

Coaching and emotions: How do coaches and coaching school directors engage and think about emotions?

A project submitted to Middlesex University in partial fulfillment of the requirements for the degree of Masters in Work Based Learning Studies (Professional Coaching)

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Summary

This research project set out to investigate how coaches and coaching school directors engaged with emotions with their clients, and themselves, by exploring their approaches, assumptions and beliefs about emotions, and their views about the main influences on their approach. Related to this, the participants were asked about their perception of the boundary between coaching and therapy in relation to emotions, and their ideal scenarios for coaches, the coaching field, and organizations in which they worked.

A case study methodology using semi-structured interviews was chosen to explore and understand the participants' approaches, motivations, attitudes and meanings. A Grounded Theory approach was used to analyze the data and to develop theories and frameworks to make sense of the participants' perspectives.

Major conclusions from this study include: coaches use a variety of approaches to engage emotions in their clients and themselves. Levels of engagement with emotions seemed to vary according to coaches' comfort with emotions, their coaching purpose, and how they defined the boundary between coaching and therapy.

All coaches stressed the importance of emotions, and a need for less judgment around emotions. These views were not necessarily connected with the depth and breadth of work they did with emotions. Four continuums were identified that summarized the different coaches' approaches.

Recommendations emphasized the importance of coach education around emotions and to assist coaches to consciously articulate their coaching frameworks; for the coaching field to clarify diverse definitions of emotions, coaching, and therapy; and to deepen debates within the coaching field by including people's assumptions and biases. Finally, potential future research included investigating the 'client' and 'relationship' factors that contribute to change; the value of 'experiential' compared to 'intellectual' learning around emotions; and continued research on the links between emotions and topics like resilience and dealing with change and uncertainty.

Chapter 1 – Introduction

The coaching profession is a fast-growing area that attracts people from varied backgrounds who aspire to work in the field. Although there are increasing numbers of accreditation courses and bodies, at this stage, there are no restrictions on someone claiming to be a coach. Coaching can be a powerful mechanism for change but can also be carried out in a less effective manner, or at worst, in an unethical or potentially harmful way. Given this context, research into how coaches actually engage with, and think about, emotions is important.

Very little research has been done that investigates this specific area. Despite prominent accreditation bodies such as ICF (International Coach Federation) and EMCC (European Mentoring and Coaching Council) requiring coaches to demonstrate skills in working with emotions, there seems to be some confusion and debate about whether working with emotions is equivalent to 'doing therapy' or whether coaches should engage with emotions at all. Investigating what coaches actually do in relation to emotions, and why, will contribute to this ongoing dialogue and bring more clarity. Related to this, there are ongoing discussions in the field about the difference between coaching and therapy, and about whether non-psychologist coaches should use psychological techniques or be involved in psychological matters. Given that many coaches would define coaching as being about change, it is important to know what the connection is, if at all, between the change process and working with emotions. If coaches are going to be engaged with emotions, then it is also important for there to be clarity about what is useful for helping people change and develop, and about the required competencies or credentials for varying levels of emotional work. This area also has relevance for leaders, managers and organizations especially given some of the same confusions and differing attitudes to emotions that appear to exist.

On a more personal note, being a psychologist and executive coach (and having been a psychotherapist), I continue to be on a journey of calibrating how I think about and approach emotions in my work as a coach which includes my coaching framework.

There is still much for me to learn about emotions in general, how best to work with them in a coaching context, and what relevance they have for leadership and change.

In both my personal and professional life, I have witnessed and experienced the power of articulating and accepting emotions, and their connection to the change process¹.

From growing up in my family and subsequent experiences, I have had a long-term fascination and interest in emotions and psychology. Since I see this topic as my

¹ I have this personal bias because of my history as a therapist, and having experienced many years of therapy. On the one hand, talking about emotions is second-nature to me in my personal and professional life, and on the other hand, I have suppressed or limited this when I have conversed with people who did not have the same level of comfort or interest in emotions. I therefore engaged with this research project with the view that this was my particular bias and wasn't suited to everyone.

signature strength area, I would like to contribute to dialogue and debate in the coaching field, and organizational life in general, and to the practice of coaching. An integral part of my interest in coaching is my experience and ongoing work teaching coaching skills. I see this research project as an important input and catalyst to my writing more journal articles about coaching and emotions, doing more informed coaching skills training, and in furthering my development as a coach in general.

Chapter 2 - Terms of Reference, Objectives and Literature Review

The research question for this project is: *Coaching and emotions: How do coaches and coaching school directors engage and think about emotions?* The aims and objectives of this project (and therefore the interview questions in Appendix A) were designed to investigate:

- How coaches think about, and engage with, emotions in their clients and themselves. This includes their assumptions and beliefs about emotions.
- What they see as the most important influences on their unique approach.
- Coaches' views about the difference between coaching and therapy
- Where they would like to see changes, related to emotions, within the coaching field and the organizations that they work in.

The only term that was defined for the purpose of this research was 'emotions'. Fineman (cited in Druskat, Sala & Mount, 2006, p.224), defines emotions as the 'personal display of affected states or emotional arousal (e.g., joy, fear, anger or embarrassment) and is differentiated from *feelings* which involve awareness of the arousal'. In their desire to define emotions generally and inclusively, Ashforth and Humphrey (1995, p.99) define emotions as 'a subjective feeling state'. This definition was used as the basis for defining emotions for this project. For the purpose of simplicity and not wanting to restrict the exploration of the coaches' perspectives, 'emotions' were defined as including emotions, moods and feelings, and as subjective feeling states that are conscious or unconscious.

2.1 - Background

There has been a growing body of literature focused on the influence of emotions and moods on various aspects of our lives. For example, Damasio's (1994) work has shown that emotions are essential to decision-making and reasoning. Barbara Frederickson (2003) writes about positive emotions affecting our thinking processes, resilience and social connections. Even more targeted to the world of work, in 1996, Goleman first coined the term Emotional Intelligence and commercialized the importance of considering emotions in the workplace by writing his book, *Emotional Intelligence: Why it can matter more than IQ*. Mayer, Salovey and Caruso (2002) introduced the first emotional intelligence test which is based on decades of research into emotions. Their four branch model of emotional intelligence encompasses the abilities to: recognize, facilitate, understand, and manage emotions in ourselves and others.

2.2 - The need for more attention and clarity regarding emotions

Despite these and many other related developments, and the fact that the 'experience of work is saturated with emotion' (Ashworth & Humphrey, 1997, p.98), there are

several factors that contribute to coaching practices related to emotions, receiving less attention than one might expect and to a need for more clarity. These include:

2.3 – How emotions are judged

Emotions can be perceived as irrational, signs of weakness and 'too soft' for the business world. Coaching, by association, can easily be judged in the same way². Kilberg (2000, p.153) states that '...individuals at senior levels in organizations believe and behave as though emotions have no place at work. The language, logic, and theory of business are couched in rationality, as if by talking only in those terms, human emotion can be obliterated from the workplace'. He goes on to say that this is ironic given that everyone knows that the work environment produces 'extremely strong emotions'. Goffee and Jones (2006) agree that organizations do not encourage emotions. They write that 'many who make their way up organizational hierarchies have been positively discouraged from exploring their emotional life' (p.143).

2.4 – People's emotional awareness and competence

People are not good judges of their own emotional intelligence and can only be emotionally intelligent to the degree to which they are emotionally intelligent (Brackett, Rivers & Shiffman, 2006). Coaches and managers may believe that they are already emotionally intelligent when they may not be. They may also think that they are engaging effectively with emotions when they are not. Kilberg (2000, p.154) concurs when he states that '...many people have great difficulty even identifying the nature of the feelings they are having'. There is a risk here that people do not know what they do not know.

In fact, this way of thinking may be partly inherent in ICF's website (2008) which states that 'coaching assumes the presence of emotional reactions to life events and that clients are capable of expressing and handling their emotions. Coaching is not psychotherapy and emotional healing is not the focus of coaching.' There seems to be an assumption that people already have a base level ability to be able to articulate and manage their emotions when I'm not sure this is always the case. Emotions are so natural to the experience of being human, that perhaps this feeds into the assumption that we 'know' about emotions and therefore don't need to talk about them or learn more about them.

2.5 – Coaching and psychotherapy differences

Related to this is an ongoing debate about what coaching is and what therapy or psychotherapy involves³. Many coaching books and articles focus on this area (for example, Bachkirova, 2007; Turner, 2008). Some coaching schools and accreditation

² This is partly due to the close association between coaching and therapy. More about this will be discussed later.

³ These terms are used interchangeably.

bodies (ICF and EMCC) include the ability to work with emotions in their coach competency requirements. On the one hand, there generally appears to be minimal or no training given in this area which relates to the notion discussed earlier that it may not be perceived as necessary. On the other hand, the addition of the second sentence in ICF's website, quoted above, can be interpreted in an ambiguous manner that could suggest that emotional work has *no* place in coaching at all because it fits under the psychotherapy umbrella⁴.

If emotions convey important 'data' in reading situations and making decisions (Caruso & Salovey, 2004), are some coaches and managers effective because they engage with emotions? What can psychotherapy research (Hubble, Duncan & Miller, 1999) tell us about the value of engaging with emotions? If some coaches and managers are avoiding any type of emotional engagement because they perceive it as therapy, are they stopping themselves from relating to emotional issues in even simple yet useful ways that do not require significant psychological training?

2.6 - Coaching and psychology training

Some writers believe that coaching can potentially be dangerous in some situations that require psychological understanding (Berglas, 2002) but, for some other writers, training in psychology is not deemed an essential aspect to being an effective coach (Parsloe in North, 2008). Increasing numbers of writers like Blunkert (2005) believe that coaches need a certain level of psychological competence to work effectively across the range of assignments they encounter. He defines psychological-mindedness as the capacity to reflect on our own and others' thoughts, feelings and behaviors and to gain some meaning and learning from this reflection. Boyatzis (in Druskat, Sala & Mount, 2006) asserts that 'to be effective as a counselor, and by extension an executive coach, a person must be sensitive to others. To be sensitive to others, coaches must be sensitive to themselves' (p.93). His research showed that the two competencies linked with his assertion are emotional self-awareness and empathy⁵.

2.7 - Research on emotions and coaching practices

There has been little research on what coaches actually do and think about in relation to emotions in their clients and themselves. A recent research project (Cox & Bachkirova, 2007; Bachkirova & Cox, 2007) has focused on this topic and state two implications of their research in the first paper. One is that education and training of coaches needs to include topics such as how emotions influence individual change,

⁴ And yet, ICF coaching core competencies on the same website (2008) include: *'demonstrates confidence in working with strong emotions, and can self-manage and not be overpowered or enmeshed by client's emotions; encourages, accepts, explores and reinforces the client's expression of feelings, ...; identifies for the client...disparities between thoughts, feelings and action; helps clients to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, background)'*, etc. This definitely gives a confusing message.

⁵ Respectively, to be aware of and understand one's emotions, and to be aware of and understand how others feel (p.18).

emotional intelligence, and empathy. Their second implication revolves around the notion that coaches need 'appropriate support in order to advance their awareness and understanding of specific emotions in the coaching process and their individual capacity and style of working with these' (p.187). The authors also suggested that an area for further research is to investigate the different influences on coaches' approaches to emotions.

Building on this research, this project is attempting to understand what specifically influences coaches' approaches to emotions and how they think about emotions. This research is also focused on exploring a broader range of emotions (including subtle and positive emotions) rather than 'difficult situations' which the previous authors mostly focused on in their research. Finally, the aim of this research is to bring more clarity or recommendations for further research, in relation to some of the debates and inconsistencies that have been raised in this discussion.

Chapter 3 – Methodology

I subscribe to a Constructivist (Relativist or Interpretist) perspective (Appendix 1) in that I don't believe that there are 'truths' about the social world. Robson (2002) explains that the implications that this perspective has for doing research with people are that behavior has to be interpreted in the context of people's inner world of underlying ideas, meanings and motivations. He also explains that the Relativist approach emphasizes the role of language, complexity and that the process of research generates hypotheses.

I want to understand how coaches make sense of emotions in relation to coaching, why they think and act as they do, and what motivates their approach. The words that they use are integral to understanding their perspectives, actions and motivations. I do not have any hypotheses about this topic that I want to test out or prove from the outset. A phenomenological approach therefore suits this enquiry because I intend to construct theories and models from the data, will be focusing on meanings and on trying to understand (Gray, 2004). Due to time and resource constraints and the level of depth I want to explore, I will also be focusing on a small sample which is another feature of qualitative research from this perspective.

3.1 - Grounded Theory method

Grounded theory is a strategy or methodology for doing research which also has implications for how the data will be analyzed. Its greatest appeal is the claim that it allows for concepts and hypotheses to arise from the field which can then be used to generate theory (Robson, 2002). My rationale for using grounded theory includes: it suits exploring a topic that has not been deeply investigated; it suits data in a raw state; and it focuses on the participant's point of view (Goulding cited in Denscombe, 2007).

I will be using the grounded theory approach with some exceptions from a purist approach. Typical sampling in a grounded theory approach is done progressively and emerges as the research continues (Miles & Huberman, 1994). The main ways in which my approach is not a purist one are: I *do* have some formed ideas about the range of coaches I will interview and I will not be able to be completely flexible to 'respond to and make the most out of data relevant situations that may arise while in the field' (Strauss & Corbin cited in Denscombe, 2007, p.97). The most important way I am not using a pure grounded theory approach is in what Denscombe refers to as 'theoretical saturation'. Because of time constraints, I will not be able to continue this research until I believe that there is nothing new to be gained from further data collection. Having said that, to a large extent, I believe I have adequate data for my research purposes.

3.2 - Case study methodology

In exploring data collection options, a fieldwork approach of observing coaches during their coaching sessions would give me the clearest picture of what they do. There are obvious confidentiality and ethical issues with this option, and there would still be a need to follow up to explore coaches' thinking and motivations. In addition, I would only be seeing one instance of coaching amongst hundreds. A second option is to read coaches' case notes. Apart from the same ethical considerations, case notes would most likely not have adequate detail in them. I also considered focus groups but issues of confidentiality, preferring a small sample, time and resource restrictions, and the depth of understanding I wanted to gain, ruled this out⁶.

There are some inconsistencies in the literature about whether 'case studies' are methodologies (Grix, 2004) or whether they are data collection methods (Gray, 2004). Nevertheless, the relevance of a case study approach to this project is related to the fact that I was initially attracted to using a survey because I thought I would collect more information and that 'more' was better. However, a case study suits my personal strengths and preferences for dealing with fewer people, and for wanting to take into account the context (Robson, 2002) in which coaching takes place. It also suits my research purpose for many other reasons including in-depth study, a focus on relationships and processes, a preference for dealing with the subtleties of the coaching relationship, and my having little control over events (Denscombe, 2007).

3.3 – Interviews for data collection

This project used semi-structured interviews to identify current approaches and attitudes towards emotions in the business context. Clarke (2003, p.78) writes that the purpose of an interview is to 'capture experiences, perspectives and understandings of the interviewees'. Interviews are commonly used in qualitative research projects because of their emphasis on meaning and their ability to tap into how people behave, and what they think and feel (Robson, 2002). A semi-structured interview is suited to fostering discussion in a more focused manner rather than an unstructured format that may leave interviewees with perhaps too little guidance. They will allow me to probe underlying attitudes and beliefs and to enable flexibility for me to following interesting or unexpected themes that the coaches raise.

Even though a questionnaire would allow me to obtain data from a larger sample of coaches, it would influence the quality of data I collect. For example, people may respond politely or in ways they think they should respond (Robson, 2002) and Mishler (cited in Robson, p.231) emphasizes that there is a difference between questions-

⁶ From my experience to date, if I had gone with the option of focus groups, I would have had difficulty in getting coaches to be in the same room at specific times. Again, my not residing in the UK was also an issue.

responses in questionnaires, and a more natural conversation that is contextually grounded. It is important for this research to get to a depth of understanding in relation to emotions and coaching because it is a topic that involves assumptions, beliefs and, dare I say, emotions. The disadvantage of doing interviews is that it is time-consuming, and there may be questions around reliability, to be discussed below.

The research by Bachkirova and Cox (2007) collected data from 39 UK coaches through stem sentence questionnaires. Their use of the stem sentence questionnaire may have limited the depth and breadth of possible responses. That is, respondents might have chosen an answer that was brief and general enough to cover most situations. I have not seen all 21 stem sentences that were asked but of the 10 examples shown in their article, there seemed to be a tendency to use strong or more extreme words like 'painful', 'intense', 'freely express', 'strong emotion', 'suppressed'. Interviews will allow me to explore more nuances, a wider range of experiences of emotions⁷, and why coaches think in particular ways.

3.4 - Reliability

Reliability means that the analysis or measurement used in a study remains relatively stable if different researchers analyze the data, or the same researcher analyses the data at a future date (Silverman, 2001). However, for interviews, Silverman says that 'authenticity' rather than reliability is the issue. It seems that the very notion of Relativism, as opposed to Positivism, espouses the belief that there is no external reality independent of human consciousness and therefore reliability is impossible (Robson, 2002). This is, of course, an extreme version of Relativism but it is relevant to this kind of study to some degree. On the other hand, it should not be an excuse to conduct sloppy research.

To increase the reliability of this study, after each interview I returned the interviewee's typed transcript for adding comments or deleting text that they didn't believe represented what they said. Verbatim transcripts maximized the probability of understanding their views rather than solely taking notes. Seeking a second opinion regarding coding during the analysis is also part of ensuring reliability.

The conduct of the interviews also offered many opportunities to maximize reliability. For example, I defined 'emotions' and attempted to ask questions in a clear and consistent way, and to remain neutral to responses as opposed to showing approval or disapproval. From reading various texts, it has become clear to me that reliability is essentially about having a consistent and solid process. For example, the same clear questions asked of everyone, clarifying my role, and defining the basic terms I will use.

⁷ A related point made by Clarke (2003) is that questionnaires are restricted or limited by what goes into their design, as I alluded to with the stem sentences. I wanted a more open slate, so to speak, to see what the coaches raised.

I refined the way I asked questions to avoid leading and double-barreled questions. I also added in broad areas as triggers⁸ for some of my questions rather than asking 'why' or 'what' and expecting a well-thought out response.

3.5 - Validity

Bryman and Bell (2003, p.575) define validity in relation to the 'integrity of the conclusions that are generated from a piece of research'. Particularly relevant to this study is the concept of external validity which concerns whether the project's results can be generalized to beyond the particular context of the study. Besides actually testing this out with other countries, I believe there would be a reasonable level of external validity because the two major coaching bodies, ICF and EMCC, are global and so their requirements that coaches work with emotions apply beyond the UK. Within this, I imagine there would still be some cultural differences around expression of emotion but it is unclear how much. Ekman (2004) found, after decades of research on emotions, that there is universal agreement in identification of several basic emotions and that differences between cultures were influenced by rules that influenced the appropriateness of emotional expression. By endeavoring to understand coaches' motivations and thinking, the findings are potentially more likely to be generalisable. Measurement validity is about whether the measurement of the research topic actually does measure that concept and Silverman (2001) equates validity with the word 'truth'. This is one of the reasons I opted for interviews rather than surveys with the aim of eliciting truthful, thoughtful and open responses. Asking coaches about real examples of what they did rather than theoretical or hypothetical examples also contributes towards measurement validity.

Fox, Martin and Green (2007) do not use the term measurement validity for qualitative research but discuss internal generalisability which refers to whether data are distorted by the way participants are selected. This will be discussed in the next chapter.

The authors also describe interpretative validity which is about whether the data are distorted by the researcher having a fixed view rather than being open to what emerges from the data. The grounded theory approach helps in this area, and I have sought literature that shows contrasting viewpoints to what I may have previously thought⁹.

⁸ This turned out to be a good idea as some coaches seemed to appreciate the triggers as prompts for their thinking. I agree with Bachkirova and Cox (2007) when they suggest that many coaches have not thought through what their position and approaches are towards emotions. Even though several participants seemed to have clarity in their views, a few commented about the value of being able to articulate or think through specific aspects of their thinking and work.

⁹ As this project has progressed, I have fewer mixed views and more questions than I started!

3.6 - Triangulation

Triangulating the data by interviewing coaches and coaching school directors, together with a literature review is another way I have attempted to 'solve' the validity issue.

Two coaching school directors were interviewed. One comes from a therapeutic background and the other from a non-therapeutic background¹⁰. By interviewing directors of schools, I can identify their approaches and attitudes to emotions and coaching, and see how this matches to the coach interviews.

Reviewing the literature will be important in supporting my project with current research and theories on emotions. It will also place me in the best position to find where the need for further research lies. Cox & Bachkirova (2007) limited their research to executive and life coaches. After reading their paper, I began to think of the wider system that coaches are part of. This is why I decided to include coaching school directors as part of the bigger system that affects how people engage with emotions. I also had hoped to include manager-as-coaches' perspectives¹¹ but, again, time and resource issues ruled this out.

3.7 - Work based researcher role and potential bias

Although I do not work in an organization, I work within the wider coaching system and therefore there are several influences, in particular, that I need to be aware of in remaining ethical in my work based researcher role. The notion of preunderstanding (Coghlan & Brannick, 2007) has cautioned me to not assume I know what my interviewees will be talking about and therefore risk not probing enough. I had already experienced this when piloting my interview questions. I also need to be aware of my assumptions and values and how I might influence the research. Related to this is the risk of not exposing my thinking to alternative views that are outside my discipline and perspectives. The authors also discuss the term Role Identity: I might be too close to the issue and people in the field so I will have to work more consciously and explicitly in the inquiry process. Related to this, I need to be wary of 'social desirability' factors where interviewees might give me answers they think I want. This is where constantly questioning and challenging my reflections, and seeing the project from multi-perspectives are critical.

This preexisting knowledge and experience of emotions and coaching that I have also has a positive side. Robson (2002) comments that these insights I have gained, together with my role as a researcher, can work together to develop a relevant and

¹⁰ By therapeutic background, I mean they worked as a therapist before becoming a coach.

¹¹ These are managers who work in organizations and who identify themselves as coaches in the way they manage their direct reports. I wanted to also get more of a sense of what the approaches and attitudes are within organizations even though I believe the coaches are 'holding' much of this information by the fact that they have seen hundreds of managers.

constructive study. If I can work at remaining as objective and as neutral as possible, this will help to foster meaningful research outcomes.

As I began to articulate my own assumptions and perspectives, I have become clearer about what I believe and what I am still unclear about. This continues to be helpful as I do not have a definite view about what I think coaches and coaching schools should be doing in relation to emotions. I strived to remain neutral and ethical particularly when I interviewed coaching school directors as there may have been competitive dynamics between them that could influence my stance and/or their responses. Most of the literature on research discusses reflexivity; and journal keeping is a valuable tool that helps me to remain honest about my potential biases. My journal has helped me to continue exploring my underlying assumptions and beliefs that may influence the research process in ways that I am unaware of. I continue to be vigilant about looking for literature that only supports my views, and also in not allowing my value judgments to influence how I interpret data. Chapter 4 includes further discussion of potential bias in this research project.

3.8 - Other ethical issues

Ensuring that this research is carried out in as ethical a manner as possible is critical for the interviewees' anonymity and integrity, and for Middlesex's reputation and their requirements that ethical processes are in place. In thinking about the anonymity of the people I interviewed, I have safeguarded their identities and the records I have of our interviews by removing their full names and only retaining their initials. I mentioned earlier about the process of asking interviewees to edit their transcripts (that I personally typed up) so that I have a precise record. In my initial setting up of the interviews, I sought their permission to use their input to ensure I was covered for potential copyright issues.

One of the very reasons I am interested in researching coaching and emotions is because it is an intriguing and potentially controversial topic, and I want to demystify it to some extent. It would be fair to say that there is a sense of fear around whether it is appropriate for coaches to delve in this area, and of the consequences of perhaps 'going too far.' Similarly, I entered this research with an attitude of caution in asking interviewees about their emotions, and the emotions of their clients. I wanted to ensure that they felt comfortable about what we discussed.

Other related ethical considerations include: not over-promising what and when I can give interviewees some conclusions; making enough time to proof-read and send transcripts back; and a clear agreement with each interviewee. I am aware that this is

a trusting relationship where boundaries and agreements need to be kept, similar to setting up a coaching relationship.

Chapter 4 – Project Activity

4.1 - Participants

Numbers and characteristics

Nine UK-based coaches were interviewed for this project¹². For validity purposes, coaches were selected who represented a broad range of coaching approaches including coaches that were positioned on both ends of the spectrum of engagement with emotions. Coaches were asked to confirm which approach most accurately described their coaching orientation. The groupings in Appendix 2 are based on how the coaches identified their approaches.

Within the sample, there were 2 psychologists. The two directors of coaching schools practice regularly as coaches. Two other coaches teach coaching skills. Genders were balanced by selecting 5 female coaches and 4 male coaches. There was an intention to balance the agendas from the beginning of the selection process. Near the end of the interview process, a male coach was specifically selected to raise the number of men interviewed.

Selection process

Firstly, the selection of what types of coaches to approach was based on discussion with colleagues, and reading several articles and books that have compared different coaching approaches (Brunning, 2006; Feldman & Lankau, 2005; Peltier, 2001). As a matter of interest, some researchers such as Contu and Kaufman (2009), who surveyed 140 coaches, did not ask about their specific theoretical orientations. Even though the scope of this research was not to compare coaching approaches¹³, it was deemed important to select a representative range of coaches.

Secondly, the actual accessing of coaches involved a combination of asking colleagues for recommendations of appropriate coaches to interview, and direct contact with either colleagues or coaches by reputation. They were approached in the first instance by an introductory email which explained the research topic, interview duration, and confidentiality issues. They were also encouraged to refuse if they were not interested in participating or if they did not have the time. If potential participants refused, they were thanked for their time and not contacted further.

Access challenges

A surprising and unexpected set-back was the challenge of accessing participants¹⁴ whose approach sat broadly at the end of the spectrum of not necessarily engaging

¹² I also checked that all coaches worked with senior managers and had at least 3 years experience as coaches.

¹³ An enormous amount of research has been carried out on different psychotherapy approaches, and many coaching researchers are stating the same conclusions: there are no differences in effectiveness between approaches (de Haan, 2008).

¹⁴ Participants and coaches will be used interchangeably.

emotions¹⁵. Two of these were directors of coaching schools. Several phone messages were left for both but neither responded. A director of another coaching school was finally found. Further colleagues were contacted for recommendations and the name of another coaching school was suggested that specialized in a non-psychological approach¹⁶ but after speaking to a representative and following up with an introductory email, no response was given. Finally, a colleague (who said he had a less 'emotional' approach) accepted to be interviewed.

Reflections

Without time and resourcing constraints, I would have interviewed at least one more coach who engages minimally with emotions. I intend to do this in the coming months. If I were beginning this research now, I would send an introductory email to a larger number of coaches rather than to the targeted number of coaches I hoped to interview. This would also ensure that I was broadening out from my 'network' and its connections. Nevertheless, I believe I have accessed a representative range of coaches' approaches to emotions that provide some useful data for the purpose of this research¹⁷.

4.2 - Interviews

Question design

Based on reflections of my coaching experiences, and reading literature, I decided to ask 6 questions (Appendix 3) during the interviews. Silverman (2001) emphasizes the importance of asking 'how' first and finding out what is actually happening, before asking why. This was helpful in ensuring that I asked how the participants engaged with emotions first, and then explored why as I can tend to jump into analyzing reasons and motivations before fully exploring the current reality.

The questions were designed to invite the coaches to talk about the range of possibilities they encounter in their practices, what they do, what influences what they do, and the most important beliefs they hold in relation to coaching and emotions. Question 5 was included because of the debate in the coaching field around coaching and therapy, and emotions are integral to this issue. Question 6 was designed to probe into areas or issues that the coaches were not satisfied with, and that might point to changes or recommendations for the coaching field and business world.

The questions were piloted with a colleague and, based on feedback, were written more simply. The Cox and Bashkirova research (2007) emphasized 'difficult' emotions in

¹⁵ In some cases, I knew of the coaches and had an idea of their how they described their general coaching approach. In other cases, I was surprised that they engaged with emotions given what I'd previously 'assumed'.

¹⁶ It was hoped that the school would contact their pool of coaches to see if anyone was interested in being interviewed.

¹⁷ One of the coaches confused our meeting place, and due to her lateness and time constraints for both of us, we met in a noisy café. The level of noise made the recording impossible for me to transcribe so I relied on my sparse notes. She was asked to check my notes when I sent them to her after the interview but her input was minimal. I have been cautious in what I have been able to use from her interview.

their questionnaire. I wanted to avoid separating emotions into 'difficult' or 'bad' as I think this is part of the prevailing attitudes towards emotions in general¹⁸. My interview questions remained open and broad so that subtle and so-called positive emotions could also be included.

Interview structure

Appendix 4 shows the topics that were consistently raised at the beginning of each interview. Four interviews were conducted in person. Due to my not residing in the UK, the remaining five interviews were conducted over the phone or via Skype where possible. All interviews occurred during the months of February to early April 2009. At the end of each interview, participants were informed of when to expect their interview transcript via email. In some cases, this was one to two weeks after the interview. For the later interviews, time constraints shortened the gap to one or two days.

Follow up process

Each interview was typed up verbatim and proof-read by the researcher, mainly due to financial resourcing constraints. In most cases, the audio recording was easy to understand but in some cases, heavy accents or background noise cast doubt on minor sections of the recordings.

The interview transcript had the participant's initials on the document and was emailed to them with an explanation of what they were required to do (Appendix 5).

The 3 extra questions they were asked to answer are shown at the bottom of Appendix 2¹⁹. At the end of their interviews, two participants enquired about receiving the actual audio recordings: these were transferred onto CDs and sent to them via post.

Participants were informed that they would receive some information about the research findings which will most likely occur after this thesis has been assessed. The format of this will most likely be the following 2 chapters, and/or an article.

Reflections

There were occasions when I would have liked to have asked more questions and further clarifications from the participants after the interviews, especially during the data analysis phase. This was not an option due to ethical issues of having already agreed to the amount of involvement expected from the participants who are busy professionals. If there were less time constraints, I would have planned for an extra half an hour to probe and clarify more thoroughly. Ideally, a second interview after interviewing all participants would have been useful in exploring issues with all participants that were raised by one participant, clarifying any ambiguities, and delving

¹⁸ What I mean here is that meanings of words can encompass extreme 'black or white' positions rather than 'grey'.

¹⁹ I realized that this information might be important after I'd begun the interviews and preliminary analysis of the transcripts. I decided to ask these questions in the same way, via email, for all participants.

deeper into some themes. Despite these limitations, the process of checking the coaches' transcripts proved to be invaluable in terms of reliability and confidence in what the coaches had said.

4.3 - Data

Limitations

As mentioned in the last paragraph, the data collected was limited to what was asked during the interviews. Because of a one-hour time limit, a balance needed to be managed between wanting to probe more deeply into responses, asking the 6 questions, and allowing participants to raise issues without prompting. A second limitation was that a set list of approaches or beliefs was not offered for the participants to agree or disagree with, or to rank, as in a questionnaire. Therefore, I am cautious in viewing the coaches' repertoire of approaches to emotions, and their beliefs, as exhaustive. They may, in fact, subscribe to other approaches and beliefs but omitted to mention them during the interview. There are four exceptions to this and they are based on comments that were raised by the first participant, and then were asked of the remaining participants: male/female differences, educational approaches to emotions, use of supervision, and validation or normalization²⁰ of emotional responses. The implications for the findings are that less conclusive interpretations of the data can be drawn, and ranking of the importance of themes for the participants cannot be inferred.

Data Analysis

Step One – Emergent themes identified, labeled and coded

Nine interview transcripts formed the basis for the data analysis. Each participant transcript was typed in order of the 6 questions. During the transcription process, each new theme or topic was indicated by a dot point signaling a new paragraph.

On the first thorough reading of each transcript, for each new comment or topic raised by the participant, a provisional theme was identified, labeled and coded on the transcript margin. Depending on each question, different clusters of themes became evident. Themes were identified by words, statements, or particular terms together with the frequency with which certain words occurred (Bell, 2005).

Step Two – Summarizing themes and categories

The transcripts were read thoroughly again and this time, basic tables were drawn on large, plain drawing sheets to record a summary of the codes for each question, for each of the 9 participants. Questions 1 and 2 were, at this stage, linked together as they captured the approaches to emotions in the coaches' clients and in themselves and the data indicated there was a strong connection between these two areas.

²⁰ This refers to a response to clients that offers reassurance that they are experiencing 'normal' reactions to events.

Step Three – Sub-groupings for questions 1 and 2

A mind map²¹ was drawn by hand to capture the various approaches to working with emotions for questions 1 and 2. The rationale for this was twofold: to analyze the transcripts fully for a third time, and to begin to look for sub-groupings of the provisional coding. The mind map also recorded the initials of the participants for those approaches that they had identified.

Step Four – Tables containing verbatim comments

The tables were typed up and for this third reading of the transcripts, verbatim comments that illustrated each category or theme were added in. If comments from questions directly addressed a different question, the comments were also added into the appropriate second category.

At this stage, it was also decided to position the 2 coaching directors in the first two columns of the tables, followed by the 2 coaches who teach coaching skills. Two coaches who mostly identified with not actively engaging with emotions²² were placed in the last two columns of the tables. The rationale for this was to make it easier to reveal potential further themes or patterns in the data by visual display (Appendix 6 to 10).

Interesting points that coaches made that seemed to be unique comments but needed to be recorded, were placed in categories labeled, Interesting Points, for Questions 1, 2 and 5. A colleague (who is also completing the same MA thesis) was asked to offer his feedback and input for coding and categorization of comments for which I required a second opinion.

Step Five – Generating frameworks and theories

For questions 1 and 2 (Appendix 6), the categories were examined for frequency of response. The aim was to investigate whether there were common threads across all participants. The data also seemed to require a deeper level of analysis and so various continuums were created and explored to capture the common themes that participants raised in their descriptions of the ways they engaged with emotions.

For question 3 (Appendix 7), the data was analyzed further to look for links between level of engagement with emotions and specific influences such as therapy experiences and/or psychological training. Question 4 (Appendix 8) was further analyzed by counting the frequency of particular groupings across all participants.

²¹ Mind maps are diagrams with a central concept, in this case 'approaches to emotions', with branches for each sub-set of the central theme. Tony Buzan (1981) coined this term and has written many books on this and related topics.

²² These coaches were identified as not actively engaging with emotions by two main criteria. The last coach in the table, R9, said several times that she was uncomfortable with emotions and knew it was something she needed to learn. The criteria were a little different for R8. Although he said in different ways that he had no problem with emotions in general, there was little evidence in the transcript that he engaged with emotions in ways that the other participants described.

Question 5 (Appendix 9) data was analyzed in a deeper way by investigating the main distinctions the participants used to differentiate between coaching and therapy. Another series of continuums were created to illustrate the range of perspectives shown in the data. There also appeared to be a broad range of views and opinions of what therapy entailed, and so two continuums were created to explore this data as well. There were common themes raised for question 6 (Appendix 10) by all participants and then some unique perspectives that seemed important to record.

Step 6 – Reflections on testing and confirming findings

Miles and Huberman (1994) include a thorough chapter in their text on drawing and verifying conclusions. The following areas have the most relevance for this project.

- **Representativeness** – It has already been mentioned that a broad range of coaching approaches has been accessed for this research. Despite this, I have some reservations about whether this sample of coaches is truly representative of the general UK executive coaching population. This is partly due to three factors: my surprise at the 'positive' *attitudes* towards emotions displayed by all participants; the 'networking' theme in accessing coaches; and the difficulty in accessing coaches with less 'positive' attitudes towards engaging with emotions in their practice²³. Because this research is exploring motivations and attitudes, this will mitigate this factor to some extent: understanding why coaches do what they do has more generalizability than focusing solely on what they do. I am also willing to concede that more coaches than first believed, at a minimum, see the value and importance of emotions in everyday life.
- **Researcher effects** – A specific way I attempted to minimize 'the effects of the researcher on the case' (p.265) was by showing neutrality during the interviews about whether coaches engaged with emotions or not, and expressing interest in all points of view. Participants' examples also helped to assure me that their responses were not crafted for my benefit.
- **Checking the meaning of outliers** – I have taken the advice, '*the outlier is your friend*' (p.269) seriously and paid particular attention to the coaches who are at both extremes of the continuums in how they engage with emotions. This partly influenced the decision to indicate levels of engagement with emotions in Figure 2. Related to this are the concepts of using extreme cases and looking for negative evidence, and again, I been encouraged to investigate unusual comments or

²³ I have always been curious about how many exist and what they think, as I believed I had some in my sample. This is not the first time I have noted a strong trend for coaches who have started from a business background to move to a more psychological style of coaching. I did struggle to find them as easily as I found coaches who did engage with emotions.

experiences more thoroughly which will be more evident in the following two chapters.

Chapter 5 – Project Findings

5.1 – How coaches engage with emotions with clients and themselves

Questions 1 and 2 were designed to elicit approaches and techniques that coaches utilize when engaging emotions in their clients and their own emotions²⁴. Table 1 shows the main categories that coaches referred to and examples of verbatim responses by the coaches, renamed R1 to R9.

Table 1: Summary of reported approaches to emotions with clients and own emotions (in descending order of response frequency)

<p>1. Link emotions to clients' thoughts and/or actions <i>I'm encouraging the sense of 'okay, let's be in that emotional place and what do you need to understand, to learn from that?' (R2); I don't work with feelings in isolation. I work with them in connection with thinking and doing (R3)</i></p>
<p>2. Acknowledge or playback the emotion verbally <i>More focused on wanting to play back to that individual client their way of being and seeing it as quite a unique way of being (R1); I just state 'I can see that that really pisses you off' (R6)</i></p>
<p>a) Emphasis on the relationship <i>I want them to see me as their development partner. I want them to know that I'm with them, I'm on the journey with them, I'm doing that and I'm not not going to be myself (R6); If the coach does create that safe space and it is intimate and it is trusting and the coach is good at being present with their client, then it's going to happen to whatever level it's going to happen because people will be more authentic (R8)</i></p>
<p>4. Slow down, use silence, stillness <i>Gives me pause, slow down (R9); When someone is emotional, the pace is to be still (R8)</i></p>
<p>5. Coaches notice their own bodily responses and feelings <i>Regularly check in with myself, notice posture, voice rate, how hard I'm working, breathing (R4); The whole time I'm coaching, I'm checking in with how I'm feeling (R7)</i></p>
<p>6. Contracting <i>One is to question what merit there is in going down a particular route. And again I would use the contract, what we'd verbally agreed to work on in the session, to judge whether that question should be asked (R8); I would explicitly contract with them that the work we do is likely to engage emotions, that we work on the whole experience (R4)</i></p>
<p>7. Supervision <i>It's a vehicle for venting, and for exploring the things that I may not be noticing in my own emotional space. And it's also affirming (R1); I seek out supervision. We often go to the stickier clients whereas it might well be that the one you're doing super work with might... (R4)</i></p>
<p>8. Coaches, when potentially helpful, bring their feelings into the conversation</p>

²⁴ It needs to be said from the outset that there seemed to be no discernable differences between the 2 coaching directors and the rest of the coaches. Any differences I could pick up applied to the other coaches and did not appear to be connected with their roles as coaching school directors. This make sense and would be a puzzle if it not the case.

<p><i>But I might notice afterwards that someone's behaving, or my response to them, might be the sort of response they generate in other people and so therefore is that an important thing to bring up, or do I just need to be aware of that and choose not to respond in that way (R5); 'I can feel myself getting angry with you' is something I quite frequently say (R6)</i></p>
<p>9. Ask what the clients are feeling in their bodies, and/or comment on what the clients are showing physically <i>'One of the things I'm reading from your leg, you look incredibly irritated or impatient' (R5); I will access feelings through body language. 'You look tight' or 'You look very relaxed', 'Where do you experience that in your body? What does it feel like?' (R2)</i></p>
<p>10. Educate and/or affirm clients regarding process of change, learning and emotions <i>Helping people to understand what a learning transition looks like and helping them to get perspective on what are the emotions associated with change in a learning transition or change process (R1); I normalize, norming that that's part of the human experience and you're not feeling mad (R4)</i></p>
<p>11. Discuss past issues <i>I would ask them if they ever felt this way before, when they remember feeling past similar emotions (R7); I access someone's historical world as a reference for the present (R2)</i></p>
<p>12. Ask clients how they feel <i>What might that tell us about what's going on for you? (R3); I ask how they're feeling, early stage; 'How do you feel about that?' examine how much emotionally committed to that course of action and work with that (R9)</i></p>
<p>13. Use metaphors <i>Sometimes I use metaphor as a safe way of helping the client to access feelings (R3); I might share any metaphors or any images that come to me... I would encourage them to do the same, and to really unpack the image or metaphor (R7)</i></p>
<p>14. Use therapeutic techniques <i>Instead of just leaving it there, what we did then was a Gestalt intervention. I asked her to think about observing herself (from a balcony), acting out this helping everyone (R5); Two chair stuff, embodying that of another person (R2)</i></p>
<p>15. Ask clients to draw aspects of coaching issues <i>I might ask them to draw all the aspects of a given scenario (R7); Using drawings or objects or fantasies (R2)</i></p>

All coaches mentioned linking emotions with thinking and/or actions²⁵. Over half of the coaches referred to the first 12 approaches, and a smaller number of coaches reported using the remaining 3. It is important to keep in mind that coaches were not asked directly about all of the approaches and so Table 1 shows what they recalled during the interview. Although one purpose of having sent the typed transcript to the coaches was to allow another opportunity for them to add to the text, this is not the same as giving them specific items to check. I think the results give a fair indication of what the

²⁵ There is inadequate detail about *how* the coaches do this from their brief comments on the first approach. Cognitive-Behavioral approaches link thoughts, actions and feelings and many authors make comments like 'there must be a bodily shift in 'understanding' or in reacting, as well as an intellectual one' for change to occur (Tallman & Bohart, 1999, p.115).

coaches actually do in relation to emotions but not their complete response to each of the approaches. Therefore the following discussion can only cautiously interpret these findings in relation to any significance of the rankings.

From a coaching practice perspective, several questions are relevant. What is effective coaching²⁶? If we assume that it is about learning and change in performance²⁷ at some level, then what is effective in helping people to change? And therefore what skills do coaches need to affect change in their clients? Is it necessary to engage emotions in the way most of the coaches interviewed do? Or does it actually involve something else? These are big questions and all worthy of separate investigations which are beyond the scope of this research. However, I intend to show relevant literature that relates to some of the approaches the coaches use in order to interpret these finding further.

Empathy and quality of relationship

The second approach of acknowledging or playing back the clients' emotions seems to link with empathy and the quality of the relationship (the third approach in Table 1). Many studies have shown that therapist relationship skills such as empathy, acceptance and warmth are integral to the establishment of a good working relationship (Asay & Lambert, 1999). 'Experimental and correlational studies have shown that an empathic therapist style is associated with low levels of client resistance and with greater long-term behavior change²⁸ (Miller & Rollnick, 1991, p.26). Bachelor and Horvath (1999, p.162) state that 'the experience of a trusting and safe environment facilitated by the therapist's availability, responsiveness and constancy, in which clients can explore past and present feelings and interactions, may initiate change'.

There are similar findings in the coaching field. Wasylyshyn's outcome study on executive coaching (2003) found that the top two personal characteristics of an effective executive coach are their ability to form a strong 'connection' with their clients, and professionalism²⁹. Similarly, (McGovern et al, 2001) found that 84% of participants in their research on coaching outcomes pointed to the quality of the relationship between the coach and executive as critical to the coaching's success. And Kilburg (2002) includes 'insufficient empathy for the client' as a factor in contributing to negative coaching outcomes.

²⁶ We don't know if these coaches are effective and what that actually means in terms of their practices. However, it would be fair to assume that they use these approaches because they believe they are useful for their clients.

²⁷ We don't know what their purpose for coaching is – some mentioned change, others awareness, but this was not specifically asked. However, amongst dozens of definitions in the literature, West and Milan (2001) simply say that regardless of whether the coaching is about skills development, improving performance or personal growth, coaches help people to change and learn.

²⁸ The authors include 7 other strategies: giving advice removing barriers, providing choice, decreasing desirability, providing feedback, clarifying goals, and active helping.

²⁹ Professionalism refers to 'intelligence, integrity/honesty, confidentiality, objectivity' (p.98).

Whether all coaches would define 'empathy' or 'the relationship' as an emotional approach is a different matter, as is whether they would see themselves this way,³⁰ but these factors certainly appear to be important aspects of coaching

Slowing down and noting bodily responses

One of the more interesting pieces of research on successful therapy clients and positive change was done by Gendlin (1978). Cornell, who studied with him (1996, p.4), explains that, 'at some point in the session, the successful therapy clients would *slow down* their talk, become *less articulate*, and begin to *grope for words* to describe something they were feeling at that moment'. The main point here is that the successful therapy clients were sensing in their bodies feelings that were often hard to describe immediately. Cornell says that the unsuccessful therapy clients stayed articulate during the entire session.

This approach takes a strong position that the actual *experiencing* of feelings in the body, and in the present, is what leads to change. If we could change just by thinking it, many of us would have changed a long time ago³¹. Gendlin (p.16) stated that 'what is split off, not felt, remains the same. When it is felt, it changes. Most people don't know this'. The other interesting aspect of this technique called Focusing is that practitioners in the area do not see it as belonging to psychologists or psychotherapists but as a practical tool for anyone who is interested in learning it.

Coaching writers also talk about this link with the body. Ludeman and Erlandson (2004) discuss their executive coaching work with Alpha Males³² which they claim represent 70% of all senior executives. The authors describe five goals in helping these clients become motivational leaders of high-performing teams. Several of these goals have an emotional aspect to them including a focus on the alpha recognizing his underlying emotions before they build. They add that 'tying emotions to physical sensations makes the process seem more concrete' (p.8). These authors do not appear to be psychologists but are doing work with their clients' emotions.

The coaching framework³³ of authors Anderson and Anderson (2005) includes work with emotions. They write: 'Emotions need to be experienced. There is little value in thinking about emotions; you have to work with them directly...Emotions are experienced in the body, so in order to expand the emotional vocabulary of a client, the

³⁰ One coach said, '*Sometimes they (coaches) say they only work in (no emotions), but they have a way about them, they're naturally empathic, they have a twinkle in the eye as they're doing it. It's like why people think that they're successful. There's a lot of mythology about that...I think I'm successful because I set very clear goals & I drive them, while actually I pay attention, you listen really well... the other stuff they do, you're successful despite the fact you keep pushing me on.*

³¹ Two participants who had reported powerful therapy experiences said similar things during their interviews.

³² Alpha Males (or alphas) are defined by the authors as highly intelligent, confident, and successful. Amongst other traits, they also have very little curiosity about feelings or other people.

³³ The authors refer to their work as transformational coaching. Emotional insight is one part of their model and involves the ability to recognize and interpret information that is received through clients' emotions.

coach must guide the client to identify how the client experiences various emotions in his or her body' (pp.71-72).

These writers emphasize the importance of slowing down in order to access emotions in the body. This has relevance to coaches accessing their clients' emotions and their *own* (Approaches 5 & 9 in Table 1). Approach 8 is also related to this and takes this body awareness a step further by the coach bringing their feelings into the discussion³⁴. The participants varied on this point: most brought some feelings into the discussion while one did not see their feelings as relevant to the coaching and thought it would take the focus away from the client, and another coach didn't feel comfortable enough to do so (Appendix 6, in red).

The client as the most important factor in change

Some of the literature takes a slightly different perspective in saying that it is the *client* who is the most important factor related to change and effectiveness of coaching. Scoular (2009) stated that the HBR survey on coaches showed that willingness and good chemistry were cited the most frequently as important for a successful coaching relationship. Wasylshyn's research (2003) shows that the most positive outcomes in coaching are linked to executives who are 'genuinely motivated to learn and/or change' (p.103).

Tallman & Bohart (1999) claim that the most important common factor in change is the client and that, at least half the percentage of influence that many researchers have attributed to 'the relationship' can also be added to the 'client' factor³⁵. They cite many studies to support this claim and, in particular, believe that the reason there are no significant differences between therapy approaches is because they all allow clients opportunities to work through their issues. In fact, they state that the most helpful factor reported by clients was having a time and place to talk and focus on themselves, and that many of the specialized techniques that therapists use occur naturally in life. They also admit that most people rarely have friends who are willing to sit with them for a long period of time and focus only on them.

Reflections and limitations

The coaches' clients were not interviewed for this project. De Haan (2008) states that the best predictors of therapy outcomes come from the clients' scores or opinions and not from therapists' perspectives. Although I am not researching outcomes, it would have been useful to match the coaches' views with their clients in relation to these approaches. In addition, asking all the coaches for their definitions of coaching may

³⁴ Systems-Psychoanalytic approaches to therapy and coaching refer to this as the coach's countertransference: 'the emotional resonances in themselves that provide further clues about the client's experience that may not necessarily be communicated in what they say' (Armstrong cited in Brunning, 2006, p.21).

³⁵ They claim that 70% of why therapy works goes to the client and 30% to the therapist, the reverse of much research.

have helped to match approaches more closely with how they define coaching as there appears to be, unsurprisingly, a link. I also am aware of the limitations of only having one researcher and the weight of responsibility in analyzing and interpreting the data. I've noted that most research articles I've read involve two or more researchers and now I understand the value of that.

Gender dynamics

The topic of male, female differences was raised by the first participant and was subsequently asked of all participants. Five participants mentioned women accessing emotions more easily but overall participants did not discuss working differently with women's or men's emotions. Some participants said what was a more relevant issue for them was how to work with clients who have more or less comfort with emotions³⁶.

5.2 – Main influences on coaches' approaches to engaging with emotions

Table 2 shows what coaches perceived were the main influences on their approach to engaging with emotions. This is an important factor and relevant to understanding the previous results.

Table 2: Summary of main influences on how coaches engage with emotions (in descending order of response frequency)

<p>1. Own life experiences <i>My whole understanding of my emotions is because I have to deal with them, they've gotten me into trouble, they've made my life exciting, they've made my life miserable (R6); Life experience in terms of my own life's journey and story and critical incidents which have brought particular emotions (R1)</i></p>
<p>b) Professional training and work <i>My professional training definitely because that gives me some frames to explore emotions (R5); And then I was a primary school teacher and that's all about creating enough safety and warmth in the environment for children to learn. I think that's really relevant (R7)</i></p>
<p>c) Therapy experiences <i>I had a powerful personal experience of working with my emotions and at a deep level, really influenced my life experience (R4); It has to be my Gestalt therapy and therapy background. I remember sitting in groups not knowing how I felt at all (R2)</i></p>
<p>d) Ethics and coaching qualifications <i>If I look at it purely from getting a professional qualification perspective, ICF PCC³⁷ and Master coaches expected to challenge clients and the expression of emotions (R3); I'm</i></p>

³⁶ One participant, a gay man, discussed his experiences coaching women compared to men (Appendix 6, in blue). He referred to a sexual dynamic that he has observed between men and women, in coaching and other business contexts, that he feels less a part of because of his sexuality and finding it *'harder to understand what their games and their moves are'*. His perceived lack of sexual interest in some women had been commented on by them. A slightly different, but related, experience a female participant spoke about (Appendix 6, in orange) was that she found it easier to coach men than women because men seemed more open to a woman telling them about the emotional side of their roles. The participant wasn't sure what this was about but hypothesized about whether it was a competitive dynamic between women. Whatever the explanation, both of these anecdotes seem to be referring to emotions that relate to gender dynamics and further research on this specific topic would be informative.

³⁷ ICF has 3 levels of coach credentials: Associate Certified Coach (ACC), Professional Certified Coach (PCC) and Master Certified Coach (MCC).

aware of what I don't know so in that place, aware of where need to keep my ethical boundaries (R9)

e) Other influences

I do believe that as a culture we're very logical, sort of left-brain thinking (R5); If I wanted to refer to anything, I would say the scientific part of Daniel Goleman's book...makes it okay to work with emotions because they're kind of there. I never thought they weren't there but it makes it all a bit more straight-forward (R6)

As for Table 1, the participants were not asked to expand on each category or to rank the order of importance: they were encouraged to raise only the influences they deemed most important.

Discussion of influences on coaches' approaches to emotions

All coaches mentioned life experiences as one of the main influences on their approach to emotions. Due to inadequate details and the form of this research, it is not possible to draw specific inferences from coaches' life experience with the coaches' level of engagement with emotions. The results, however, do suggest that coaches with therapy experience and/or some psychological training appear to be more *comfortable* with deep or extensive emotional expression in their clients. This is indicated by one or more of the following:

- They are more likely to use a higher number of techniques and approaches in Table 1 than other coaches
- They are more likely to use language that shows their comfort and familiarity with emotions
- They are less likely to make comments about feeling uncomfortable or unconfident about emotions

It is interesting to note that 'therapy experiences' was not given as a trigger and that the participants used strong, positive language in talking about the benefit of their therapy experiences (Appendix 7). This does not necessarily mean that all of these coaches work deeply with emotions in their practices but seems to indicate a level of comfort and familiarity with emotions.

The variations among the coaches' practices seem to be also related to another factor besides 'comfort with emotions': their perception of the boundary between coaching and therapy. The latter will be discussed further when question 5 results are shown. Some coaches mentioned their coaching purpose and, when they did, there appeared to be a match between their purpose and how they worked with emotions³⁸.

³⁸ For example, R2 saw his job as increasing awareness in his clients and many of his approaches and techniques (from Gestalt) are aimed to work with his clients' emotions by exaggerating them and moving between a wide range of emotions. He used the word 'fluidity' and made a distinction between this and staying more deeply with the emotion as he did when he was a therapist.

5.3 – How coaches think about emotions

Table 3 shows how the participants responded to being asked what their main beliefs, assumptions, or premises were regarding emotions. The responses were grouped into the following seven main categories.

Table 3: Summary of main beliefs, assumptions, or premises regarding emotions (in descending order of response frequency)

<p>1. Emotions are generally valid, vital, important, and underneath most behaviors</p>	<p><i>My fundamental belief is, performance and however you want to measure it, is an emotional dimension, not a cognitive dimension (R6)</i> <i>I can't think of any client where there hasn't been emotion at some level (R8)</i></p>
<p>2. Emotions are connected to sustainability, motivation, engagement, resilience, trust, etc</p>	<p><i>Key emotions, fear and uncertainty. Key role this plays in workplace can't be denied (R9)</i> <i>Big part of what makes work fun and enjoyable...it's almost like the life force...it's why businesses are so interested in motivation and engagement, isn't it (R7)</i></p>
<p>3. People have varying levels of comfort with, and openness to, emotions</p>	<p><i>Some people are resistant to thinking about emotions (R5)</i> <i>So the only emotion that's allowed at work is anger and then that's got to be controlled anger (R3)</i></p>
<p>4. Emotions give us important information or data, to be curious about</p>	<p><i>Being curious about emotions, if I'm more open to data from my emotions or intuition, they're the levels that my conscious can't grasp, I'm better informed (R4)</i> <i>They give us a lot of information (R1)</i></p>
<p>5. Emotions are part of building and sustaining relationships</p>	<p><i>The oil of the relationship is the emotion (R2)</i> <i>have to work with senior people so relationships built on emotions (R9)</i></p>
<p>6. Emotions are connected with learning and the change process</p>	<p><i>Connected with learning and change and for me that's what coaching is about (R1)</i> <i>I talk in terms of a systems check sometimes, change curve or response to situation (R4)</i></p>
<p>7. Negative consequences of not dealing with emotions</p>	<p><i>I think culturally, we have narrowed the 'okay' range of emotions. They all have their place, that's why we have them but when we fix them or hold onto one or another then there's problems (R4)</i> <i>The inability or unwillingness to express emotions at work manifests itself in many different ways, one of the biggest challenges, emotions manifests itself through resistance (R3)</i></p>

Discussion of coaches' thinking about emotions

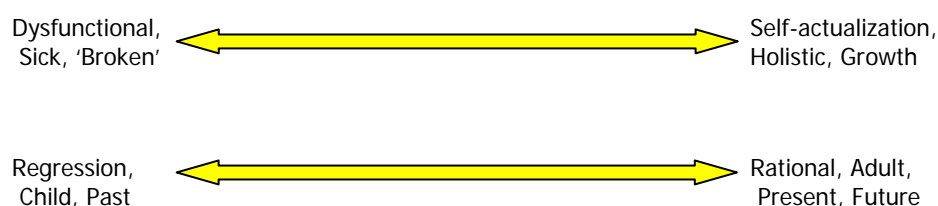
The first category was raised unanimously by all coaches, and the second one by nearly all coaches. Although coaches unanimously appear to agree that emotions are important and are essential to leadership, motivation, thinking and so on, this did not

automatically translate to them engaging with emotions to a large extent, like coach R2 does (in footnote 18). Again, I suspect this comes back to coaching purpose and comfort with emotions. Indeed, the coaches who seem to be more comfortable with emotions also stated more ‘facts’ about emotions and these appeared to come from their experience as well as from an intellectual perspective (Appendix 6, in pink)³⁹. In summary, talking *about* emotions is not the same as experiencing or engaging with them⁴⁰.

5.4 – How coaches distinguish between coaching and therapy

During the interviews with the participants, it became evident that not only did people have different views about the difference between therapy and coaching, but they also had varied views about what therapy actually involves. Figure 1 shows two main continuums that are relevant to how the coaches view therapy.

Figure 1: Two different perspectives of therapy in relation to emotions



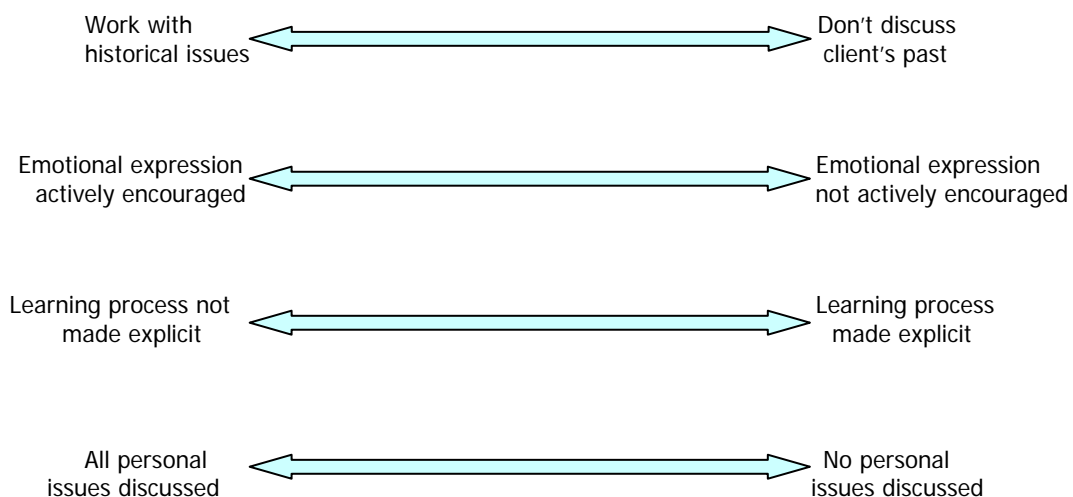
Some coaches' perceptions of 'therapy' emphasize the left-hand side of the two continuums in Figure 1 while others view therapy more broadly in terms of both sides of the continuums. The data from the participants and their views from working with other coaches and managers, suggests that for some coaches (and managers), emotions are synonymous with the left-hand side perspective of therapy. In some cases, a person's perspective of therapy can influence their views of coaching and consequently, of the place of emotions in the coaching process.

Connected to these findings, Figure 2 shows how coaches describe their coaching in relation to four main themes concerning emotions. This diagram was created out of the analysis of the interview transcripts and not directly from asking the participants where they would place themselves on the continuums.

³⁹ Ironically, Rs said the following: *'I think people use the word 'feeling' but distance, use 'I feel that...' or 'I feel it is...' as a way of distancing & most people don't recognize that as a distancing technique. And somebody can say, oh yes, I work with feelings'*.

⁴⁰ This connects with the participant who believes that all coaches should have the *experience* of doing personal work (Appendix 8, in blue). It also resonates with a finding in Cox & Bachkirova (2007) where they discuss a low level of consistency between how coaches view the role of emotion and what they do in their role as coaches. Perhaps this is also showing the difference between how people think compared with what they do in their roles which would bring in comfort levels, as well as their coaching purpose.

Figure 2: Four different perspectives of coaching in relation to emotions



Each of the coaches interviewed worked at different ends of the above continuums and, in some cases; their coaching favored the right-hand sides of the continuums. For other coaches, their coaching seemed to cover more ranges on both sides of most continuums. Again, like the therapy definition issue, the coaches had varied perspectives.

Discussion of coaching and therapy distinctions

This distinction is continually being discussed and written about and I do not intend to review this topic in detail. However I can interpret the results from the interviews to perhaps add a couple of important perspectives into the debate. Firstly, it seems important to place coaching *and* therapy in their historical context. Coaching used to have a more remedial emphasis compared to recent trends. It used to be a professional embarrassment and a sign that the person had problems but now coaching is a signal that an executive is on a fast track (Kets de Vries, Krotov & Florent-Treacy, 2007). Similarly, as one of the participants added, Gestalt was initially a personal development approach rather than therapy for dysfunctional people⁴¹. The historical contexts of therapy and coaching are, to some extent, still influencing current views. Secondly, how people define therapy and coaching seems important in how emotions are viewed. Two of the participants commented that when they have demonstrated coaching, students or managers protested that the work was therapeutic or therapy when the coach discussed emotions with the 'client'. What does therapeutic mean? Does it refer to everything that is emotional, for some people? Do some coaches not engage with emotions, even in some of the simple ways already discussed, because

⁴¹ The participant also said that, in some ways, 'We're back now, coaching has taken over, personal growth groups are gone. So what we used to do around self-actualization and personal growth is now coaching. It's the acceptable face of that'.

they think they would be doing therapy and are scared⁴²? It would be fair to say that there are many coaches (and managers) who would see the left-hand side of the continuum in Figure 2 as 'therapy', and it's true that therapy does include these features. From the results, I would suspect that some of the coaches would place themselves nearer to the left-hand side on some of the continuums,⁴³ and others, very much to the right.

5.6 – Ideal scenario for coaches, coaching field and organizations

The final question asked of the participants explored their views about what aspect related to emotions they would like improved. Appendix 10 shows their responses. The most unanimous response by all participants was related to wanting more acceptance and inclusion of emotions. This was linked to the next most frequent theme which was less judgment of emotions, and these match the level of importance that all the participants had given emotions in Table 3. The following are some examples of what they said:

That we would see emotions as the bedrock of our rational decisions (R2)

That people were given support to express their emotions in a healthy way (R3)

Less judgment around mental health issues and emotions that go with that (R1)

Another theme that was raised by three coaches was their view that coaches needed to have some kind of psychological training⁴⁴. One of the coaches was an internal coach who mentioned this in connection with her organization's new assessment process for coaches. She also believed that coaches needed some education around the change process because that was what they were paying coaches for.

Discussion of coaches' ideal scenarios

The main message from the coaches was about people's emotions not being judged negatively and a general desire for emotions to be treated more 'normally' and with less stigma, fear or discomfort. The issue was raised of whether coaches need psychological training or knowledge. This also links to the coaching field's debate about whether coaches should stay away from psychology or whether they need psychological skills and sensitivities?

Schoular (2009) expressed surprise that one of the findings of the Harvard Business Review survey⁴⁵ on coaching was that coaches, and even some who were psychologists, ranked being a psychologist as second last on a list of possible credentials. In her experience as a trainer of coaches, she believed it was one of the most important factors in successful coaching. This is from a coach's perspective but,

⁴² There were some references to discomfort and fear around emotions during the interviews (in coaches and in their experience with other coaches and managers).

⁴³ These coaches would say that their coaching has a work focus and develops their clients in ways that impact work.

⁴⁴ Only one of these three are trained psychologists. The other two had had expensive therapy experiences.

⁴⁵ 71% of the coaches were from the United States and 18% from the United Kingdom. How much do cultural differences influence the survey results? As I said earlier, ICF and EMCC are global. In fact, ICF began in the US.

similarly, Wasylyshyn (2003) conducted research on executive coaching and found that the top two credentials and experience criteria for executives in choosing coaches were graduate training in psychology and experience and/or understanding of business. This finding is consistent with other researchers including Berglas (2002), who states that coaches can actually do harm if they are not able to detect psychological difficulties. Wasylyshyn elaborates by stressing that coaches who have not had training in psychology or a related behavioral science are less likely to be successful in helping an executive change a dysfunctional behavior. It is important to keep in mind that Wasylyshyn's research was conducted on her own coaching practice and she is an adjunct professor of clinical psychologist.

Grant (2009) says that the HBR survey respondents' views were that coaching is not about treating psychological problems like depression or anxiety. He goes on to say that academic research conducted at the University of Sydney shows that between 25% and 50% of people seeking coaching have 'clinically significant levels of anxiety, stress or depression' (p.32). Grant believes coaches should have some training in mental health issues so that they recognize when to refer clients to therapy. In a similar vein, Kilburg (2002) cited lack of expertise or interest in client's problems or issues, and underestimation of the severity of the client's problems or issues to failure or negative coaching outcomes.

Unsurprisingly, other articles (for example, North, 2008) include views that it is not necessary and that coaching can be a simple process to learn. A psychologist isn't necessarily 'good' with people and emotions⁴⁶ and some people with very little formal psychology training seem to work comfortably with emotions. So, do coaches need to be psychologists or, at least, have some psychological training?

The 'answer' seems to partly reside in asking what psychology training is needed for. Some reasons include recognizing serious issues; shifting dysfunctional behavior; and to help someone change. Again, this also links with what the coach's coaching purpose is and how deep the coach expects change to be⁴⁷. For others, it's about being informed, as one of the participants, R5, said: *'If we understand our whole self better, a coach would understand a person better in terms of being informed, the boundaries & really explores the boundaries of what's working, they might find out that they won't*

⁴⁶ This is partly based on the findings discussed earlier about the powerful and influential therapy experiences of some of the participants who are not psychologists. Many psychologists have not had therapy nor have much awareness of their own emotions. My experience has also taught me this many times. In addition, I have discussed several examples where author coaches have been doing psychological work but are not trained psychologists.

⁴⁷ Related to this point, a coach said, *'And I have discussions with some people who will say quite clearly, emotions have got nothing to do with what we're doing, it's just about behavior...I can see times that can be very counter-productive but they seem to get results, & at what cost, how long-term? This thing called 'results' is a very tricky one. At the moment CBT is really valued by the government...you can have this behavior for a while & then it can drop back, or another figure emerges, or that behavior wasn't the best one...so they haven't tapped any deeper wisdom in themselves'*. Another coach stressed the importance of getting to the root cause of issues, and not just symptoms.

work with emotions very explicitly. And I've seen good examples of where people are often not even working with them but they still do good work as a coach'. This comment speaks to the question that has also been raised about whether it is necessary to consciously work with emotions, and that we don't know what we don't know, in any area.

Chapter 6 – Conclusions and recommendations

6.1 - General conclusions

Coming back to the initial questions that were described in chapter 2 within the limitations of this project, the following conclusions can be drawn from the results.

a) How do coaches engage with emotions in their clients and themselves?

The coaches interviewed used a variety of approaches to working with emotions including linking emotions, thinking and actions; empathy; the relationship; slowing down and focusing on bodily responses; and bringing their feelings into the conversation. They varied in their level of engagement with emotions, ranging from responding respectfully to what the client showed or expressed, to more actively spending time with their clients' emotions. Many of these approaches linked with literature on change and coaching effectiveness, and the question was raised as to what role the client plays in the success of coaching. More coaches who are not interested in emotions needed to be interviewed to obtain a fuller view of both ends of the spectrum.

b) How do coaches think about emotions?

All coaches stressed the importance of emotions and their link to areas like motivation, engagement, and behavior in general. The coaches' attitudes and beliefs about emotions did not always necessarily translate to the depth or breadth of work they engaged in with their clients. This raised the issue of coaches' comfort around emotions and their coaching purpose. It perhaps also raises the issue of intellectual 'knowing' and knowledge from experience.

c) What are the most important influences on the coaches' approach?

All coaches mentioned life experiences but it is not possible to find a cause-and-effect link between specific life experiences and their approach to emotions. However, the coaches who had experienced therapy and/or psychological training seemed to have more comfort and familiarity around emotions.

d) How do coaches view the boundary between coaching and therapy?

There were diverse views that seemed to cover specific dimensions: how much the coach worked with historical issues; how much emotional expression was actively worked with; how explicit the learning process was made; and whether personal issues were discussed. The coaches' approaches varied along continuums for each of these 4 areas. Integral to this issue was the way coaches defined 'coaching' and 'therapy' and how much of a boundary they drew between them.

e) Where would coaches like to see changes, related to emotions, within the coaching field and the organizations that they work in?

The most mentioned theme was that emotions not be judged negatively and be seen as a normal part of life. Perhaps connected to this was that some of the participants had a desire that coaches have psychological training or understanding. This raised the issue of whether psychology training or credentials is necessary for coaching work.

6.2 - Recommendations

Based on these conclusions are the following recommendations. These recommendations have relevance for coaches, their training, the coaching field and organizations, as one would expect for a work-based study.

- a) Given that the ICF and EMCC require coaches to work with emotions, coaching training (and manager-as-coach training) needs to include psychological and emotional topics such as empathy, body awareness, and relationship skills⁴⁸. The training would best include an evidence-based approach that gave rationales so that coaches (and managers) would be more educated and convinced about the merits of the different topics presented, in particular, to understand the connection between emotions (emotional intelligence) and engagement, motivation, resilience, leadership, and most relevant now, dealing with uncertainty and change, etc. The benefits of this training would hopefully assist coaches (and managers) to demystify their views about emotions, and to expand and deepen their approach and attitude towards emotions in connection to coaching and the workplace.
- b) Connected to the previous point, it would be beneficial for coaches to have guidance or training to assist them to articulate their coaching framework which would include their coaching purpose, and amongst many things, a conscious position around how they engage with emotions, and why. For some coaches, this research project allowed them to do just that in a small way, that is, to articulate or clarify aspects of their thinking and practice⁴⁹.
- c) For coaches, interested parties, and professional bodies involved in the emotions, therapy/coaching, and psychology/non-psychology training debates are the following recommendations:
 - More open and honest dialogue about emotion-related issues like gender dynamics, mental health issues, and levels of comfort around emotions.
 - To be vigilant about the use of 'binary' terms and debates such as 'therapy *or* coaching', 'strong emotions *or* no emotions', and 'suppression *or* free

⁴⁸ As has already been mentioned, this aligns with one of the recommendations in Cox and Bachkirova's research (2007). They also state that training in emotions is rare and that coaches need to think through their views, biases and limitations.

⁴⁹ Several coaches made comments to that effect.

expression of emotions'. These discussions would be even more productive if spectrums were explored more fully, rather than the tendency for all-or-nothing or one-truth positions.

- Connected to the previous point, if positions around these topics vary depending on coaches' comfort with emotions, experience with their own emotions, and how they define coaching, these aspects need to be included and talked about more explicitly.
- Confusion with different terms (like therapy, coaching, 'tap' emotions) would be minimized if clearer definitions were made. For example, the ICF competencies concerning emotions (in footnote 3) don't quite match their statement about coaching not being psychotherapy. There seem to be assumptions that these terms have the same meanings for all and this is not necessarily the case. This research topic was partially motivated from a need to define more clearly what 'working with' or 'engaging with' emotions means for different coaches. Along with this, it would be helpful if ICF could clarify the process of how one becomes competent at the emotion-related competencies they require.

6.3 - Identification of new directions for future research

- a) Based on the results and related discussion of the literature, there is a sense that 'experiential' psychological training, as well as intellectual training described above in a) and b), in coaching programs would help inclusion and less judgment of emotions in the workplace, and in coaching. The rationale would need to be clear and compelling, and positive links made between the *experience* of emotions, *comfort* in relation to emotions, and the *benefits* of working with emotions⁵⁰. More research needs to be done in this area in order to offer a convincing argument for experiential emotional learning, and the difference between knowing *intellectually* and knowing *from experience*.
- b) With reference to whether coaches need psychological qualifications, it would be helpful to clarify the circumstances when psychological expertise is needed, and whether it needs to come from a formal qualification, a short workshop, or an experiential event, for example, to identify mental health issues⁵¹, or work on deep behavioral change. More research needs to be done here to make a case.
- c) An interesting area for further research is around 'client factors', i.e., what aspects of the client contribute to successful coaching. This would have useful, and

⁵⁰ Patrick's MA thesis (2004) showed that through inquiry and more knowledge of their emotions, clients increased the awareness of their emotions and reported benefits and personal insights.

⁵¹ One of the participants mentioned Andrew Buckley whose research showed that coaches need to know a few signals to pick up mental health issues. She added that when given a little bit of training, they can become more confused.

potentially cost-effective, applications to the business world if, for example, having time and space to talk was one of the most important ingredients in why coaching worked. Further research is needed on what actually leads to change and successful outcomes in coaching.

- d) This particular project would be improved and built upon if clients were also interviewed to get their perspectives on what they see their coaches doing, whether their perspectives matched, and what was effective from their point of view. In particular, it would be helpful to have their perspective on what is important about the 'relationship' as this is still not clear to many researchers. Related to this is the need for more qualitative research as surveys do not allow a deeper or expanded explanation, and can keep the data at a surface level, like 'relationships' rather than what exactly is it about the relationship.
- e) Finally, continued research needs to make connections between emotions and engagement, motivation, resilience, managing uncertainty and change; and how to optimize these links.

6.4 - Reflections on learning

On reviewing my learning journal, there seems to be three main areas of learning. I have summarized the most important reflections in the following sections.

a) Learning about research

- I have learnt an enormous amount about research. One of the biggest learnings was about how 'subjective' research really is. Not only have I learnt about my potential biases and selectivity of literature, but I can clearly see the same when reading other researchers' work. From my perspective, I could see alternative explanations for several assertions Cox and Bachkirova made in their articles.
- Connected to this, I also learnt about the value of having more than one researcher and would be keen to team with others for future research endeavors. This would not only assist in getting multiple views of the data analysis, but would also provide an on-hand thinking partner to challenge and build on ideas.
- It was difficult, at times, to remain neutral especially when interviewing people I had met before or acquaintances. The challenge was twofold: during the interviews, and also in interpreting the data. I have attempted to override the 'personal' side but appreciate the constant vigilance involved. Again, it helped to be aware of what my biases and assumptions were, and where I was truly open to their views.
- I think I tried to do too much with this project. I recall reading about this very warning early on in the process, that is, that novice researchers do too much rather than focus on a smaller area. I initially had simplified the scope of the project but

sometimes I think not enough. It's hard to see from the outset, and as a novice, how more complex the project and analysis will become⁵².

- I also learnt that I enjoy doing research and want to do more as a natural course of my work as an executive coach. It has helped me to be more discerning about what I read, as mentioned earlier, and adds weight and credibility to my thinking and models.

b) Learning about emotions and coaching

- This process has helped me realize that I have not fully embraced my comfort, or capitalized on my expertise to work with emotions. I am refining my contracting process and my coaching framework, and continuing to reflect more on how I work with emotions and my boundaries. I am still readdressing the balance from having been a therapist and 'leaving' that behind when I became a coach and consultant.
- I have become fascinated with research in psychotherapy and how people change, and am open to finding out more about the change process. This will continue to evolve my coaching framework and how I make explicit my way of working. My coaching framework is around change and learning, and this interest was sparked during the i-coach program when I elected to do an assignment on Self-Organized Learning.
- I have become re-interested in focusing on the body. Ironically, I trained as a Somatic (body-oriented) Psychotherapist many years ago but when I first entered the business world as a consultant and coach, I was so frightened of doing therapy that I also dismissed the five years of training I had done in this area. I am thinking about how to include this more in my contracting and in giving clients some of the evidence I have come across in doing this project as a rationale for attention to the body.

c) Learning about myself

- Many people, including myself, have such diverse perspectives on issues and topics, but act as if they have the truth. This process reconfirmed to me the importance of getting to the underlying assumptions and beliefs when discussing important and complex issues. Otherwise, conversations stay at the more simple level rather than engage with the complexities underneath. This has relevance to all aspects of my life and, unsurprisingly, connects with my ontological perspectives mentioned in chapter 3.
- I had the experience of being interviewed for someone else's research and found the set-up 'sloppy' including seeing my initials on the findings that the person sent

⁵² An associated regret I have is that the material the coaches gave me was very rich and I feel that I haven't been able to convey the richness and nuances of some of the things they said.

to me (that has been sent to others). I also perceived the interviewer as being very subjective in how they related to me during the interview. This has confirmed to me my values and ethics around confidentiality, trust, boundaries, and the relationship. These things matter in most situations, not just coaching or therapy.

- This kind of research that is qualitative and based on interviews, rather than experiments as in my psychology training, has been quite a challenge for my personality as I have had a history of being someone who struggled with finding my inner convictions for what I believed. I have had to reach conclusions and make recommendations on, what some would judge as, not rigorous enough research. It has pushed me to stand by what I think and rethink what reality or 'truth' is, as I mentioned in a previous point.
- Related to previous points, I think I tried to cover too much breadth in this project and may have missed out on some depth. I don't think I trusted that I would have enough data to work with for my research and this may have played out in the scope of the project. On the other hand, I went into this project with a very open agenda and wanted to explore what coaches did and thought, and didn't want to restrict myself to a too narrow enquiry.

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Appendix 1: Methodology Considerations

Building blocks of research	My position	Comments
<p><u>Ontology</u> What's there to know and what can be researched?</p>	<p>Constructivism, Relativism</p>	<p>For most of my working life, I have been interested in ideas, meaning and the inner world to understand why people act as they do.</p>
<p><u>Epistemology</u> What and how can we know?</p>	<p>Interpretism, Phenomenological</p>	<ul style="list-style-type: none"> • Respect differences between people • Need to grasp the subtle meaning of social actions • Focus on unique aspects (Gray, 2004)
<p><u>Methodology</u> How can we go about getting that knowledge?</p>	<p>Qualitative Grounded theory Case study</p>	<ul style="list-style-type: none"> • Small samples • Individuals • In-depth • Inductive hypotheses • Reliability from confirmation
<p><u>Data Collection</u> Which precise procedure can we use to acquire it?</p>	<p>Case Study Semi-structured interviews</p>	<p>With semi-structured interviews, research questions can't be totally formulated in advance. I want a balance between structure (there are some questions I want responses to) and flexibility (I want to explore and probe areas that interviewees raise). I particularly want to explore attitudes, motivations, assumptions, and meanings.</p>

Adapted from Grix (2004, p.66) and Gray (2004, p.16)

Appendix 2: Participant characteristics

	Number of coaches	Gender	Directors of Coaching schools	Psychologists
Cognitive-Behavioral Coaching	1	female		1
Therapeutically-informed Coaching , for example, Gestalt, NLP, or Somatic-(Body-) Oriented Therapy	2	male	1	
Psychoanalytically-informed Coaching , including Systems-Psychodynamic and Role Consultation	1	female		
Client-Centered Coaching	1	male		
Philosophically-informed Coaching – Existentialism or Ontological	2	females	1	
High Performance Coaching	1	male		
Transactional Analysis	1	female		1
TOTALS	9 coaches	5 females 4 males	2 coaching school directors	2 psychologists

Appendix 3: Interview questions

1. What's your approach to engaging with emotions in your clients?
2. What's your approach to engaging with your own emotions as a coach?
3. What do you think are the main influences on your approach? (to emotions)
 - Your comfort with emotions
 - Professional training
 - Code of Ethics
 - UK culture
 - Other influences
4. What would you say are your main beliefs, assumptions, or premises regarding emotions?
 - Their influence at work
 - Emotions are...
 - Emotions should...
 - People's ability to deal with emotions
5. How would you describe the boundary between coaching and therapy in relation to emotions?
6. Regarding emotions, what is the ideal scenario for you as a coach in relation to the coaching field and organizations? ('If you had a magic wand..?')

The following 3 questions were added to the interview transcript and asked to be completed when the interview transcript was sent to the participants after their interviews:

Number of years working as an executive coach:

How you'd describe your approach (succinctly):

Coaching - relevant training:

Appendix 4: Setting up of the interview - script

- the time boundary of 1 hour
- confidentiality – no names or easily identifiable features reported
- 6 set questions and encouragement to raise related topics not asked, my interest in their views and opinions and having very few preconceived ideas
- recording of interview only heard and transcribed by me
- my notes only seen by me and filed securely
- they will be receiving a type transcript of the interview for them to edit, change or add to so that it is a document they are comfortable with
- confirming their permission to use notes for my Masters thesis and articles
- Definition of emotions for purpose of interview: includes emotions, moods and feelings, and are subjective feeling states that are conscious or unconscious

Appendix 5: Follow-up email accompanying interview transcript

Hi participant

Thank you again for giving me time for our interview about 2 weeks ago. I really appreciated it and as I've been typing it up, finding it very interesting all over again. Sorry for the delay but I have been travelling again, so it's taken some time.

Could you please note the following:

1. Can you fill in the 3 questions at the beginning about how long you've worked as a coach, a quick description of your approach (can be 2 words), and any relevant training you've done. This is all just in case this is relevant to my research in ways I haven't thought about yet.
2. Can you check the transcript so that you're happy that it represents what you think. I captured most words but sometimes had trouble understanding/hearing the tape – I put dots in those spots. In a few cases, you might notice that the word I used is not a word you'd use and maybe I heard wrongly. Please add in, delete or edit in any way so that you feel very comfortable with the whole transcript.
3. In most cases, I put in my questions or clarification inputs that I said in our interview and these are in brackets.

In terms of a deadline, if I give you until the 13th March, does that work? I can give you longer but maybe come back to me if you need it. It's hard to tell where I'll be at in terms of finishing all the interviews, and needing to work through the transcripts more thoroughly.

Best wishes

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**Appendix 6: Questions 1 & 2 – Your approach to engaging with emotions in your clients/your own emotions
as a coach (R1 to R4)**

APPROACHES	R1 Exist, Sol, reflective	R2 Gestalt, work in present	R3 TA	R4 Somatic, Gestalt, Cog.
General approach to coaching/model	<i>For me, it isn't a technique... But a way of being with a client is really what I'm working with in terms of responding to an emotion; in exploratory phase of my coaching & in that context I'm really trying to get them to notice & be far more aware of the different levels of issue that they're presenting & emotions play a big part of that.</i>	<i>It's like a fish in water; I believe that the best learning comes from when we're struggling in a hardship situation which, of course, produces anxiety & uncertainty so where else would you work?; it depends on the client, but with my clients who are more accessible with emotions, the bulk of it. So 80% would be coming back to inner reaction; My job is always to increase awareness...; And because I'm prepared in a coaching context, that (strong emotion) doesn't happen...my job is to be of service to my coachee.</i>	<i>My starting point if I work with a model called 'Doors to Communication' so what I'm paying attention to is what somebody's contact door is. So am I hearing language that tells me that they're more comfortable with thinking than feeling...or are they more comfortable with action, & thoughts & feelings come further down the list of priorities? That's my starting point; Because I'm working with TA, if the person cannot cathect the adult state then I can't work with them.</i>	<i>Often their experiences of working with emotions is limited; curiosity informs the whole process. Especially around emotions, it's really useful; When I'm engaged with this work, it's almost like we are gathered here today to engage fully & authentically with the work; it's mostly developmental coaching, transformational coaching & it's not always that but that's where I tend to go...if I attend to the whole person in this space against these gently-held outcomes; People have driven at times in too narrow a way. Many coaches have done this for some sort of outcome & not then catered to the broader ecology of that person, or the organisation, that relationship...; and if something comes up, I trust that, for the most part, that it's in the service of the work we're doing.</i>
Contracting	<i>I've reflected on multiple contracting & chemistry sessions, what has made the difference in terms of why do some clients feel more safe & less anxious, it's connected to some things like their experience of coaching...counselling, their comfort with self-insight but it can also be things like information...to support the client to make explicit that emotion & then providing data to make them feel more comfortable.</i>		<i>Mostly when I'm contracting with clients, I'm contracting to share models with them because it's part of the ethics of using TA in the work that we do, is that we don't use TA 'on' the client, we use it 'with' the client.</i>	<i>I would explicitly contract with them that the work we do is likely to engage emotions, that we work with the whole experience. And particularly there'll be a cognitive, intellectual experience...but that a lot of that is informed by a somatic experience – patterns, dynamics & emotions they've developed over many years...and they get it; my sense is a significant part is setting up that frame, that contract; there's an issue around contracting</i>

				<i>with the organisation of course...that stuff should remain confidential; I will explicitly contract around...work in the relationship in the moment so if I'm starting to respond in a certain way, if I'm getting bored...</i>
Importance of the relationship		<i>Simply in the rapport building, I am watching, listening all the time to how they're feeling & what they're looking like & how they're expressing themselves, their level of comfort & anxiety; And I allow myself to use the word sympathetically rather than empathetically...I find sympathetically has more of a sense, at times, of 'I'm giving more of myself'.</i>		<i>One of my suppositions is that we are a system, co-create this work in the relationship so I'll have responses & sensations to things they say...; what I seek to develop in my clients is very strong rapport & what often happens in that space is...more spaces in the course of either a session or program, this will be profitable; the quality of work is about the quality of the relationship & a level of connection & allowing space for. And I think amazing things can shift there, stacks of evidence to suggest that whatever your school, whatever your technique, those fundamental things & having good intentions towards your client, respectfully, assuming potential & ability to deal with things rather than they're 'broken'.</i>
Slow down, use silence, stillness	<i>If it's something like crying & it is in response to some reflection or insight...my likely response is to sit with it, & to respond empathetically, to be silent, to hold the space. If appropriate, I may even reach out...I might touch the person or hold their hand.</i>	<i>I did recall a woman who started to cry & I just waited, not in a way to suppress it, but I just waited to see what else would happen without encouraging it; we'll sit for a few moments, & we'll see what happens...I know something will change...if we hang in there for a bit, it will move.</i>	<i>It depends on the emotion. If somebody was very tearful, then I would comment on tearfulness & I would say to them 'just take as long as you need in order to gather yourself'.</i>	<i>There's something about pace where I will often slow down the process with my clients. Have 2 brains...so I will often sit with & allow silences so that whatever new data, feelings or emotions have a chance to fully form. And what I notice as I do that, when I pause, is that their views do change, I notice skin colour changes, there might be nodding during the process.</i>
Ask about how client feels		<i>Ask just simply 'how do you feel about such & such?'; 'How do you feel about that? Are you comfortable with it, or</i>	<i>'So if you were looking at this situation from the other person's perspective, what do you think they</i>	

		<i>does that make you anxious, or do you feel strong?'</i>	<i>might be feeling? What might that tell us about what's going on for you?'</i>	
Acknowledge the emotion	<i>Drawing on my own emotional & my own analytical interpretation of what they're presenting & then playing that back to them...I don't play it back to them on all occasions...sometimes emotions different based on where you are in the coaching journey; some emotions which may appear in the chemistry session e.g., anxiety, concern, confusion whereby providing structure, information in the way to work with that kind of emotion; because a lot of my work has evolved from an Existential perspective...more focused on wanting to play back to that individual client their way of being & seeing it as quite a unique way of being; help them to identify what for them is the real emotion vs. maybe a projection, or a reaction is an important part of working with emotions for me.</i>	<i>I teach all my students just to simply name the emotion, put a name to it, & that's enough. 'Oh, so you're sad, or you're irritated...tell me more' but just naming is our good old Gestalt stuff, is bringing it into awareness is in of itself a powerful process; I want to normalise the emotion so it becomes part of the natural ebb & flow; That's something where I disagree & come up against this a lot. I won't necessarily reflect back what the client says. I will reflect back an emotive exaggeration of it...I'd raise the energy...my job is always to increase awareness so I will do whatever I can to make it more & will very often exaggerate what the client has said, to check if they're underplaying.</i>	<i>I would validate the emotion by saying 'I can hear your anger' or 'I can see your sadness' & careful not to give them permission to stay in that emotion because I want to get them to look at the whole situation through another lens...</i>	<i>There might be someone frustrated, seems to me they're angry or fearful or perplexed around that, I might well feed that back to them. So, at its simplest, I have a feedback loop & I will notice it myself & that will inform & say, 'you appear to be x'; ...so there's possibly an amplifying effect of that if I feel at some level there's some denial of that or way they feel about something; I rarely do hands on unless it's a very trusting relationship & the hand is likely to be a touch on the shoulder or arm, but with a lot of trust & if it's appropriate.</i>
Ask or give feedback about client's awareness of body	<i>I'll often ask people to share what they are physically feeling...a lot of homework, for want of a better word, is paying attention to physiology of emotion.</i>	<i>I will access feelings through body language – 'You look tight' or 'You look very relaxed'; 'Where do you experience that in your body? What does it feel like?'</i>	<i>'As I look at you, 'you look sad' or 'your eyes seem to have filled up & I'm wondering what you want to do with this?' So there is a kind of dancing in the moment, paying attention to what's happening with the client phenomenologically. And inviting them into expression of those emotions; 'I noticed you put your hand over your mouth'.</i>	<i>Being aware of my somatic responses, their somatic responses, everything from how they hold themselves, speak about that, posture, I don't do hands on.</i>
Bring in coach's feelings	<i>But what my clients report is that they don't notice the change...a number of my clients will say that I come across as being consistent. They can't read me. So even if I'm have a strong emotion...I'm managing it to the point where it's not playing out in the client's space...that can sometimes be challenging for the client... particularly if it's a client who's very other-focused.</i>	<i>I think one of the things I do is that I can run a commentary of my emotional awareness, it's like Perl's thing 'now I'm aware of ' and the funny thing is that exercise actually takes you aware from your emotions. Because now I am aware of feeling sad, then you're not in the sadness, you're aware of it. And it's almost like a meta position, so in a sense I have almost a meta-observer of myself. It's quite interesting talking about that</i>	<i>Sometimes it's in the form of feedback... 'I'm noticing that I'm feeling really angry right now' or 'as I'm listening to your story, I'm noticing that I feel quite sad'. Or I might be feeling uneasy if I am I declare it e.g. 'I'm noticing that I feel xxx right now and I am wondering what that might tell us about your situation'</i>	<i>So I'll have responses & sensations to things they say & I'll check out that it's not to do with me but in many cases I'll voice them – 'As you talk about that... I think I'd be really frustrated or actually I'd be really angry & I imagine that you might feel similar'; I will share my emotions around the effects of the things that they're saying to people is having on me; I might say 'I'm losing my energy as you're talking</i>

		<i>actually because there is a real skill in switching between being a meta-observer and commentator on my own process and being in it. I will use, as a way of technique I try and teach, I say, 'I notice I am feeling...' That's exactly what I would say. So it's like I'm observing myself in the relationship.</i>		<i>about that'...; I'd say to clients 'I need to pause & be here with you'.; if appropriate, say it. 'I'm working hard here'; very rare that don't talk about feelings in business. If I notice than I'll say it...sometimes I get tired...& I check that out is that because I'm tired or is that something else is going on...then sometimes I get excited, so I manage that & slow myself down...</i>
Coach's awareness of their own body & emotions	<i>There's something about my whole way of life is noticing & paying attention to my level of energy, to my level of connection, my physiology, & then when I'm with a client I'm drawing on that...consistent process...maybe I'm looking for the outliers but I have a base against which I'm reflecting on it...; it's something that's been an increasingly important part of my life...as a coach, for me it's a holistic piece. It's part of my identity & so it's part of the way I engage 24/7.</i>	<i>I suspect that I'm probably more of an extreme of this compared to most coaches; I'm always tracking my emotional response & I track it on an emotional level & on a physical, somatic level. I'm constantly noticing how I feel & observing myself...ongoing self-commentary...curious about my own emotional reaction especially if it seems at odds with the client; That doesn't happen when I'm coaching (strong emotion). When I have a strong emotion it's because I'm caught up in some way...I'm preparing myself so that my emotions are of service to my coachee.</i>	<i>It's about noticing what's going on for me & what's relevant to share or directly communicate to the client; By what I'm experiencing somatically, for example, tightness in my throat. Or I might be feeling uneasy if I am I declare it e.g. 'I'm noticing that I feel xxx right now and I am wondering what that might tell us about your situation'</i>	<i>So I'll have responses & sensations to things they say & I'll check out that it's not to do with me but in many cases I'll voice them; Being aware of my somatic responses...; being here/modelling how to stay with emotion. Take a breath, notice my breathing, tensions release...; Regularly check in with myself...notice posture, voice rate, how hard I'm working, breathing &, if appropriate, say it. 'I'm working hard here'; Curious place – I have responses & can choose to engage choices about my anger, etc & very rare that don't get swamped.</i>
Metaphors		<i>A metaphor that will have an emotive component to it.</i>	<i>Sometimes I use metaphor as a safe way of helping the client to access feelings.</i>	
Historical work		<i>I access someone's historical world as a reference for the present, not, as I used to do in therapy, to heal the historical event...I'm bringing the insight into the present, not the emotion or just a little bit of it</i>	<i>If I can't get them to go back into the adult state, I can't continue to work with them because they're not in the here-and-now, in my language. They're playing either parental or child contaminations and my experience is that people can usually cathect their adult ego state fairly quickly.</i>	<i>I go back into a person's history...I think as a coach I'm very comfortable, more comfortable moving into those areas; verbally invite them to consider where else this might be familiar & they'll say...my relationship with my parents...so I will go there... I might just say conversationally, give me a flavour of an interaction you might have from their personal life that has an echo with what's happening now...</i>

Drawing		<i>Using drawings or objects or fantasies.</i>		
Therapeutic techniques		<i>Good old Gestalt stuff, getting people to exaggerate; role play – Two chair stuff of course but embodying that of another person; I work a lot with polarities & playing with emotions at the same time.</i>		<i>In terms of techniques I rarely but sometimes do version of 2-chair work. Over the years I've tended to do less of that; I learnt techniques so long ago, I've forgotten what they are...; I work a lot around impact, gravitas & presence & sometimes if that's part of the brief; how they enter a room...get them to come into the room, we'll do voice work...</i>
Linked with thinking &/or actions	<i>If it's in the exploration phase, I would use that data to help us to identify why has that been such a strong emotion, what has triggered it? And to explore that.</i>	<i>And what I do in various ways is the internal self-talk...internal critic dialogue. So they have to embody the other polarity/part & it's crucial that it's physical, so physical feelings & emotional feelings; I'm encouraging the sense of 'okay, let's be in that emotional place & what do you need to understand, to learn from that. And how does that sadness inform what you need to be doing next?'</i>	<i>And I don't work with feelings in isolation. I work with them in connection with...thinking & doing...in order to support the client to move on, we've actually got to work through those 3 things; if somebody is angry, I will say to them 'what do you need to do to release this anger?' 'You look sad at the moment & I'm wondering what you need to do to release that sadness & ...how this might be getting in the way of us working together?'; Depending on what the situation is – if it was emotion in relation to somebody else, I would invite them to step into the other person's shoes.</i>	<i>Take your pick, NLP, CBT stuff, how they're constructing their thoughts & what's underpinning that.</i>
Educating client	<i>Helping people to understand what a learning transition looks like & helping them to get perspective on what are the emotions associated with change in a learning transition, or change process.</i>	<i>Can we emphasise that...distancing thing, I think people use the word 'feeling' but distance, use 'I feel that...' or 'I feel it is...' as a way of distancing & most people don't recognise that as a distancing technique. And somebody can say, oh yes, I work with feelings; It's an important distinction, talking about feelings rather than experiencing the feeling...it's about the experience, & of course to keep it about experience, that brings you into the present; I think what I try and teach is, the word curiosity is</i>	<i>Because the Doors to Communication model...is a TA model, I would tend to share the model with the client & say to them, 'in order for you to make a shift you actually do need to address these 3 areas in your life'; I'll be using it with the client & part of the deal is I teach the models. And we use models in order to explore what's going on; what I'm intending to do is model to the client how to express emotions without; I can express anger without being angry. I can express sadness without bursting</i>	<i>I normalise, norming that that's part of the human experience & you're not feeling mad, so people feel affirmed and not 'mad'. I seek to affirm; a couple of my clients have asked who are so into coaching, they want to be coaches, non-execs & coaches, so they're keen to know what I'm doing & I become more self-aware. Sometimes, I'll just say, this is a NLP approach, this is a Gestalt approach or this is a bodywork approach; I genuinely believe & say</i>

		<i>important because it's not loaded, it's again a way of normalising.</i>	<i>into tears.</i>	<i>to myself & them at times, there's nothing broken here or the things you're striving & want to achieve further are very probable...</i>
Male/female difference	<i>I don't think it's about men & women for me...it's about client characteristics...some clients who are less comfortable with emotion...in the exploration phase...a limit to the degree of challenge I will use on an emotional level until they feel more comfortable & there is more trust. Whereas with someone who is more comfortable with emotion...use that far quicker & I might be more expressive in the way that I might reach out to them if they were in tears or something like that.</i>	<i>Women have more access to their emotions generally so you can move in a much wider spectrum and much more quickly; probably with those clients that are more emotionally aware, we can spend more time there, & in my experience, make more progress. With those that are more cognitively focused, or more anxious about emotions, it's just a matter of moving very carefully;</i>	<i>No not at all (work differently with men and woman). I know that some people do...I think women, in my experience, tend to access emotions more quickly; I think that both sexes substitute one emotion for another. So men, in my experience, tend to substitute anger for sadness. And women often substitute tiredness for sadness.</i>	<i>I recognise that women seem more able & comfortable to spend time in that area & when can be more open, then the results are the same.</i>
Supervision	<i>It's a vehicle for venting, & for exploring the things that I may not be noticing in my own emotional space. And it's also affirming.</i>	<i>Of course, it's like everything else, how else could you not do supervision without emotion...usually I'm bringing the client because I feel uncomfortable, there's something not right, I'm feeling anxious.</i>	<i>And then there's other emotions, you know, if something comes up for me that's really not to do with the here-and-now, or with the client relationship, but it's touching something in me which then it needs to go to supervision.</i>	<i>I seek out supervision. I make a point of seeking it out to talk out issues. Typically, there's a debate about this at the moment...we often go to the stickier clients whereas it might well be that the one you're doing super work with might...</i>
Interesting points		<i>Compared to a lot of coaches, very few of my clients cry; I find other ways of entering in at a lighter level so we don't go into it; I pride myself on having someone close to tears & laughing the next, & angry the next; some people are afraid to go there because they don't know what to do once they get there... my Gestalt background...you don't have to DO something; the funny thing is that exercise actually takes you away from your emotions. Because now I am aware of feeling sad, then you're not in the sadness, you're aware of it...there is a real skill in switching between being a meta-observer & commentator on my own process & being in it; I've got this skill... it's not so much control, I know how to turn</i>		<i>I'm seeing a woman soon with existential issues around the coping mechanisms, defense mechanisms she's put in place all her life to manage...& so we work with that...at quite a deep level. She's getting great feedback at work because the things we've attended to are shifting. Sometimes they (coaches) say they only work in (no emotions), but they have a way about them, they're naturally empathic, they have a twinkle in the eye as they're doing it. It's like why people think that they're successful. There's a lot of mythology about that...I think I'm successful because I set very clear goals & I drive them, while actually I pay attention, you listen</i>

		<i>the volume up & down.</i>		<i>really well... the other stuff they do, you're successful despite the fact you keep pushing me on.</i>
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Question 1 & 2 – Your approach to engaging with emotions in your clients/your own emotions as a coach (R5 to R9)

APPROACHES	R5 CBT, Gestalt	R6 career/talent	R7 Systems-psychodynamic	R8 Cl-ctrd, positive, creative, direct	R9 Existential
General approach	<i>One of the approaches that does inform me is the Gestalt approach... I do believe it's about holism & working with the whole person; the other framework that strongly informs me is CBT. And I see the two as complementary; Both of them look at the whole person. It's just one is very logical & process-orientated & the other looks at the whole person from a 'being' perspective & is more experiential; I often work with clients going through phases of transition & I often find that they will cry as part of their coaching in the work we do together – at some point.</i>	<i>The question I've got is, in what context are these emotions exhibited?; my coaching sessions tend to be part of a program & part of a process; I'm not saying emotions don't happen but I try & avoid the expectation of emotions as part of the coaching environment; I don't do remedial work. I'm always doing high-po (high performance) work; I won't also particularly lead it to a conclusion...in fact...in my experience, & I don't have a lot...is they're desperately apologising to get through the emotions as quickly as they possibly can.</i>	<i>My approach to coaching starts with the goal...and my experience is that nearly all the goals or the areas clients want to work on touch on emotions anyway. Most...come with a variation of how do I have more impact at work, how do I work more successfully in a complex, global organisation or environment, how do I increase my confidence, how can I get more out of my team, how can I make my organisation more effective or efficient? Because of my mental models & paradigms, all of those things touch on emotions almost straight away; it's very exploratory...I've seen coaches who ask more contrived questions...but I don't tend to do that.</i>	<i>It's not an independent issue. I see it as part of dealing with the whole person that you're with. Because I'm very comfortable being with them, if emotion comes into the thing then that's absolutely fine; I can't think of a client where there hasn't been emotion at some level; what I get a lot back in feedback is 'lightness of touch'. That's what comes back to me...&, at the same time, how provocative I can be with that lightness...it's dancing in the moment. Where are they? How are they feeling? Is it worthwhile going down that place into that space, going back? Or is it actually, no, I think their energy is going in this way. Let's simply contain that...</i>	<i>Evolving...more comfortable to use 'think' language. October 06 did EI course & need to open up. Gave me insight – important. Not comfortable/skilled enough with strong emotions to delve & make use of vs. hold/recognise/make sense of in next session or later.</i>
Contracting	<i>If there's a pattern I'm seeing, I'll raise it if it comes again. 'Is this something you want to work on?' 'Or is this something you want to find somebody to work on with' because it's something there but it might not be the remit of our coaching work; It's in my</i>	<i>In my work, I'm not creating that environment so emotions are not anticipated, they're not part of the process & they're important signals for things that may not have been discussed, contracted for or are part of the coaching plan that I have in my head, the coaching contract; I instantly go</i>	<i>It's really about the entry point & all my clients turn up with a work issue, something that is showing up in their work life & so...the goal all the way through has to have an impact on the work environment...of course, it will have an impact at home, on their broader relationships, & their</i>	<i>Now I wouldn't even be there. It wouldn't rise in my heart or my head that this is frustrating. Because I would be far more conscious of things like how close are we to fulfilling the contract we made here; it would be to check out where we were against the contract...how are we against</i>	

	<i>contract – if you find there's things you need to do some work on.</i>	<i>into a thought process of 'I haven't been given the full picture'. And the 2nd part of that thought process is '...has that been done purposely? What's going on here with the contracting? So I'll store that & I think I'm just applying a rational model, a deductive model; practical example...I'm getting the feeling he may have a serious 'lack of confidence issue. Now, he's on a high potential program...I've basically been trapped & my contract shifts from being 50/50 organisation & client, to 75 client to 25% organisation, sponsor. So, as a person's deeper, more emotional needs come up, I think my attention moves towards that person's needs away from what we might have been contracted to do this work for.</i>	<i>broader life, but the thing that we are explicitly contracting...not negotiable is that there is a work impact. And that has to be there. And if that's not there, we're not coaching & they can't be a client of mine...that doesn't mean that we don't get into all kinds of conversations about their parents, & their family, & their relationships, & the level of intimacy that they like or can tolerate, how much they express their emotions...all those kinds of things that you would be talking about in therapy as well.</i>	<i>what we agreed, with 20 minutes to go?; one is to question what merit there is in going down a particular route? And again I would use the contract, what we'd verbally agreed to work on in the session, to judge whether that question should be asked.</i>	
Importance of the relationship	<i>One of the ideas in my frame is that I do care for my clients...in caring for them, I think it's important to acknowledge what they bring even if it's not your remit to work with it so that they're aware that it's there & they can choose to do & do something about it or not.</i>	<i>I don't swear a lot but when I do, I do it to make a point, to connect. So I will try & use the right language...I'll use a lot more silence & I have lent across the table & given the person a hug, or just held their hand or something like that; they can like you to empathise with them & sometimes I can't get out of that place quick enough...I think it's okay to make those distinctions fairly fuzzy, to meet the person where they are, to acknowledge their emotions & feelings, to experience your own version of emotions & feelings & to acknowledge those; less clinical. And the other thing is because I try to be working with high-pos, &</i>	<i>If I haven't experienced it, & I don't understand, & I can't fully relate then the best thing I can do for you is to explain that I can't fully relate but I can see that you need to relate to somebody else. That's the best I can do for you because to not do that, just to dismiss part of who you are & what's going on for you, that's not right! Or, it's not right in my world.</i>	<i>If the coach does create that safe space & it is intimate & it is trusting & the coach is good at being present with their client, then it's going to happen to whatever level it's going to happen because people will be more authentic & when they are they will use cleaner thinking, cleaner language, sometimes they will be very bold & blatantly rude in their emotions about someone or something & actually the quality of what's going on will be enhanced by that, I feel; when I go into anybody's space...I have learnt...to be completely & utterly focused on them...being professional means giving all of yourself...</i>	<i>Recognise power – useful in noticing & establishing rapport; key: establish rapport & build evolving relationship.</i>

		<i>I want them to see me as their development partner. I want them to know that I'm with them, I'm on the journey with them, I'm doing that & I'm not not going to be myself.</i>			
Slow down, use silence, stillness		<i>The first thing I do is slow down. The second thing I do is act neutrally (in NLP language; I don't seek to mirror that emotion. So I'd probably go a little bit quieter & a little bit stiller, probably tune in...eye contact, slow it down. I use silence & that, I probably would use that in any emotional outburst.); And I'll probably slow my own voice down & my own breathing & say 'okay, let's breathe, okay, that's better, take our time'.</i>		<i>I recently tried to reflect back non-verbal behaviour of someone & got it wrong rather than normally I'd stay quite still...; If still, there's a better opportunity to be present & create safety & sense of presence required for a good coaching environment; Pace – when someone is emotional, the pace is to be still...slow it & try to bring them back & verbalising their thinking makes more sense to them. Then the person feels more in control, matching pacing...</i>	<i>Flag – gives me pause, slow down...signal that onto something important & interesting... let's take a break & explore further', stay here awhile.</i>
Ask about how client feels			<i>I might ask them how they feel about what's going on...a lot of my clients talk at a million thousand feet...true of a lot of leaders...very big picture...but I encourage them to talk in quite a lot of detail about exactly what's going on, & to talk about how they feel, & how they experience their working life, how they experience the interaction with the other people in their working life, what they think might be going on; if they're being incredibly rational or cerebral about it, I would kind of call them out so I would say 'that's great but what you're talking about is extremely logical. Are there any other facets to it actually?' ...what's going on emotionally.</i>		<i>I ask how they're feeling, early stage; Exploring commitment to action... 'How do you feel about that?...examine how much emotionally committed to that course of action & work with that.</i>

<p>Acknowledge the emotion</p>	<p><i>'You sound very angry with your husband'...but I didn't feel that is the main purpose of our coaching work so it's entirely up to her if she wants to bring that again.</i></p>	<p><i>The assumption that I'm making...is that the emotion...is probably anguish, weeping...but you know the emotion could be anger...excitement...jealousy, it could be frustration...more aligned...& I don't think they necessarily reshape the process...I just state 'I can see that that really pisses you off' would be the kind of thing I'd say...then 'are there any consequences of that in what we're trying to achieve with the work that we're doing?'; it doesn't really matter what emotion that was & then I'd acknowledge their emotions...I try not to use 'coach bullshit' language...'thank you for sharing that aggression with me'; I might say 'god you're fucked off aren't you?';</i></p>	<p><i>And that's what I say to them 'I'm getting the picture & the picture I'm getting is blah blah'; you know you're really really excited but I've got to tell you, I'm not feeling it at all'.</i></p>		<p><i>Remark on that, particularly when I notice emotional state changing – upset, reflecting.</i></p>
<p>Ask or give feedback about client's awareness of body</p>	<p><i>Working with a male client...one of the things he talked about is how he presents himself & interpersonal skills...'one of the things I'm reading from your leg...you look incredibly irritated or impatient'.</i></p>		<p><i>I might talk with them about what's physically going on for them...how the emotions manifest themselves physically; I do ask them 'are there any sensations or images that come along with that, describe that, what else comes into your mind?'</i></p>		
<p>Bring in coach's feelings</p>	<p><i>And a piece of work I'm starting to look at is more around transference, counter transference issues but it's not something I usually explicitly refer to in the actual coaching session. But I might notice afterwards that someone's behaving, or my response to them, might be the sort of response they generate in other people & so therefore is that an important thing to bring up, or do I just need to be aware of</i></p>	<p><i>Well, first of all I'm quite good at acknowledging them. So one of the things I say is 'you've hooked me in'. I'm now feeling more, 'I can feel myself getting angry with you' is something I quite frequently say; my greatest weakness as a coach around the whole emotion thing is that I get people too excited...a few hours later they have a post- coaching low...at one time it was a conscious strategy... probably driven by my desire to be liked &</i></p>	<p><i>'When you're talking about that, you know, what is it? For me, I get a sense of, the images I get are...and they feel like or it reminds me of such-and-such.' While I'm having the conversation with the client, I've got a conversation with myself that's going on as well...the third conversation is whether those two things need to interact...and sometimes they're really random & not very useful, & other times they're a bit more useful.</i></p>	<p><i>From what I understand of coaching...completely centred on the client, completely non-directive. And I think that is so clean in me in one sense...that it doesn't occur to me to feel irritated or angered; I think you can do something consciously about irritation & in my view, that isn't the sort of coaching I do. It's not an emotion I feel. If I see something that might have irritated me because...it struck me that the agenda was for me to</i></p>	<p><i>'This feels really important. Is this something you want to explore further?'; not good at feeling irritated with someone late, not particularly good at challenging. Would like to be more straight-forward with them. (Why not?) Desire to build 'unconditional positive</i></p>

	<i>that & choose not to respond in that way.</i>	<i>wanting people to have a good experience of coaching...I sometimes go back & apologise ' I found myself very engaged with our process & I was really up there & excited by what was going on....but now looking at it, I think we should be more objective in our view'; the one I need to manage the most is excitement...& enthusiasm.</i>		<i>get somebody from point a to b, then I might have, although I would have done my darnedest not to show it. Now I wouldn't even be there. It wouldn't rise in my heart or my head that this is frustrating. Because I would be far more conscious of things like how close are we to fulfilling the contract we made here.</i>	<i>regard'. Use emotions to highlight important. Not able to say emotions in the moment, would be helpful. Hold where they are... I use emotions as clue, flag to what they're thinking or what I might communicate. Try & take minutes to sit & think & 'be' if feel churned up so can clean/ manage prior to session & not deny in session.</i>
Coach's awareness of their own body & emotions		<i>And the third loop is probably 'oh shit, what have I done to create this?' And so there'll be an emotional response in me & because I know myself quite well, the emotional response will be one of guilt or one of responsibility...My clumsy coaching triggered this emotional response...I know not to be overwhelmed by my own stuff & to stay focused on them but that will be going on.</i>	<i>The whole time I'm coaching, I'm checking in with how I'm feeling. 'you're really excited...I'm not feeling it at all';</i>		<i>First reaction is 'ughh'- less interested in self vs. others. Recognise got to pay attention to myself. If I'm moved or have sense of 'wow', another stop/pause. Weighty feeling or wow, notice that in myself, important to pay attention to.</i>
Metaphors			<i>I use quite a lot of metaphors so I might ask them, I might share with them any metaphors or any images that come to me & maybe unpack or talk a little bit about what that metaphor or imagery for me. I would encourage them to do the same...and to really unpack the image or metaphor.</i>		
Historical work	<i>And it stems from her mother telling her that she was selfish all the time and that leads to, you're going to lose people if you say what you want. So that</i>		<i>I would ask them if they ever felt this way before, when they remember feeling past similar emotions.</i>	<i>If something appears like this millstone around their neck...then that's something from their past that needs to be sorted. It occurs to me very very clearly. The issue</i>	

	<i>was a very quick dip down into exploration & we're back now...we've done some CB unpacking of that thinking & so her tasks now are to really think about, to challenge that thought process; ...& we did a little dip down into where that came from, & shed some light into what might be driving that...</i>			<i>is not so much that this is a therapeutic issue that needs attention but the coaching issue is how best to broach that with the client. I think that's the harder issue & it's not one that I duck...</i>	
Drawing			<i>I might ask them to draw all the aspects of a given scenario.</i>		
Therapeutic techniques	<i>Instead of just leaving it there, what we did then was a Gestalt intervention. I asked her to think about, observing herself (from a balcony)...acting out this helping everyone...I think the question that enabled her to move on was thinking about the consequences to, what she might ask people for... just freed her up really.</i>	<i>I don't have any tools or techniques, if you like, beyond those.</i>			
Linked with thinking &/or actions	<i>I would look at somebody's emotions, we'd work around those emotions & thinking, the physiology of the person as a whole; the issue of integrity came up because she was talking about a particular incident with a colleague at work... and so we did a 2-column thoughts...& we did a little dip down into where that came from, & shed some light into what might be driving that...</i>	<i>And I guess having done all the things that I said, I'd probably very gently move into a 3rd position type analysis with them. 'I wonder what was going on for you when that was happening. I wonder, I'm quite curious about what triggered it'. Do that too quickly; you'll get right back into it. So I don't do that stuff quickly. I take me time. And respectfully ask if they want to continue. I'm starting to sound like a psychotherapist which is not my intention. That's about my limit & that's kind of my strategy.</i>	<i>I often describe as above & below the waterline...obvious strategy & management...processes & structures, & ways of working & then the more emotional aspects either of themselves & their own emotional responses to situations or the emotional response that they encounter in the organisations or the teams that they're working with: I think they really don't mind because often the way I approach it is quite matter-of-fact. I quite often just say 'look, this is just another aspect of leadership: it's another piece of data, another way of looking at the world'...I don't tend to treat it in a particularly fluffy, or delicate, or emotional way; I</i>	<i>I think it is so dependent on the moment & one's personal judgment as a coach on whether it's useful to go back to go forward. Or whether in the context where you are with it, whether it's best to press on even though it might be hard...it's all about them & it's about how you use that moment in time in a silent way & give them space or whether the sort of question that you use...; slow it & try to bring them back & verbalising their thinking makes more sense to them. Then the person feels more in control, matching pacing...</i>	<i>Think more/comfortable to use 'think' language; I use emotions as clue, flag to what they're thinking or what I might communicate; examine how much emotionally committed to that course of action & work with that.</i>

			<i>might encourage them to hypothesise about what's going on for other people; my approach is often to get them to think about what they're like outside work a lot...'but what would your kids say?' or 'what would your wife say?'...it's just a really 'quick win'.</i>		
Educating client			<i>Definitely, absolutely 100%. A big part of the way I coach & the work that I do with leaders & teams is to let them know that there is more than the rational aspect of leadership & organisational effectiveness; teach them some of my models...holistic organisational models that talk about stuff that happens below the surface which would include emotions & feelings. Or...other models...like Bridges to talk about the change process & the emotions as part of change...often talking to leaders about how they manage change...helping create a connection between the models and... the practical reality of what the leader is facing; 'you know this stuff is really very valid & if you did more of it, I think you'll find you'll get the results you want so let me unpack why I think that'...linked to teaching piece; I talk to my clients about their ongoing relationships with themselves & then with others...</i>		
Male/female difference	<i>I don't think I've had a male client cry so then one of the ways I leverage them to think about how their emotional response is, to think about the emotional resilience that they</i>	<i>Being a gay man, I find coaching women much harder...there's a game...that men & women play around the whole sex thing even if it's not totally acknowledged. And I have a very male</i>	<i>My initial instinct...I find it easier to talk with men about emotion...most of my clients are men, might be the industry... level...or something about me & my style...it's just an obvious</i>	<i>No difference but probably would behave slightly differently. More used to seeing emotion in women. It's purely to do with life experience.</i>	<i>Woman clearly moved but not distressed. Had a couple of women distressed – not 'exciting' yet, mild ones yes but not</i>

	<i>have. I think it's my assumption around how I think they would engage with exploring emotions so it gives them a framework...; I often find my female clients cry; I actually find it challenging to work with senior male figures...I'll always smooth the waters & that's particularly in relation to my father so my experience of men & their emotions is a negative one...</i>	<i>perception of that & I think heterosexual men develop a radar & skill about the female side, because they're the people they play this game with...when it's women, I find it harder to understand what their games & their moves are...when I've worked with women or I've been coaching women, when they discover that I'm not interested in them sexually & it comes out, they kind of say 'so that explains it, you weren't picking up on my signals'...so another emotion is love.; if I want to share my emotions with somebody, I'd probably choose a woman...I probably wouldn't have that conversation with a woman who was overtly using her sexuality in my direction...</i>	<i>place to add value...they're kind of craving it...instinctively they know that something is missing for them...they don't mind that that's not their forte...really good at making money, organising business...that's what they built their careers on...generally open-minded...that may have missed some of the emotional nuances & they're really happy for a woman to come along & tell them that. With women...not so clear-cut, maybe because it feels a little more in their face, maybe there's something about the gender dynamic when you've got 2 women together? Maybe it's more competitive? Maybe it feels like I'm telling them something they should already know compared to telling men that they need to get more emotional?</i>		<i>strong ones. Recognise there would be value in going into strong emotion...Wonder 'am I projecting that I don't want strong emotion?'</i>
Supervision	<i>My supervisor's very different from me. As I say very much from a Gestalt frame & we do work with transference & counter transference in our supervision sessions.</i>		<i>I think talking through client work is useful especially when there's something really difficult going on & unpacking what's mine & what's not...so I think it does help but...it's not always the most helpful thing. Actually, my ongoing conversations with my peers, & my friends & family in exploring all of my own emotional life are much more important than one-off supervision I think...living my life in a congruent way...</i>		<i>Use for my sense of inadequacy/ feelings of inadequacy. I don't know where to go, I'm feeling lost, if client irritating. Continuously more than a sense of irritation or inadequacy.</i>
Interesting points	<i>I do have a structured framework against which I review my sessions. So I think about what was going on in the session, then also what are some of the under-pinning frames that I use & how does</i>	<i>For the most part if a woman is overtly sexual to me, by that, they might just be wearing high heels & low neckline; I will read that as her strategy for power in a work situation...& they probably do it with all men...I often don't</i>	<i>I think my own history with emotions is relevant...very logical, very rational...wasn't really until my 30s that I really recognised the breadth of my emotional experience & was prepared to engage fully...in my emotional</i>		

	<i>what happened inform.</i>	<i>respond. And that disempowers them because I'm not picking up on the games that they're playing. So they've run out of strategy: as far as possible, I'm getting rid of the coaching label & the kind of '2 hours today & I'll see you in a month's time' type language...let's pick up the phone tomorrow for half an hour & just see where we both are'...it's less clinical.</i>	<i>experience, & particularly painful emotions...I cannot, cannot, cannot imagine coaching or doing my job now if I hadn't had my therapy because I just wouldn't have access to the range of emotions or the understanding of the process of getting in touch with your emotions...how scary...how painful it can be...</i>		
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Appendix 7: Question 3 – Main influences on your approach to emotions (R1 to R4)

INFLUENCES	R1 Exist, Sol, reflective	R2 Gestalt, work in present	R3 TA	R4 Somatic, Gestalt, Cog.
Own life experiences/ Comfort with emotions	<i>Life experience in terms of my own life's journey & story and critical incidents which have brought particular emotions... So, ways that I've engaged with that & the things that I've learnt for myself as to how to manage those things.</i>	<i>...and then my marriage and my kids...in terms of being in a relationship and relationships are all about emotions... children are pure emotion.</i>	<i>I've learned to be more comfortable with my own emotions and expression of emotions.</i>	<i>I suppose I draw a lot from my own experience... all the clear outward trappings of success but internally I was really uncomfortable...; My family aren't like this. Maybe that's part of it as well.</i>
My own therapy	<i>Lots of experience of therapy & counselling, both in terms of receiving it.</i>	<i>It has to be my Gestalt therapy & therapy background. I remember sitting in groups...not knowing how I felt at all.</i>	<i>Basically through lots of therapy. And really through my own personal development journey and understanding that because there was an issue.</i>	<i>So completing the answer of what informed me, I had a very powerful personal experience of working with my emotions and at a deep level, really influenced my life experience...</i>
My professional training or work	<i>My own professional training, whether that's counselling training or through my own work. And I think there's a lot of learning from the systems piece, taught me a lot about emotions... The other piece that I think is relevant is</i>	<i>Well then I suppose it's just years of being a therapist and practitioner, just working with people as a therapist. I think one of the other things that makes a difference in terms of my, normalising emotions. Having worked with such an</i>	<i>Definitely my professional training and how I've learned to be more comfortable with my own emotions and expression of emotions. And what I've learnt is that if we don't deal with emotion, we don't deal with issues;</i>	

	<i>the Existential perspective, almost the philosophy of choice, responsibility, anxiety & death. And the NLP piece of my training also connects with the way that I work with some of these things...</i>	<i>extreme range, working with people in total rage. ...so I ended up at the age of 18 working with people who were at the edges in terms of the intensity of emotions.</i>	<i>I mean my TA training but other training too like group relations stuff, facilitating group process... the covert agenda...</i>	
Ethics & qualifications			<i>If I look at it purely from getting a professional qualification perspective, ICF PCC & Master coaches are expected to challenge clients and the expression of emotion – it is part of the core competencies</i>	
Other influences	<i>I think there's something about cultural journey...some of the modelling would have happened in my family...definitely informed the way I engage with things and what I pay attention to.</i>			<i>Other influences, in terms of the bodywork thing...did a lot of adventure sports... where emotions were very raw and I loved it; I think it was about being alive...</i>

Question 3 – Main influences on your approach to emotions (R5 to R9)

INFLUENCES	R5 CBT, Gestalt	R6 career/talent	R7 Systems-psychodynamic	R8 Cl-ctrd, positive, creative, direct	R9 Existential
Own life experiences/ Comfort with emotions		<i>Blindly obvious is how else do we learn about emotions other than through ourselves?... So my whole understanding of my emotions is because I have to deal with them, they've gotten me into trouble, they've made my life exciting, they've made my life miserable, you know.</i>	<i>I think number 1 is probably my value set and my family and how I was brought up...My mum is extremely holistic...she's spent a lot of time doing work with naughty boys...I think she is very, you know, how do you feel...and she had quite a damaged childhood & difficult experiences...she's passed that onto me...</i>	<i>I think the 1st thing I would say is that I bring all of me to my coaching...And all through my life, I've had that ability to connect with people of all ages...To be respectful, to be really interested... Because what's really interesting to me is that coaching is about 'being' and not 'doing'; ...when I was 6, I went to live in India...and my eyes and ears open...</i>	<i>MBTI – aware that not my place of greatest comfort.</i>
My own therapy			<i>And then the 3rd thing is definitely, without a doubt, is psychotherapy... can't imagine...how you would do my job if you hadn't been in therapy...And I think I would have made a real mess.</i>		

<p>My professional training or work</p>	<p><i>My professional training definitely because that gives me some frames to explore emotions.</i></p>	<p><i>NOT TRAINED I don't seek it out & I think there's some advantage I sometimes think & I may be deluding myself. There's some advantage in not being the expert, so I quickly acknowledge 'I'm not an expert in this area so I can't help you but as a fellow human being, I can understand what you're going through but I don't have any clear answer for you or any clever technique.'</i></p>	<p><i>And then I was a teacher, a primary school teacher and that's all about creating enough safety & warmth in the environment for children to learn. I think that's really relevant.</i></p>	<p><i>ONE SMALL ASPECT OF TRAINING I think probably, the most important new learning for me is around contracting...I'm not sure that it's necessarily an emotional one but it sort of allows you to hold something through the whole session for your client... it's quite a cool way of bringing them back to what you're there for because it's something that they did agree before they got emotional...</i></p>	<p><i>Aware of how useful and have to especially from i-coach and feedback from colleagues...spurs me on & gives me courage. Have limiting self-belief re emotions; Existential – here-and-now explore & importance of exploring what's between you. Not a psychologist or therapeutically trained (did 1-yr training in counselling)</i></p>
<p>Ethics & qualifications</p>	<p><i>It comes up in different ways but I do have that clear boundary around coaching.</i></p>				<p><i>I'm aware of what I don't know so in that place, aware of where need to keep my ethical boundaries.</i></p>
<p>Other influences</p>	<p><i>...I do believe that as a culture we're very logical, sort of left-brain thinking...UK has a more suppressed element to it...</i></p>	<p><i>...if I wanted to refer to anything I would say the scientific part of Daniel Goleman's book...Yes, it's an explanation. It kind of makes it okay to work with emotions because they're kind of there. I never thought they weren't there but it makes it all a bit more straight-forward... Well, I've read bits & pieces but nothing more than transactional analysis, and bits of existentialism. Those for me are rather philosophical schools rather than techniques for dealing with emotions.</i></p>		<p><i>One is more highly tuned to your organisational life, your organisational experiences, whether you've seen these things before, to what extent you're sensitised, to what extent you can tune into the language that they're using.; ...there's going to be some slight nuances that require you to pick up the cues that you hear about the sort of context they are in. Differences, I think, are important.</i></p>	

Appendix 8: Question 4 – Main beliefs, assumptions or premises regarding emotions (R1 to R4)

	R1 Exist, Sol, reflective	R2 Gestalt, work in present	R3 TA	R4 Somatic, Gestalt, Cog.
General orientation	<i>They are valid & relevant.</i>	<i>How can they not be there?</i>	<i>Emotion drives most behaviour.</i>	<i>...I see emotions as part of the human experience, not the dominant part...</i>
Part of learning & change process	<i>...connected with learning & change and for me that's what coaching is about.</i>		<i>If we don't deal with emotions, we don't deal with issues.</i>	<i>I talk in terms of a systems check sometimes...change curve or response to situation; With a lot of the coaching briefs that I get, how on earth can you work with that without actually working at a level than just thoughts?</i>
Emotion 'facts'	<i>There's no value judgment on an emotion; certain cultures have more capacity to work with emotions compared to others.</i>	<i>Emotion is not based on rationality; by staying with them, they change. I can't tell you how fundamental that is...;...the old Gestalt of polarities...about movement; Can we</i>	<i>I think emotion drives everything in the workplace...So whilst people make logical & rational decisions on the surface, a lot...driven by archaic beliefs or child fears.</i>	<i>...I see humans as process, all connected...emotions come & go...; I have emotions, I'm not the emotion; It's okay to have emotions; Any system like humans – if push for</i>

		<i>emphasise that...distancing thing, I think people use the word 'feeling' but distance, use 'I feel that...' or 'I feel it is...' as a way of distancing & most people don't recognise that as a distancing technique. And somebody can say, oh yes, I work with feelings; People often think of emotion as either being terribly upset or terribly angry rather than all the basic stuff like uncomfortable, anxious, I'm not quite happy with that. As if that isn't also an emotion.</i>		<i>outcome, get opposite.</i>
Give us important information & data	<i>They can give us a lot of information – allows us to access unconscious processes; ...data from the client...what the coach is feeling, gives information; looking for multiple sets of emotions...in context of bigger picture.</i>			<i>Being curious about emotions; ...if I'm more open to more data from my emotions or intuition, they're the levels that my conscious can't grasp... I'm better informed, coming from a wider place.</i>
Connected to sustainability, engagement, leadership, etc	<i>Can be important in terms of sustainability – engagement & motivation in a coaching intervention & beyond.</i>	<i>...I would say confidence, in all our financial markets are based on emotions.</i>	<i>I think emotion drives everything in the workplace</i>	<i>...when I work in that way...then we feel more fully alive, & instantly from that place we might be more resilient...better choices...people would be more courageous; ...then I have more access to my power, my aliveness, creativity...</i>
Part of building & sustaining relationships	<i>...can play an important part in, & connected to, rapport; ...emotions related to building trust & relationship.</i>	<i>...the oil of the relationship is the emotion.</i>		<i>We are a system & we co-create.</i>
People's openness to emotions	<i>People more prepared to engage if they've had experience.</i>	<i>...a lot of people are concerned about is that they're not sure that they're normal so there's that thing of trying to normalise.</i>	<i>...generally not allowed to express emotions at work...or they have a belief...which they don't test out. So the only emotion that's allowed at work is anger & then that's got to be controlled anger.</i>	<i>...emotional cycles I think are slightly out of kilter with the way most people like to live their lives... they'll say 'well, this still has an effect on me!'</i>
Boundary of coaching	<i>If in a highly emotional state...I don't believe that degree of emotion is helpful to engage in coaching.</i>			
Consequences of not dealing with emotions			<i>...the inability & unwillingness to express emotions at work manifests itself in many different ways...; one of biggest challenges...emotion manifests itself through resistance;</i>	<i>I think culturally, we have narrowed the 'okay' range of emotions...They all have their place, that's why we have them but when we fix them or hold onto one or another then there's</i>

			<p><i>Pseudo resistance. We know resistance & we've got a sense of what it's about but we don't know what it's really about; I think people learn to shut down their emotions or they learn to substitute their emotions & you learn that as part of growing up...There's always an invitation in the workplace to conform to the emotion that fits around here...so for a lot of people, they don't know what is the emotion they're feeling.</i></p>	<p><i>problems.</i></p>
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Question 4 – Main beliefs, assumptions or premises regarding emotions (R5 to R9)

	R5 CBT, Gestalt	R6 career/talent	R7 Systems-psychodynamic	R8 Cl-ctrd, positive, creative, direct	R9 Existential
General orientation	<p><i>Emotions are vital; they're absolutely core to getting out of bed in the morning...</i></p>	<p><i>My fundamental belief is, performance & however you want to measure it, is an emotional dimension, not a cognitive dimension.</i></p>	<p><i>They are really really important at work; they're really really important in leaders; ...and I think, in my world, under-acknowledged.</i></p>	<p><i>I can't think of any client where there hasn't been emotion at some level; I see them as a lovely whole person that has talent, & has curiosity, & I may notice emotion as I get to know them... I take them as they are...I know emotions are part & parcel of it but I don't think of it as a separate issue.</i></p>	<p><i>Emotions are there in the workplace.</i></p>

Part of learning & change process					
Emotion 'facts'			<i>But under-utilised, under-acknowledged & under-developed.</i>	<i>NOT ABOUT EMOTIONS Beliefs drive behaviour...there's something that underpins beliefs & that is values.</i>	<i>NOT ABOUT EMOTIONS We walk around with constructs – 'you're a thinking child'; 'I don't do emotions'.</i>
Give us important information & data	<i>But if they're more aware of their emotions, how to work with them & recognise... they can use that to inform them to be more realistic about where they're at; I do strongly believe that emotions are part of understanding who we are.</i>			<i>If I see or saw emotions at work, I would be more likely to sit down & say 'so what's going on?'...I'd be really curious about this person & their life & their history...& I think in coaching, good coaching, one of the things is the depth & intensity of the thinking that can go on in that space which allows people to get into their values & their value system.</i>	<i>Something else to be curious about...when faced with strong emotions, stance I want to take vs. need to be resolved or dismissed; signal that onto something important & interesting...</i>
Connected to sustainability, engagement, leadership, etc	<i>...organisations are trying to...engage people's emotions, motivate them at work...core to our performance & to our well-being & yet we dress them up as motivation...</i>	<i>It involves emotions, emotions are in your commitment, your energy, your drive, passion & determination, will & resilience, of reward, happiness, of commitment & loyalty & trust; ...emotions are at the heart of why we do what we do!...they're vital for our future.</i>	<i>The way decisions are made, teams are run, the efficiency & effectiveness of an organisation is at least 50% based on emotion easily, if not more; they're a really big part of what makes work fun & enjoyable...It's almost like the life force...it's why businesses are so interested in motivation & engagement isn't it.</i>		<i>Key emotions – fear & uncertainty. Key role this plays in workplace can't be denied. Affects how you behave particularly leaders. Have to recognise people's emotions and work with those – persuade, encourage. Fear – recognising & containing without false containment or reassurance.</i>
Part of building & sustaining relationships		<i>Well, there's a game isn't there that men & women play around the whole sex thing even if it's not totally acknowledged.</i>			<i>Not in fixed hierarchical structure so relationships important... have to work with senior people so relationships built on emotions.</i>
People's openness to	<i>Men will work more with 'emotional resilience'; people are not used to thinking about</i>		<i>And we pretend it's not, & maybe I'm on bit of a mission to stop the world protesting that</i>		

<p>emotions</p>	<p><i>their emotions...; ...some people are resistant to thinking about emotions...if you give them a harder edge & a very pragmatic edge...; I think about how to take emotions into a practical space rather than an introspective space.</i></p>		<p><i>it's not a really important part of what we're doing day-in, day-out; I think we often over-intellectualise emotions so things like bereavement...or cot death...foremost part of human life...I need expertise to talk to my client about bereavement...that's weird...I'm not saying I have all the answers of a complex bereavement process...but why are we so bloody frightened & is it our fear about emotions that makes us want to create this boundary between coaching & therapy? And I think it might do more damage than it does good.</i></p>		
<p>Boundary of coaching</p>	<p><i>...the thing that holds the balance...is the ethical side; people are working very well & competently...I think you need to take great care that you're not pushing them or imposing your frame on them.</i></p>	<p><i>...the work I do is at an attitudinal level...I don't really want to go much below attitude or maybe what I construct my attitude from.</i></p>			
<p>Consequences of not dealing with emotions</p>	<p><i>I think people are hijacked by their emotions. If they don't acknowledge them or are not aware of what's going on with them emotionally...does emerge as a shift in behaviour or a shift in a response or in a full response.</i></p>				

Appendix 9: Question 5 – Boundary between coaching & therapy in relation to emotions (R1 to R4)

	R1 Exist, Sol, reflective	R2 Gestalt, work in present	R3 TA	R4 Somatic, Gestalt, Cog.
General orientation	<i>My lens – all about learning. Coach builds capability to consciously work with emotions, may actively experiment, not just at face value vs. therapy – emotions taken at face value & held; Degree of challenge seems to be more – it's a different kind of challenge, a more explicit challenge in coaching.</i>	<i>So I'm shifting around so I'm not honing in on the client exposing their vulnerability like I used to with therapy; I've developed a much lighter style of moving around emotions; Healing with her father, that's not my raison d'être. It was as a therapist.</i>	<i>For me it's not straight-forward. If I go into emotion even in therapy, for me it's 'can I continue to work with this person in the here-and-now with them cathected to their adult?'</i>	<i>My general comment would be is that I think all coaches should get that 'training', should so some work understanding dynamics, psychotherapeutic & through to experiential...& go to those messy places in themselves...I think that a lot of it is humans being humans with one another; we're</i>

				<i>gripped by the tyranny of specialisation at times...; it's about reclaiming what I believe is essential humanity...when we do that then we feel more fully alive, & instantly from that place, we might be more resilient in the workplace, we might then make better choices, people would be more courageous.</i>
Intensity of emotions	<i>2 key emotions help to differentiate them apart – depression & anxiety. Most people have the capability to be depressed...some people, with a level of emotion or mood, flatness of space – too low energy to work with person. Anxiety is the same except it's a different emotion. May require further exploration in therapy.</i>	<i>So, previously as a therapist I'd hone in & stick with the emotion of sadness or anger, it's more like we go around & we visit that emotion; what I used to do was to heal & that's where the expression of strong emotion came from. That was regression, regression into infantile...you're accessing more primitive emotions whereas here we're working with the present relationship, with adult emotions. The primitive emotions are there but they're blended with adult reasoning. Whereas with the infantile, there is very little;</i>		
Expression of emotions for own sake vs. thinking &/or acting	<i>Therapy – focus on sharing their emotions & being expressive but not necessarily working with them; Coaching – working with emotions in a more active, conscious way of identifying emotions. For example, what am I going to do? What is it telling me? Do I want to develop strategies to increase or decrease emotions?</i>	<i>If it was therapy...I'd say 'breathe into it, express it more'; When clients do start to cry, I don't pursue it. 'Take a moment, just let your self feel that for a moment & tell me what else is going on'. So it's about expanding out from the sadness; I'm encouraging the sense of 'okay, let's be in that emotional place & what do you need to understand, to learn from that. And how does that sadness inform what you need to be doing next?' Whereas in therapy, it would be sadness for its own sake...our background in Gestalt – the raison d'être was the expression of emotion; some coaches, because they're new to it, they'll be like, god, so she was so upset, I felt like we were really doing something. And fine, good, & then what? So it's not the emotion for itself.</i>		

		<i>The emotion is only the basis, the vehicle of them moving through the experience.</i>		
Historical work		<i>I access someone's historical world as a reference for the present, not, as I used to do in therapy, to heal the historical event...I'm bringing the insight into the present, not the emotion or just a little bit of it; Therapy is the opposite way around. I'm using the boss to access the father, that's it, to heal the relationship; That's where people say: well you're dealing with the past. You can't not! It's just like emotions, you mean to tell me I'm not the sum total of my past, that it's not everything else I'm dragging into this relationship; One of the major differences is levels of self-support. You don't expect to be coaching more than, absolute maximum once a week...then even quicker once a month. Whereas in therapy you expect to BE the support...dependence is not a key part of the coaching process...when they go into therapy...they need somebody to be there once, twice a week, they need someone dependable to regress. So it's basically about regression, isn't it?...they need to be able to regress.</i>	<i>It's about the focus, you know, there's no work that needs to be done of a historical nature. And if someone keeps coming with the same issue, then I start to get a sense of 'actually, this is historical work' so I would recommend that I pass them on to go & do some therapy. And I would suspend coaching until that had been done; it's always about the person's capacity to cathect the adult, be in the here-and-now. They don't actually have to go back; they don't have to do historical work to redecide. They've got enough adult ego state running to understand when something's not working for them & they can do something different; I will work phenomenologically to the extent of 'tell me what's going on for you right now' but I wouldn't work with the kind of therapeutic questions which would be 'and what age are you right now?' 'What age were you when you made that decision?' ...but I might say 'I'm wondering whose instructions you're obeying by doing what you're doing?...I will invite the person to access where the decision came from but I won't go & do the historical stuff around redeciding.</i>	<i>I go back into a person's history...I think as a coach I'm very comfortable, more comfortable moving into those areas. And the question of if it's therapy or not? – Is it in the service of the work with the client? For example, if someone is prone to regularly going into anger & significant criticism of people around them, & part of that becomes apparent to them that it's familiar from elsewhere, & that seems to be a reasonable place to go.</i>
Definitions – therapeutic, therapy, etc	<i>Therapy – focus on sharing their emotions & being expressive but not necessarily working with them; Coaching – working with emotions in a more active, conscious way of identifying emotions.</i>	<i>I think I represent their (EMCC/ICF) extreme... I kind of champion that end. Because I'll often do a session & they'll say 'that was very therapeutic'...it's because I work with emotions...when I'm called to do a demonstration, it's about Gestalt, so I'm actually exaggerating. I'd say I'd never do a session like this...I'm here to demonstrate...I'll move this person...</i>	<i>I think it's the TA approach & it's managing a boundary. It's also managing the contract because I have a contract to do coaching, not therapy. It's an ethical issue in that I'm not trained in therapy; I didn't do any exams in therapy so I'm not qualified in therapy. But primarily it's not the contract. The contract's for coaching; when I'm training coaches...when I</i>	<i>They're such clumsy terms. All sorts of dubious stuff around that. There's a lot of trace memory & beliefs around what therapy means. It's shorthand for 'I'm broken', 'I'm wrong' & if I spend a lot of time on my past, then things will get better. I don't subscribe to any of that... a lot of misinformation about what</i>

			<p><i>deal with emotional stuff that comes up in coaching in a training session, is that people very quickly go to 'that's not coaching, that's therapy.'...whenever a deep emotion's touched, then I'm no longer doing coaching, I'm doing therapy or counselling:</i></p>	<p><i>therapy means, & therefore fear that if I go into my emotions, I'm going into one of those strange places where there's primal screaming. It's not a therapy/coaching thing. For me it's about a holistic approach & if we agree that human being are made up of emotions & thoughts, & physiological processes & other things, then surely, & that's okay to work with...it's that tendency to split things up – that's what we do.</i></p>
<p>Performance focus</p>		<p><i>Therapy is for people who are dysfunctional & sick, by & large. This is where I go back to my days in the humanistic...It wasn't about people who were sick. It was people who were okay & functionally fine & just wanted to make life better...it's about improvement rather than deficit...coaching is about improving 'performance'...in my marriage, my relationship to my kids.</i></p>	<p><i>For me coaching is about, designed for change. And it's about that person being more effective in whatever environment they find themselves in. And again, generally my focus is the workplace.</i></p>	<p><i>With a lot of coaching briefs that I get, how on earth can you work with that without actually working at a level than just thoughts? Okay, I want to be more impactful, so think your way to being more impactful. As I'm more fully alive & aware of that, then I have more access to my power, to my aliveness, creativity... And often there's a review at some point in a program & most things have been achieved and they happen to have been achieved indirectly.</i></p>
<p>Interesting points</p>		<p><i>In the days when we did it, it wasn't Gestalt therapy, it was Gestalt...growth groups, or personal groups. It was never therapy. It only became therapy later...it's therapy now but I think what I say these days is that we're back now, coaching has taken over, personal growth groups are gone. So what we used to do around self-actualisation & personal growth is now coaching. It's the acceptable face of that.</i></p>	<p><i>And it also comes up in manager-as-coach training & managers are even more edgy around it than the coaches, in my experience anyway. And they will say 'that's not coaching, I can't do counselling'. And I will talk to them about the here-and-now & adult ego states... I think they're scared. I think for some of them it's pure child fear & also a belief that it's me as a coach who made them cry...I have to say 'I don't have the power to make somebody cry. I can ask a question that touches some part of them & they can access emotion'; and the other</i></p>	

			<i>thing is a contaminated belief system that emotions, expression of emotions is somehow a bad thing & shouldn't be done.</i>	

Question 5 – Boundary between coaching & therapy in relation to emotions (R5 to R9)

	R5 CBT, Gestalt	R6 career/talent	R7 Systems-psychodynamic	R8 Cl-ctrd, positive, creative, direct	R9 Existential
General orientation	<i>I think there's a grey boundary... shades of grey around therapy & coaching, psychology, coaching. It's quite a thick boundary. You both cross into it at different points but I think I have an understanding of where that boundary lies & where I can take people to & when I think they need to see somebody.</i>	<i>I would see myself as less skilful & less equipped & qualified to deal with some of those things (remedial); if I was getting a lot of independent characters & the work was a lot more remedial... 'Do I want to do this type of work? And if I decided I wanted to do this kind of work, I'd go & get some qualification in it.</i>	<i>I think we get possibly too caught up on the boundary...again, that's part of my disposition...it has a lot to do with the fact that I was a primary school teacher...you don't think about history, & geography & science separately...you think about learning...& you create environments for children to do that; I think we often over-intellectualise emotions so things like bereavement...or cot death...foremost part of human life...I need expertise to talk to my client about bereavement...that's weird...I'm not saying I have all the answers of a complex bereavement process...but why are we so bloody frightened & is it our fear about emotions that makes us want to create this boundary between coaching & therapy? And I think it might do more damage than it does good.</i>	<i>It's not something that I'm concerned about...it is something that I'm conscious of; there are triggers...and if something appears like this millstone around their neck...then that's something from their past that needs to be sorted. It occurs to me very very clearly. The issue is not so much that this is a therapeutic issue that needs attention but the coaching issue is how best to broach that with the client. I think that's the harder issue & it's not one that I duck...; I don't have any stop signs but...one is to question what merit there is in going down a particular route? And again I would use the contract, what we'd verbally agreed to work on in the session, to judge whether that</i>	<i>Level of bricks (constructs) that pull out of wall – deeper for therapy. Coach takes out top few layers vs. psychologist lower levels; Important to articulate where your boundaries are. 'Informed consent' – how to get informed consent. People with therapy training can perhaps take to another level as long as informed consent vs. consent.</i>

				<i>question should be asked; So I think the 2 things there, one is within the contract, and the other is outside it.</i>	
Intensity of emotions					<i>Therapy...depth of emotions that surfaced.</i>
Expression of emotions for own sake vs. thinking &/or acting					
Historical work	<i>The most recent example I've had of that boundary was an initial chemistry meeting with a potential client & after that meeting... I actually suggested to him that he might think about seeing someone, counselling support to unpack...he's had a very very difficult experience as a child with his father who bullied him significantly & he was completely closed; when we do our step back & look at unpacking some of the thinking & emotional responses, I will always say we're not going to go there, we're not going to work on that at this point.</i>		<i>I wouldn't do current sexual problems or childhood abuse of any description actually. I wouldn't feel confident...but that's not to say I wouldn't not talk about it...I would happily have it in the room with me. But I would just say 'I can't deal with that detail but I understand you, that it's part of your history'.</i>		<i>My construct (therapy) = exploring past to illuminate present...when people ask 'why do I feel so responsible for this?'...client asks me, 'why'; explore with your counsellor. 'Why' takes you deep & I don't feel qualified to unpack. As much as they feel able to move forward. Maybe can't without answer to why. It's a blurry line, no hard & fast rules to lay down.</i>
Definitions – therapeutic, therapy, etc	<i>I was having a conversation with a lady... was doing feedback on her with development days...she was very tearful...she said I think I need to go to counselling & I said, well, perhaps, you may feel you need to but don't feel that just because you feel upset about past experiences that you've got to go to counselling.</i>	<i>Remedial...somebody whose performance at work is compromised by internal or external life events & issues...for example...a very messy divorce, or had serious confidence issues or had some abusive type relationship issues; if I can smell a psychotherapy (strongly or clearly remedial), counselling content, I will steer rapidly away from it; If I'm very</i>	<i>The only thing that comes into my head...explicit sexual things, I would not feel confident. Things like divorce, illness, depression I would definitely talk about. And I definitely wouldn't exclude those things like bereavement...I think if I felt that it was something whose primary force needs to be outside work, I would suggest that they spoke to someone else. But if it was something that was impacting work, an important part of</i>	<i>It used to (emotions coming up in coach during session) but it doesn't anymore...I think what's changed is, really understanding the difference...between coaching & mentoring. I think that, when you have an agenda running which is 'I need to get this person to this place',</i>	<i>Therapy – diagnose what's wrong & help people make progress. Finding problems, describing problems & helping people, alleviating distress; For me, future-focused in my orientation to world so my coaching construction is, could</i>

		<i>honest, I just don't want the work...the harder the work, the less they pay you!</i>	<i>their life that was relevant to work & needed to be considered in the work, then I actually would including childhood trauma.</i>	<i>'I need to get them to understand these issues so that they can make the right decision'... you're in a different place than if you are completely centred on the client & their stuff & going with them, where they wish to go & to help them by creating awareness...</i>	<i>have gone there but held me back. Functioning in world & need help moving forward, not basket case in therapy.</i>
Performance focus		<i>What was happening was trying to amalgamate those 2 worlds into coaching. Coaching became an amalgam of psychotherapy &, for want of a better word, business coaching. And I followed into that, what you would call a sweet spot, & the Acad of Exec Coaching is very much positioned in that sweet spot & now I realise that I don't think that's a sweet spot. I think they're better when they're separate. Or perhaps I'm saying that I'm better when they're separate.</i>	<i>It's really about the entry point & all my clients turn up with a work issue, something that is showing up in their work life & so...the goal all the way through has to have an impact on the work environment...of course, it will have an impact at home, on their broader relationships, & their broader life, but the thing that we are explicitly contracting...not negotiable is that there is a work impact. And that has to be there. And if that's not there, we're not coaching & they can't be a client of mine...that doesn't mean that we don't get into all kinds of conversations about their parents, & their family, & their relationships, & the level of intimacy that they like or can tolerate, how much they express their emotions...all those kinds of things that you would be talking about in therapy as well.</i>	<i>Or, more likely, to press on with the forward moving conversation & then, at the end of the session when you've finished, when it's all done, you say 'look something came up & I just want to ask your view of this'. Bring it up then & to explore whether this is something which they feel they want dealing with because that's the opportunity, to say, 'you know, I think largely this isn't a coaching issue. I think this is something that probably needs a different approach' so, whether it's counselling or whatever it may be.</i>	
Interesting points	<i>One of the things he said (Andrew Buckley), their research emerged, if you give people a little bit of training into mental health issues, then they tend to be more confused about what they are than if you just give them some guidance...some 5, 6 key things.</i>			<i>A good coach is able to know the difference of when to go there...the issue of the cross-over with therapy, & not just with therapy but with other, with counselling, with mentoring, and so on...good coaches are</i>	

				<i>able to distinguish the boundary in a more clear way & I think are also able to handle it with their client better.</i>	
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Appendix 10: Question 6 – Ideal scenario for you as a coach in relation to coaching field & organisations (R1 to R4)

	R1 Exist, Sol, reflective	R2 Gestalt, work in present	R3 TA	R4 Somatic, Gestalt, Cog.
Less judgment	<i>For people to have less judgment around mental health issues &</i>		<i>I would change it so that people were invited to express their</i>	

around emotions	<i>emotions that go with that. Less stigma...it's part of living to have anxiety, stress, strain & to just accept it as part of our existence.</i>		<i>emotions at work & that it wasn't seen as a bad thing to do.</i>	
Acceptance & inclusion of emotions	<i>I would love it if more people in the world can have really robust conversations & tackle things that are difficult so that emotions stay in the conversation...have that robustness...</i>	<i>That it was seen as normal & not to be scared...that we would see emotions as the bedrock of our rational decisions...made on our emotional states & that we just need to understand the interplay with our emotions.</i>	<i>That people were given support to express their emotions in a healthy way.</i>	<i>I come across psychologists who are a million miles away from feeling anything & have that sort of implicit dynamic of expert/patient...</i>
Coaching & wider society	<i>I don't see coaching in isolation. It has a purpose – it's not for coaching sake. Has an impact on a wider societal picture. One of the benefits of coaching is to support people to have more effective conversations, increase their awareness of what's important to them, & their impact on other people's lives.</i>			
Coaching field		<i>My interpretation is that they (EMCC/ICF) are respectful of the whole range. So there will be people...don't work with emotions & they'll support that & they'd equally support me...</i>	<i>I think every coach should have some psychological framework to hang their coaching hats on. It worries me when I see coaches doing what I would call superficial work...they work only at performance level with the social agenda. They don't work at a psychological level & in the longer-term, I think that could be to coaching's detriment. I don't believe there's too much psychology in coaching...where people fix a problem in the moment but the deep level issue isn't addressed...it will work for a short time in the moment & it may work for a short period of time but it's almost treating a symptom rather than the root cause; I think my magic wand for coaching is that we get it professionalised. It would stop people who see it as just a way to make money from a place that's not understanding coaching. I think it would stop people from doing that because my belief is that in the</i>	<i>It's my belief that coaches engage in some personal development work where they explore & experience, work with, learn how to work with this type of work. I think it needs to be experiential; the work I do as a coach seems to be very different to what other people do as a coach. And I have discussions with some people who will say quite clearly, emotions have got nothing to do with what we're doing, it's just about behaviour...I can see times that can be very counter-productive but they seem to get results, & at what cost, how long-term? This thing called 'results' is a very tricky one. At the moment CBT is really valued by the government...you can have this behaviour for a while & then it can drop back, or another figure emerges, or that behaviour wasn't the best one...so they haven't tapped any deeper wisdom in</i>

			<i>longer term it will do harm not just to the coaching field...to individuals.</i>	<i>themselves.</i>
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Question 6 – Ideal scenario for you as a coach in relation to coaching field & organisations (R5 to R9)

	R5 CBT, Gestalt	R6 career/talent	R7 Systems-psychodynamic	R8 Cl-ctrd, positive, creative, direct	R9 Existential
Less judgment around emotions	<i>It (psychology) looks frightening to non-psychologists so they don't engage with it, they're not allowed to. You've experienced it, you try & do something & they say you haven't been through our process, so it feels a bit like a closed shop at the moment. And I think this value that psychology adds which I think should be proud of & value but we also need to acknowledge that it brings huge amounts, you know, there's room for everybody.</i>			<i>It is just part & parcel of somebody's personality & just the way they are... I have observed & have been frustrated by so many people in positions of authority & influence who predicated on a small behaviour, usually an emotional behaviour, have made then a judgment about somebody in total – their life, their talent & whatever...I would love people who are in those positions of authority, typically leaders, managers & HR professionals...to just suspend that & to think on a wider plain...I might get...on their nerves emotionally. There's an emotional response that overcomes & it's almost too heavily weighted for all assessment for somebody as a human being.</i>	
Acceptance & inclusion of emotions	<i>If we understand our whole self better, a coach would understand a person better in terms of being informed, the boundaries & really explores the boundaries of what's working, they might find out that they won't work with emotions very explicitly. And I've seen good</i>	<i>It would be a better world if those societies who subjugated emotions...were less...bottled up, less unacceptable in many societies. (maybe Japan, the Chinese can be like this...there's lots of societies...the Brits are not</i>	<i>I think we often over-intellectualise emotions so things like bereavement...or cot death...foremost part of human life...I need expertise to talk to my client about bereavement...that's weird...I'm not saying I have all the answers of a complex bereavement</i>	<i>It is just part & parcel of somebody's personality & just the way they are</i>	<i>Leaders particularly recognise that in times of uncertainty, unpredictability...emotion important part of what people bring to work, motivates, holds them back. In communication,</i>

	<i>examples of where people are often not even working with them but they still do good work as a coach. But I think if people don't understand emotions as part of the coaching...because they're there!, they don't understand, or they can go to places where they're not adding value & can do damage & they'd be less effective in themselves really. It's not just damaging to their clients, it's damage they'd do to themselves so I guess the whole thing.</i>	<i>bad at this...they're not as good as the Americans...Italians but they're not as bad as the Japanese or Koreans...if you want to ask me about real issues...it's things like women don't have a voice in Islam...all those feminine emotions that are useful to balance our society are missing in theirs.</i>	<i>process...but why are we so bloody frightened & is it our fear about emotions that makes us want to create this boundary between coaching & therapy? And I think it might do more damage than it does good.</i>		<i>leadership is communication, be cognisant of that & only way is to treat individuals' emotions differently in each situation. Hearing their thoughts & emotions takes time; Basis of EI...work out where they are & move forward on basis of understanding their reactions...uncertainty , devastating for some & exciting for others. Curious re where people are at;</i>
Coaching & wider society		<i>Where I'm coming from, coaches are irrelevant...global warming, climate change...women's rights...those are the kinds of issues that I think one should wake up & feel you can make a difference on.</i>			
Coaching field	<i>My experience working as a coach & as a psychologist with coaches, engaging with professional bodies across the spectrum of coaching, I think there's a level of maturity to be achieved...whereby people don't put across boundaries & people don't assume; one of the things that disappoints me is that people feel that the psychological literature is taboo...; it would be great to go to a meeting where all the coaching bodies are represented & everyone was able to talk about psychological & non-</i>	<i>Coaching is...a process, a mechanism for people to evolve & develop & to work on their stuff... it's a fad, it's a useful fad, it's not a bad fad but it's going to disappear. And I don't think it necessarily has the sustainability as a concept that psychotherapy has. There'll always be people who have ghastly things happen in their lives who'll need support & help & they should get support from trained professionals...I suppose you've noticed I don't put coaches on a pedestal.</i>	<i>We've just put in a new assessment process or criteria for our external coaches...we need coaches who understand matrices: complex, global organisations & complex systemic transitions...they also need either psychology, counselling or coaching qualifications & they need something that has addressed ...the psychological process of change...our purpose of coaching is, to create some change in the leaders. So they need to understand how that happens... have a view on how you need to intervene. Because if</i>		<i>Coaching field needs to play a part – it is who people are. Any holistic approach, help people develop, be more self-aware, needs emotional element. If just talk a-b-c, but leadership coaching, recognise their emotions & people working for you, their attitudes & how engage their staff. Have to lead through engaging people's emotions.</i>

	<p><i>psychological things without that fear of being censored because they don't have the psychology label; Eve Turner...research award...she did this whole piece of work where she became completely aware of the lack of validity around this boundary they thought there was... let's not put these false boundaries in place.</i></p>		<p><i>you're not intervening in a meaningful way, frankly, we shouldn't be paying for it...</i></p>		<p><i>EMCC, 2 conferences: not ignored & not specifically addressed. Not discouraged but emphasis on research so preference for intellect. My feeling is research on emotions would be equally valid, but no bar. 'Go there with caution' is my perspective.</i></p>
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