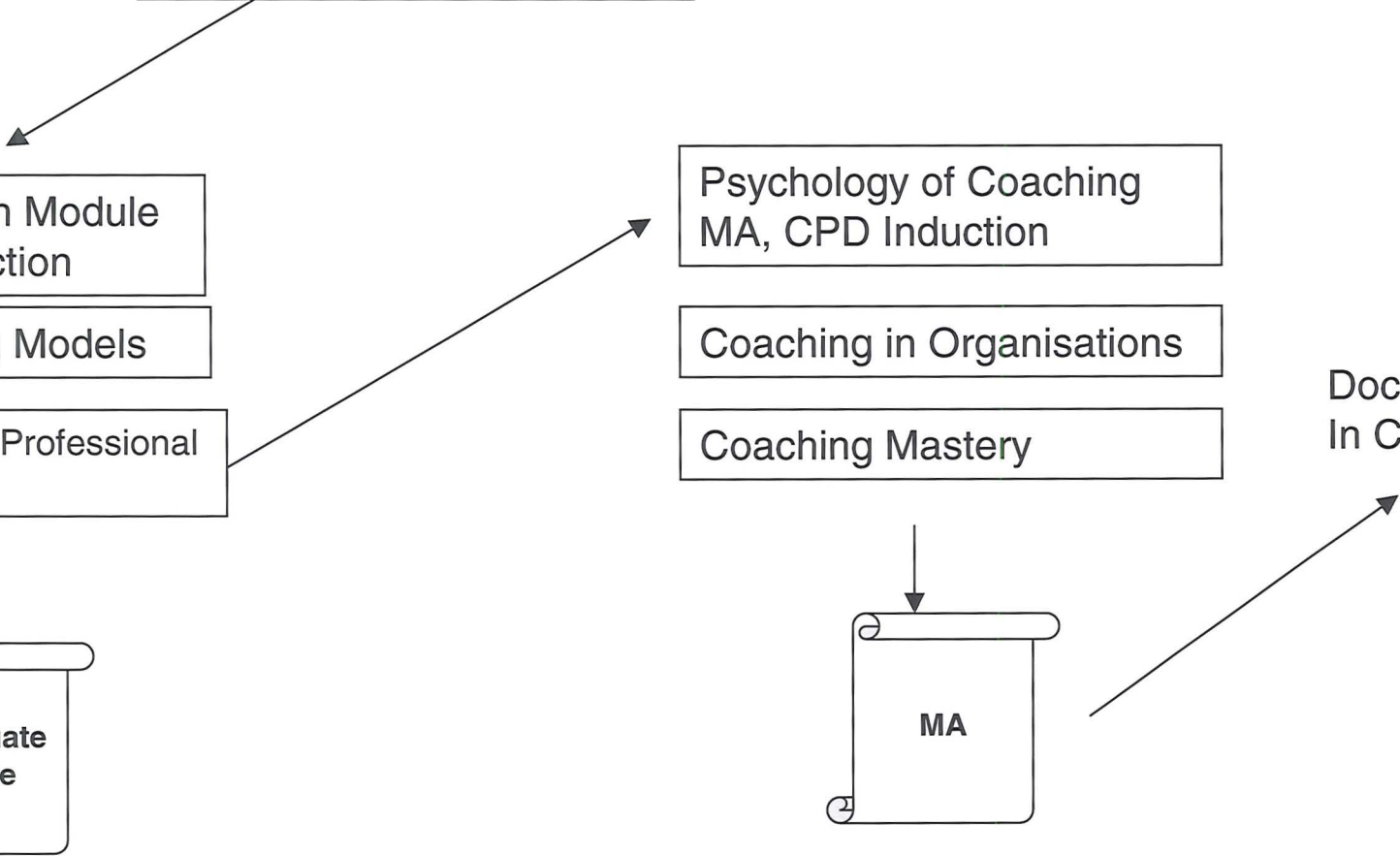Integrating Models

Practitioner Professional
Review

**Post Graduate
Certificate**

Psychology of Coaching
MA, CPD Induction

Coaching in Organisations

Coaching Mastery

MA

Doctorate
In Coaching

Developing Professional Coaching Practice with i-coach academy

Induction:
Review of current learning
Learning Plan development

Experienced Practitioner Coach

Foundation Module
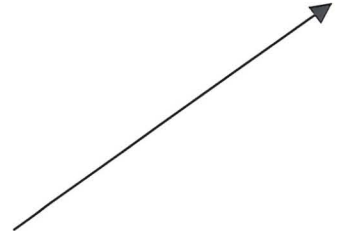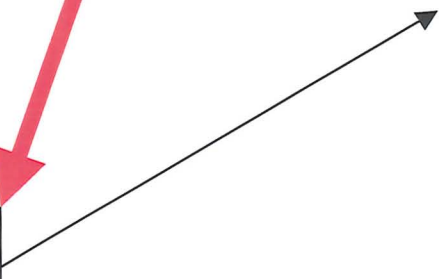CPD Induction

Integrating Models

Practitioner Professional Review

Post Graduate Certificate

Psychology of Coaching
MA, CPD Induction

Coaching in Organisations

Coaching Mastery

MA

Doctorate
In Coaching
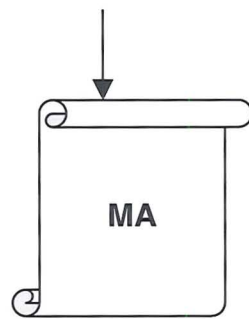
MProf / DProf (Coaching)

Professional Stream (i-coach)   **Academic Stream (NCWBLP)**

Conversion Module

i-coach academy

Advanced Coaching Practice

(level 4)

DPS 4520

RAL 4 Professional Learning

RAL 4 R & D

Or in case of those without masters DPS4860

i-coach academy

Developing Coaches

(level 5)

DPS 4541

DPS 4825

P A P

DPS 5200

YEAR 1

YEAR 2

YEAR 3 & 4
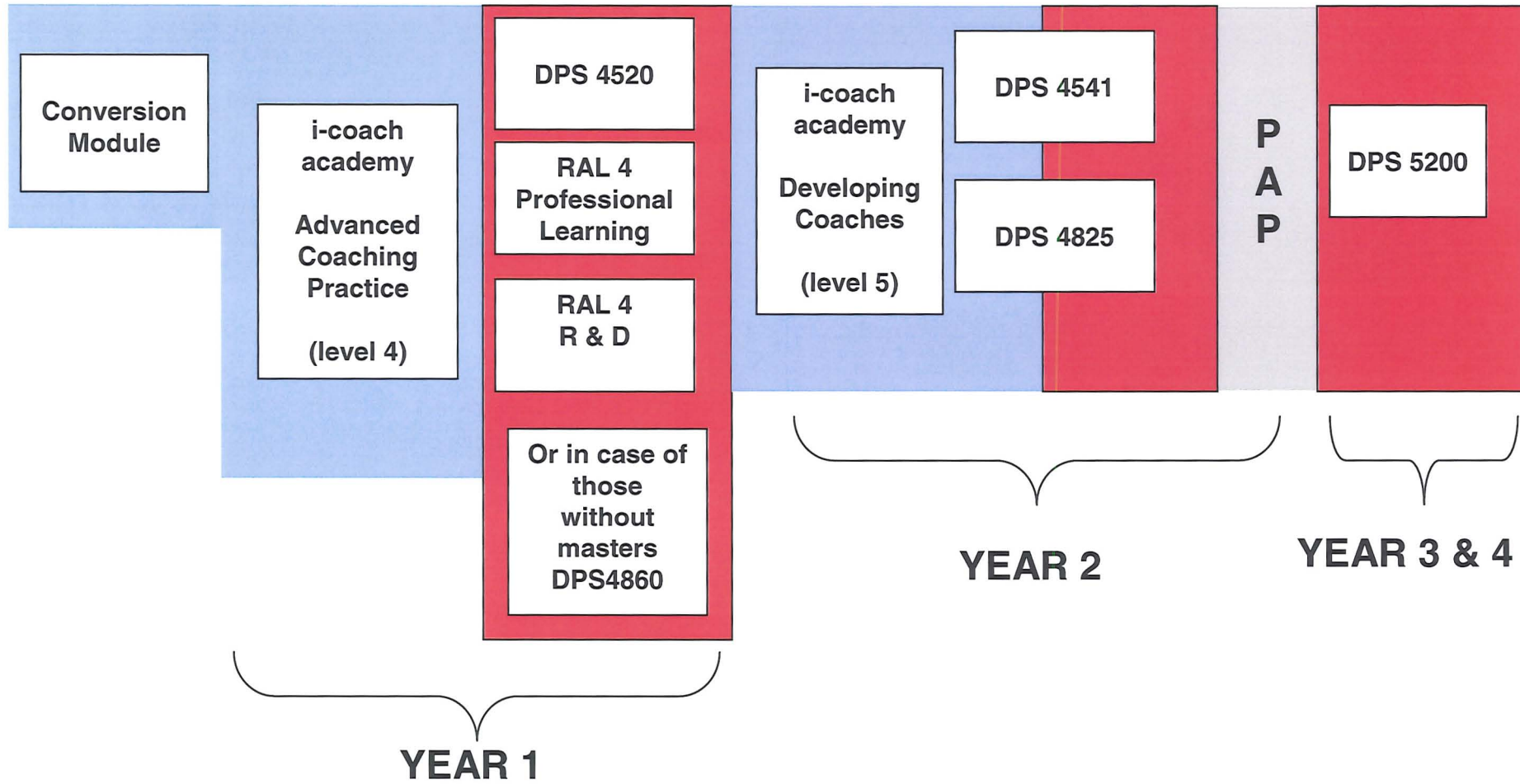
Appendix 12: Professional Review Guidelines.

An extract from a recent professional review guide is enclosed. This guide will be updated in September 2005 once accreditation of enhanced programme specifications is agreed and thus there are further enhancements to the process discussed in the project document which are not yet documented in the guide. This relates specifically to the professional criteria levels and the assignments/documentation participants need to provide as part of this module.

Professional Review Module

The emphasis of the Professional Review Module is *LEARNING* not *ASSESSMENT*. During the first two days of this module, you will be required to play the following roles: Presenter, Coach, Observer and Client.

The module is a learning experience, an opportunity for you to practice how to assess others and yourself and to get feedback on your professional coaching practice. Whilst the evaluation contributes to your overall grade for this course, it does not define you as a coach! We are only observing a "moment in time" and giving you feedback on what we observed on this occasion to support you to develop further. Thus the feedback you will receive and the evaluation given is for the purpose of allowing you to benchmark yourself and to gain awareness about areas you may wish to consider for further development. Sometimes gaps are identified because candidates fail to present sufficient evidence to allow observers to rate them on particular criteria. If this is the case you need to address this gap by providing sufficient written evidence in your written reflection of the professional learning review. All criteria are given to you in appendices included in this document. We acknowledge that you will need to make choices about what you include in your presentation as there is a time limit.

It is important to remember that the feedback you receive is part of the learning process and how candidates respond to and reflect on the feedback they are given is part of their individual learning journey. The Professional Learning Review document is the submission that is finally "assessed" and determines 30% of your final grade for the Certificate. There is no opportunity to debate the grade once it is issued by i-coach academy.

If you get an incomplete evaluation you have more areas to address in your learning journey document than those who receive a Merit evaluation and thus more work to do. However, it is still possible to address these areas and progress to the MA if you and the i-coach academy faculty think that is the appropriate next step for you in your individual journey as a coach. An Incomplete evaluation may mean however that you need to take some time out, do some more coaching or develop some aspects of your model further as part of your journey. This *may* restrict you from moving seamlessly into year two, the master's year if that is your desired route – i.e. instead of joining November 2005 you may have to join in Nov 2006.

Thus to reiterate EVERYONE will have "gaps"/areas for development and work to do after the professional review module. It is your ability to integrate the feedback, reflect on it and write it up to address the gaps that is the written submission of the professional learning review that determines your grade and whether you move on to the MA year or not.

How the Professional Review works.

The coaching framework presentation comes before the practice demonstration and you remain in the same group for both days as the practice demonstration is the illustration of framework.

Day One - Presentation of your coaching framework

a)   You will receive a list identifying the order in which you will present. You are required to give all observers a copy of your slides/presentation materials so please bring copies of these. Black and white photocopies are fine.

b)   <u>Presentation maximum of 50 minutes</u>. Presenter offers their model in line with core criteria (see appendix 1).

c)   <u>10 minute clarification.</u> The group have an opportunity to ask questions to <u>clarify their understanding</u> of the presenter's model. This is <u>not</u> feedback to the presenter or questioning as a prompt to the presenter to discuss things not presented in the framework.

d)   <u>Silent written evaluation.</u> The observers then collate the data they have observed against the criteria and make a private written evaluation of the presentation. **The presenter** is also required to complete a self assessment questionnaire during this time. The forms are then handed – without comment – to the faculty member.

During breaks there is to be strictly no evaluative comment on the presenter's work simply warm appreciation for the effort and commitment for undertaking the work.

We have carefully structured this so that performance on the following day's practice demonstration will not be influenced either by hearing the observers evaluation of the presentation.

Day Two - Demonstration of Coaching Practice

Meet in the same groups, you will receive a list identifying who you have been allocated to coach. <u>Observers and peers will need to have handouts from previous day to effectively assess demonstration against framework & model.</u>

As <u>the coach,</u> you will need to set up the coach/client context for your session – i.e. is this the first session, second session etc. As you will have already spent time with your "client" on the previous day you can build from that, so start from a position that makes sense to you and how you work. The client will already have had an understanding of your model from the previous days presentation so that is a given. It is likely that you will be demonstrating your capacity to manage an initial session with a new client with no contract to go further or a session early in the coaching relationship. As the coach, it is your responsibility to set up the "space" in the room as you see fit and to manage the time allocated for your session. The coach has 50 minutes to conduct the coaching session.

As <u>the client</u> you will need to come with something you want to be coached on, i.e. related to you and your context. This should be a live issue and not a past or theoretical one. The demonstration is REAL, NOT role play. The client is not evaluated in this process.

As <u>an observer</u>, you will be observing and recording *only* during the demonstration. We recommend that you divide an A4 page in half and write the name of the coach and client at the top, mirroring their position in front of you. Then your role is to act like a video recorder writing down in detail the interaction between the coach and the client, both sides – what you see and hear.   Once the demonstration is completed, you will be given time (approx 10 mins) to classify the data you have collected against the criteria. Once you have classified the data you need to review the data under each criterion and make an evaluation using the scale provided.

Appendices

There is 50 minutes allowed for the coaching session. This is followed by 10 minutes where observers categorise their evidence and make and evaluation using the evaluation scale provided. During this time the coach and the client will also complete a written evaluation of the demonstration.

There will be **no feedback** after the session other than thanking the coach and client for their effort and commitment to the process. Evaluations will be handed in to the faculty member without comment.

The faculty, on behalf of i-coach academy retain the ultimate responsibility for the evaluation; they will take all the evaluations away (peers & doctorate/faculty) and meet collectively to confirm the final result. This provisional result will be communicated to you by the end of the module.

To complete the Professional Learning Review submission you are required to bind your presentation slides & handouts, your speaker notes, your feedback and evaluation forms and your own reflections on the assessment process and the feedback you receive.

This document can then be referenced in your Learning Journey Document where you discuss your entire journey. I.e. how you got to the point of the assessment module and how you have addressed and plan to address the feedback you received.

Appendices

Appendix 13 : Learning Outcomes for DPS 5200 assessed

A1 (Knowledge) Demonstrate in-depth knowledge of how to apply and justify project aims and objectives. Create new knowledge applications or understanding through original research and development of a quality to satisfy peer review	Coaching is an evolving field with limited research to underpin the work of its practitioners. This research contributes to the creation of new knowledge for the field. The emphasis of learning in the i-coach academy definition of coaching ensures that this research contributes to the fields of learning and adult development where coaching plays an important role. The research also offers new knowledge about the criteria and standards of professional coaching practice and activities and processes used to develop and enhance professional practice.
A2 (Research and development capability) Apply advanced research and development capability appropriate to the project's aims and objectives. Evaluate methodologies and epistemologies and develop advanced critiques of them. Where appropriate propose new approaches.	This research applies phenomenological research methods which are appropriate to the exploratory nature of this research. Different methodologies were considered in DPS 4825. The focus of DPS 5200 has been to integrate the chosen research methodology into the research process and implement it congruently. The scope of this project is considered appropriate for level 5 research work.
A3 (Ethical understanding) Show understanding of the project's underpinning values. Take account of the ethical implications involved in the project's development processes, methodology and likely outcomes. Show an ethical understanding of the complex, unpredictable and/or specialised work contexts in which the project is being undertaken.	Implications of the multiple roles held by the researcher were discussed and methodology adjustments made to limit the impact of the multiple roles. Also ethical considerations with respect to co-researchers and participants were considered, and methods used to raise awareness to ethical concerns.
B1 (Analysis and synthesis) Analyse and synthesise the information and ideas brought to the project from own work, the work of others on the project and from a search of relevant sources. Manage complexity, contradictions and gaps in the knowledge base. Make confident selection of appropriate analytical tools and techniques. Create new approaches that explain or re-define existing knowledge.	This research project had enormous amounts of data from which the researcher had to effectively select, justify and then synthesise. Co-researcher and participant resonance with the summary statement is considered to affirm some effectiveness in the synthesis of this data.
B2 (Self appraisal/ reflection on practice) Use a self-reflective approach to the project's research and development. Reflect critically on own and team practice and development and give attention to both enhancing strengths and making improvements in areas of weakness. Consider demonstrating reflective abilities by including a section reflecting on the project's development.	Critical self-reflection on personal, programme and project development. Selection of critical incidents on which to reflect. Identification of areas of strength and weakness, personal, programme and project. Evidence of critical reflective style of writing.

B3 (Planning/ management of learning) Be self-directed in own learning when developing the project including identifying and meeting own learning needs and showing how learning has been planned and managed.	Self-directed in the delivery of research and identified how learning has been planned and the outcomes have been achieved.
B4 (Evaluation) Evaluate critically empirical data and experiential learning. Independently evaluate and argue for alternative approaches. Accurately assess/ report on the research and development of others where appropriate giving justifications. Evaluate critically current advanced professional knowledge in the project's professional and academic area.	Critically evaluate findings in light of other data sources to argue for recommendations for programme enhancements and to identify areas for future research. Identified areas for further evaluation and made choices about what to critically discuss in the project document given restricted word count.
C1 (Awareness of operational context and application of learning) Demonstrate the potential usefulness of the project to specific audiences. Show how the project design may have been adjusted in the light of unforeseen problems or opportunity	Chapter 9 outlines impact of project outcomes on the context and stakeholders and identifies new outcomes not planned for. Chapters 5 and 6 outline how project activity had to be adjusted in light of changes arising during the project process.
C2 (Use of resources) State how resources needed for the project, which are likely to include finance and the use of the professional abilities of others, have been managed.	The use of resources faculty, industry experts and literature to consider and develop the research and programme are discussed. The operational management including finance, marketing and delivery of the i-coach programmes are implicit. Resources used to delver the research such as transcription service made explicit
C3 (Communication/ presentation skills) Select appropriate content, medium and style for a wide range of professional and /or academic communication e.g. presentations to peers, press interviews, formal receptions, informal networking, and articles in journals/ newsletters etc. Engage with critical communities through whom new or modified paradigms may be established to present work orally. Demonstrate origins of ideas with precision by referencing sources using the Harvard style.	Document presented reflecting the university requirements of word count, layout and Harvard referencing style. Appropriate content used in appendices to evidence the impact of the research on agreed outcomes. Document structure and style conducive to easy reading and clarity of understanding for assessors.
C4 (Responsibility and leadership) Take a lead role in the project and take responsibility for overseeing other collaborative aspects of the project work.	Role as programme director for multiple programmes and the operational management of the i-coach academy, taking responsibility for programme design, co-ordination of delivery and other collaborative working tasks.