

**Investigate the Impact of Coaching on Adults
Returning to an Educational Environment and
Experiencing Coaching for the First Time as Part
of a Personal Development Programme**

Research Project

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Investigate the Impact of Coaching on Adults Returning to an Educational Environment and Experiencing Coaching for the First Time as Part of a Personal Development Programme

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Summary

This research project aims to investigate the impact of coaching on adults returning to an educational environment and experiencing coaching for the first time.

This project was carried out in Tipperary Institute, a third level institute in rural Ireland. The Centre for Developing Human Potential, a team of individuals in the Institute designed a personal development programme as part of the one step up initiative for FAS, the National Training Authority. The aim of the programme, which is called Inspire, is to encourage low skilled workers back into education and enable them to develop their skills and help them unleash their potential. What is unusual about the programme is the provision of two one hour coaching meetings alongside the eight three hour group training sessions.

The approach used was a case study and an interpretative paradigm. All five participants in the study received a one hour coaching meeting at week 3 and week 6 which was between October and November 2008. Research data was collected using a semi structured interview in early February 2009, three and a half months after the second meeting. The tutor who delivered the group training sessions was interviewed in March 2009, four months after the end of the programme and provided another interpretation of the impact of the coaching on the participants.

Conclusions from the research indicate that certain conditions helped the participant's ability to get the most from the coaching experience and that it was a different learning space to the group sessions for all participants. It also indicated that the two hours of coaching did have an impact in areas such as; capacity to reflect, self awareness, choice responsibility, acceptance and attitudinal change. What the study cannot predict is whether the coaching will have impacted long term behavioural change for the participants.

The key recommendations from the report are:

1. Coaches need to consider seriously the importance of certain universal conditions that are necessary for humans to grow and reach their potential; trust, genuineness, empathic understanding and unconditional positive regard
2. Coaches and the coaching profession must be very clear as to what it means to be professional.
3. To increase the return on investment by government bodies and organisations such as Tipperary Institute it is recommended to include One to One coaching as an intervention on personal development training programmes. Coaching does impact the learner in that it provides a space where they can focus on themselves and be supported in stepping back and seeing their experience from a distance, reframing it so they see themselves and the world in new ways, and then create plans to apply this learning to their lives.

4. Further research might focus on the following areas; the value and potential impact of coaching within education and community development where longer term behavioural change is researched and what role coaching might play in the development of disadvantaged women and other socially excluded groups in society?

Chapter 1

Introduction

I work for Tipperary Institute which is *“unique in Europe in its integration of higher education with rural community and business development programmes.”*

(2008 TI CEO) I am a team member in the rural development department and specifically work with the Centre for Developing Human Potential whose mission is *“Facilitating each of us to realise our full potential through nurturing and developing connectedness with self and others.”*¹ My role involves the delivery of personal development and group dynamics modules on degree programmes and outreach work with rural communities and businesses.

In 2007 Tipperary Institute won a tender with the National Training and Employment Authority² (FAS) to deliver Personal Development training for low skilled workers. I was part of the team that developed the ten week Inspire programme that consists of eight three hour group training sessions, two three hour sessions on computers skills and two one hour individual coaching meetings. I co-ordinated and delivered the coaching element with fifteen other coaches during 2007 and 2008.

I believe passionately in the role that coaching can play in our lives in terms of the conversations we have with ourselves and others and how those conversations can increase our capacity to reflect, think, question, take responsibility and increase our capacity for connection with ourselves and others. As the Association of Humanistic Psychology states *“The difficulty of encouraging personal growth is matched by the difficulty of developing appropriate institutions and organisational environments in which human beings flourish. Clearly, societies both help and hinder human growth.”* [Accessed 22/12/08]

During the first run of the programme I was struck by how valuable it was for the participants to be able to talk with another person who was present and interested in them. I was also struck by their openness, honesty and their willingness to challenge themselves when they hardly knew me at all. As a result when it came to choosing my research project I knew I wanted to investigate the impact of coaching on adults returning to an educational environment and experiencing coaching for the first time as part of a personal development programme.

¹ CDHP team has 9 members designing, delivering and co-coordinating various personal development programmes e.g. Coaching, NLP, Adlerian Counseling, Inspire, Achieve, Disability, Problem Based Learning

² FAS have a remit for enhancing the skills and competencies of individuals in order for Ireland to further develop as a competitive, inclusive, knowledge-based economy.

The focus of this project was agreed with my Manager and work team as it incorporates a number of benefits to the Institute, CDHP³ and the coaching profession. It is also aligned with my passion of providing evidence of the potential benefits of coaching within the context of society and education. [Appendix 1 project plan]

The benefits of this research to the Institute are numerous as well as it being of interest to other stakeholders:

- ❖ It will highlight for all educational bodies the potential value of offering coaching to adults returning to education particularly first year students where retention can be an issue.
- ❖ It will provide evidence of the impact of coaching as an intervention for Government organisations in Ireland who have responsibility for providing education and training to low skilled workers and given the current economic climate the potential benefit of offering coaching on programmes for individuals who have recently become unemployed. The Inspire Programme was funded by FAS, the National Training and Employment Authority ⁴ (www.fas.ie) as part of their one step up initiative.
- ❖ Irish Coaching Development Network (www.icdn.ie) on which I am a steering group member is working to create standards in Ireland for the coaching profession and educating the market about the role of coaching. They are very interested in coaching research within an Irish context and have already asked me to share this research with their members.

Tipperary Institute is an unusual third level organisation in that its mission is not just about academic development but it also has a strong focus on the development of the rural community and the individuals who live within it. As outlined above this work based research will be of interest in several environments and I hope that it also creates further questions to be researched.

³ I co-ordinate and deliver elements of an ICF accredited coaching certificate programme delivered by Coaching Development in partnership with Tipperary Institute and CDHP.

⁴ One step up programmes aim to encourage employees to increase competency levels and promote an ethos of lifelong learning in the workplace. Since 2007 FAS have funded approx 300 participants on the Inspire programme and approx 70 on a follow on programme called Achieve. They are providing funding for more programmes in 2009.

Chapter 2

Terms of Reference/Objectives and Literature Review

The primary aim of the research is to investigate the impact of coaching on adults returning to an educational environment and experiencing coaching for the first time as part of a personal development programme.

A secondary aim would be to confirm that two one to one coaching meetings for adults returning to an educational environment is an effective tool for supporting learning and growth and provides a different learning space to that of group training sessions.

I intend interviewing 5 individuals who participated in the Inspire programme that began in October 2008. Each of the individuals experienced two one hour coaching meetings with me as their coach during the course of the ten week programme. All of the participants could be described as second chance learners.

I met with the group on the first night of the Inspire programme and explained what coaching was, how it was a confidential meeting and that it was their choice to avail of it. The first meeting happened at week three and the second meeting at week six. In the first meeting we signed a coaching agreement to assure them re confidentiality. [Appendix 2] I then explained that my approach was to provide a space for exploration with a focus on the outcome they wanted to achieve in the context of the programme they were attending. [Appendix 3]

The research questions under review are:

- ❖ Do certain factors help or hinder an individual's ability to get the most out of a coaching experience?
- ❖ Do one to one coaching meetings offer a different experience to group training sessions?
- ❖ Does coaching have an impact on the individual?
- ❖ Does coaching cause an individual to do different things in their life that they were not doing previously?
- ❖ Does the experience of two coaching meetings enable individuals with no previous knowledge or experience of coaching to describe what it is?
- ❖ Does the experience of coaching leave individuals open and willing to availing of it again?

Literature Review

I have sought out research on the role of coaching in a social and educational context but have had little success as most research in coaching has been focused on work and performance and particularly on leaders. It therefore seems appropriate to begin by reviewing a definition of coaching and personal development and then clarifying what I understand an educational environment to be in the context of this research project.

Definition of coaching

My definition of coaching is, *“Coaching involves a relationship that both challenges and supports clients on their journey of learning from self awareness through to transformation and the fulfilment of their potential.”* There are many definitions of coaching as Grant & Kavanagh(2004:10) state, *“Strangely, to date there is no clearly agreed definition of what the term coaching actually denotes. The term “coaching” has been applied to a huge range of activities used with a wide range of populations and issues.”*

Definition of Personal Development

From my search of literature the body of knowledge in relation to personal development and its impact on organisational effectiveness let alone its impact within the context of community, society or education was difficult to source. In this light it is not too dissimilar to coaching. Within organisations personal development tends to be linked with professional development with the hope that a focus on individual development will lead to a greater contribution from individuals and consequently overall benefit to the organisation. Equally Tipperary Institute with its provision of personal development modules on degree programmes and Government funded programmes such as Inspire hope to develop individuals who will be able to make a better contribution to their work place, families and communities. Atkinson (1999) describes personal development as *“a process that aims to help individuals learn about and change their style and approach”* I believe that this research project will provide evidence of the value of coaching as a key contributor to the process of learning and change for the participants.

What is an educational environment in this context?

In the context of the Tipperary Institute and the Inspire programme the educational environment was one of safety, support, encouragement and one that demonstrated a belief in the potential and capabilities of the individual participants. In terms of the coaching element of the programme it provided for a majority of the participants their first experience of being in a professional relationship where their agenda was the focus. However once again in terms of this research I had difficulty sourcing research related to the potential role of coaching in education. As Griffiths states, *“Despite the learning potential of coaching, educational contexts are yet to significantly explore personal coaching as a whole-package-approach means to learning and still the value of*

coaching as a learning process in itself remains uncharted territory within educational settings." Griffiths, K. (2005:63)

The theoretical foundation of my practice is a person centred approach and as such I am curious to discover what factors help or hinder a client's ability to get the most out of the coaching experience and how does coaching help them on their journey of self discovery and development. It is in this light and the context of an educational environment that I began reviewing the work of Carl Rogers as his work is one of the best bodies of experimental research in the area of human development. Alongside this I also decided to review the literature on reflection as my interpretation from providing this coaching was that it had provided the participants with a space to reflect and develop their capacity to reflect on their learning journey. As I read the literature what stuck me was the lack of research in relation to coaching in education or social contexts, coaching and its links to personal development and coaching and its role in reflection and learning for the client. For example Moon states that studying the literature on reflection highlights that it emanates from many different sources. She also notes that *"there are areas of human activity in which reflection would seem to play a large part, such as counseling, therapy and personal development, but in books about these substantial applications, it is hard to find and detailed references to reflection."* Moon (2003:viii) Coaching as another intervention can be added to these areas of human activity and I believe it has strong connections with learning and reflection particularly because of its focus on action and outcomes.

The work of Rogers is relevant because for learning, reflection and the development of the whole person to occur certain conditions are necessary. The person-centred approach maps directly onto the coaching context in that it highlights the basic need of human beings in processes of change and growth to feel safe, accepted and understood. The coach assists the client to find their own answers by coming alongside, person to person using the core conditions of unconditional positive regard, congruence and empathic understanding. Peltier, B. (2001)

In addition Rogers' descriptions of the outcomes flowing from such conditions being met could be relevant to what the participants share with me in their interviews. He states that the client becomes *"more open to his experience... more realistic.... he has an increased degree of positive self regard.... he feels more confident and self directed.... he perceives others more realistically and accurately...he experiences more acceptance of others....his behaviour is more creative, more uniquely adaptive to each new situation.....more fully expressive of his own purposes and values."* Brew, P. (2000:12) Maslow also outlines the process of self actualization as follows: *"people who are self actualizing go about it in these little ways: they listen to their own voices; they take responsibility, they are honest and they work hard. They find out who they are and what they are..."* Maslow (1993:49)

With regard to reflection there are many different meanings and understanding of the word reflection and it is not possible for me to elaborate on all the different theories and approaches because of the scale of this project. What I have done in my literature review is to seek connections that are relevant to the context of this project and the research questions being asked. Within the field of counseling and coaching reflection is a term used to describe how the coach repeats and paraphrases back the words of the client. As Moon states, *“The intended result of this is to facilitate more reflection in the client or enable them to reflect again on their own worlds and perhaps find greater meaning.”* Moon (2003:79)

However coaching with its focus on action and an outcome involves a reflective discourse and an emotionally mature dialogue in facilitating transformation for the individual. Griffiths (2004) points out that from the perspective of adult learning and education for social change, Mezirow, describes specific phases of transformation that are aligned with the coaching process. For Mezirow what is crucial in the process of self development via awareness and growth towards transformation is criticality; critical reflection that involves an assessment of how we see the world, our beliefs, feelings and our behaviour. Moon (2003) I believe that coaching provides a safe space and a process that enables the client to go through this process of development.

Also David Boud’s work on reflection in learning is particularly relevant in that it relates to the field of adult education. *“Reflection is an important human activity, in which people recapture their experience, think about it, mull it over and evaluate it....Reflection in the context of learning is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understanding and application.”* Boud et al, (1985: 19) There are three elements that are involved in the process of reflection; returning to experience, attending to feelings and re-evaluating experience. Boud et al, (1985) I believe that the coaching element of the programme provided a space for the participants to process their learning and create links between experiences, ideas and feelings and then their movement to new perspectives, clarity, and taking action.

Boud et al (1985:36) also point out that *“there are limits to what each of us can achieve unaided and often the learning process can be considerably accelerated by appropriate support, encouragement and intervention by others.”* This highlights again the importance of relationship and the role of the facilitator in the learning process. From my own experience over the last year I know that it has been the one to one coaching relationship, offering support and challenge that has enabled me to move forward at an accelerated pace. I believe that the data I will collect in this research will highlight the impact of coaching and its potential value in the context of learning, personal development and education.

I am aware that the client will be likely to develop their emotional intelligence if the necessary conditions exist and that they are supported and challenged to reflect and shift from self awareness to improvement and finally emancipation. In essence increased emotional intelligence is in a sense will be the outcomes of the coaching intervention. However due to the scale of the project I have decided to focus my literature review on the conditions that are important and the role of reflection in coaching.

Chapter 3

Methodology

"I have rejected thereby, all theories of human nature, positivism, behaviourism and objectivism. I have rejected thereby the whole model of science....the great mistake that we are now learning about it is that this model, which developed from the study of objects and of things, has been illegitimately used for the study of human beings. It is a terrible technique. It has not worked." Maslow (1993:164)

Like Maslow my choice of methodology became very clear in the completion of activities for my project proposal when I decided to use an interpretive paradigm and methodology that allows qualitative data to be collected as my focus is on the individual and their interpretation of their experience of coaching. The Association of Humanistic Psychology states the following, *"The value-based position taken by humanistic psychology implies a commitment to the use of research approaches that provide access to all characteristics of human existence."* [Accessed 22/12/08]

The approach used for this research project is a case study in that it focuses on a group of individuals who experienced two one hour coaching meetings as part of a 10 week personal development programme called Inspire. [Learning log 1] Tipperary Institute developed the Inspire programme as part of the one step initiative offered by FAS to help encourage low skilled workers to return to education. As Cohen et al (2005:181) state *"contexts are unique and dynamic; hence case studies investigate and report the complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance."* The advantage of conducting a case study for this project is that there is great resonance between it and the interpretative paradigm in that I am seeking to understand the experience of coaching through the eyes of the participants. Also as Bell (1995: 8) posits *"The great strength of the case study method is that it allows the researcher to concentrate on a specific instance or situation and to identify or attempt to identify the various interactive processes at work."* I am aware that there are limitations with this approach in that I am a single researcher gathering the information and deciding what material to present in the final report, however to increase validity and reliability of data I used triangulation. Also there may be a limitation in how the understanding of this specific case can be transferred to other situations.

"Qualitative research is fundamentally interpretative. This means that the researcher makes an interpretation of the data." Creswell (2003:182) In terms of analysis I will be developing descriptions of individuals, analysing for themes, making interpretations, drawing conclusions about its meaning, highlighting my learning and the further questions that need to be asked. Creswell (2003)

A case study approach will usually involve observation of the situation, individual etc. over a long period of time however due to the scale of this project and the research question I chose to use semi structured interviews as the data collection method. *“Qualitative researchers look for involvement of their participants in data collection and seek to build rapport and credibility with the individuals in the study.”* Creswell (2003:181)

Semi-structured interviews provided me with a framework and as Bell (1995:94) states *“Freedom to allow the respondent to talk about what is of central significance to him or her rather than to the interviewer...”* Interviewing will provide qualitative data since it is personalised regarding the individual’s unique experience rather than a tick box multiple choice. As I am seeking to understand the impact of coaching on adults returning to education and experiencing it for the first time I believe that this will be the most appropriate tool. As the scale of the project is small I did not use a mixed method approach in terms of triangulation. The source I used for triangulation was the tutor who delivered the group training sessions. I used a semi structured interview with her and then presented my findings so as to compare her perceptions of the impact of the coaching with the data I had collected. I will discuss these findings and my own interpretations in chapter five. To add to this reliability and validity of the data I also sought feedback from colleagues who had experience with research in terms of the language and questions I designed before I started any interviews. I also completed a pilot interview with another individual on the programme that I had coached and sought feedback from him so I could fine tune the interview and my management of the process. [Appendix 3 Second and final draft of questions]

The major advantage of interviews is that they are an adaptable and flexible way of finding out what you want to find out as a researcher. They are more personalised in that they can be face to face and offer the opportunity to follow up on interesting responses especially non verbal responses where the meaning meant can be clarified and understood. Robson (1997:229)

The disadvantages are they are time consuming and the interviewer needs to be skilled so as to get the best results. Also the element of subjectivity and bias are difficult to rule out. Robson (1997:229) I was very conscious that my respondents might have been eager to please me and I as a result I took great care in not asking leading questions in order to confirm my preconceived ideas.

3.1 My role as worker researcher

In relation to this research project the following are the factors that I took into account in terms of my worker-researcher position.

- As a result of my involvement in the programme from its inception in 2007 I had a depth of knowledge of both the programme and the coaching element. I believe that my insider role allowed a professional relationship to be developed

from my first meeting with the participants when I explained what coaching was and that it was their choice to avail of it.

- As both a researcher and a participant I have worked closely as a coach with my research group in a very interactive and personal way. Much of what they have shared with me is intimate and often revealing, which means there is a need for clarity and transparency around ethical codes and practices.
- It has been crucial that I continually reflected on my own values, bias and actions throughout the process of designing and completing the research. *“Reflexivity is a term used in social science to signify that the researcher needs to try and be “as objective as possible” about the inevitably subjective practice of research.”* Module (WB4835: 21) I know that it is okay to have my own views and biases, however what is vital is I take account of them and have full awareness of the part they play in the research process. Part of the challenge for me was to hear the voices of the participants and yet maintain the role of researcher and preserve a level of objective discernment. Maintaining mutual respect, avoidance of coercion or manipulation of people or data is essential as an inside researcher. During the interview I was very conscious of not leading or prompting responses and all the participants seemed at ease and extremely honest both in their comments, tone and general body language. To aid me in my role as inside researcher I have kept a diary for the duration of the research and have used my reflections and observations as part of the data.
- With regard to dual roles I do not have any concerns as I am not observing colleagues but participants whom I coached as part of a personal development programme. I do however have an insight regarding the context as I was involved in the design of the programme and the delivery of the coaching element.

The strengths of being an insider researcher which will help my project are:

- Established rapport and trust with the respondents.
- My breadth of knowledge of the Inspire programme since it began in 2007.
- Support from my work team and manager in terms of the value of this research to the work and mission of The Centre for Developing Human Potential.

Disadvantages and possible weaknesses are:

- Respondents have shared intimate and personal information with me and as such they may seek to please me with responses to questions.
- I could manipulate the participants to give me answers that fit with what my interpretations and biases.
- Work constraints in terms of delivering modules, managing programmes and coaching students.

3.2 Ethical considerations

As both the researcher and the coach with the participants in this research I was mindful of the ethical considerations. In the coaching meetings they had shared personal and intimate details about themselves and their lives and as such in conducting this research clarity and transparency around ethical codes and practices was crucial. Trust and openness were going to be vital if they were going to honestly share their thoughts, reflections, views and ideas about their experience of being coached by me. As Cohen and Manion (1994:381) posit an ethical code *“makes researchers aware of their obligation to their subjects and also to those problem areas where there is a general consensus about what is acceptable and what is not.”*

- Before conducting this research project I obtained agreement from my manager and Tipperary Institute and signed an ethics release form questionnaire. [Appendix 5]
- Prior to meeting the participants I discussed with a colleague who is completing his PhD whether I would give the questions to the participants before the interview. I decided that given the group it would be easier for them to share their views if they had time to reflect and be prepared before we met. I emailed the interview questions and the ethical statement to all of them however one person did not receive it and this did impact the quality of his contributions as he found it was not easy for him to find the words to express what he wanted to say.
- Confidentiality was maintained at all times. Interviews were conducted in a private office space for an agreed period of no more than thirty minutes.
- On the signed ethical statement form the participants agreed if they wanted me to use their first name or a pseudonym. I decided for complete anonymity I would refer to each as client A, B, C, D and E [Appendix 6]
- The ethical statement noted that they could withdraw at any time if they wished to.
- I only began collecting the data after participants signed the ethical statement stating their agreement to take part in the research and that they understood the parameters around confidentiality.
- I will be the only person to see all the data. The recipients of the research will only view synthesised and summarised data.
- I explained to the participants that once I achieve my Masters qualification I will destroy all taped and typed materials from the interviews also no names or details about the individuals are attached to this material. It is kept safely under lock and key.
- The research will be used to add to the knowledge base for the coaching profession of in Ireland and will be used for academic and business development purposes for Tipperary Institute in particular.

3.3 Strengths and limitations

I believe this research is likely to confirm humanistic theories of the importance of having congruence, unconditional positive regard and empathic understanding in relationships and it may well add some new ideas specifically for coaching. Also as little research has been completed on the potential role of coaching for individuals within society this research may create further questions for the field of coaching and the whole aspect of what helps or hinders us in reaching our potential and self actualisation. I believe it will also highlight that just two coaching meetings can have an impact on the development of awareness and the capacity to reflect and gain new perspectives.

Bassey (1981:86) considers that if case studies *“are carried out systematically and critically, if they are aimed at the improvement of education, if they are relatable, and if by the publication of the findings they extend the boundaries of existing knowledge, then they are valid forms of educational research.”*

I am aware that in completing any research there will be limitations. In this instance the nature of my role as practitioner worker researcher and the subjective nature of the research will create limitations. Also it is a small scale project and realistically I can only interview a small sample of individuals so the data is very specific to a particular group and culture.

Chapter 4

Project Activity

4.1 Summary of project activity

- Discussed research idea with colleagues and reflected on ideas and suggestions.
- Completed an initial template as part of the research methods day for i-coach academy.
- Completed the research proposal WBS.
- Ongoing review of research proposal and plan against actual reality of how I worked. In this respect ongoing use of my learning journal and personal reflection.
- Literature review and search of journals through support provided by the library at Tipperary Institute.
- Preparation of research ethical statement with the guidance of a colleague who has completed a PhD.
- Completed a pilot interview with one of the participants I coached on the programme but who was not going to be part of the case study as he did not fall in the category of low skilled worker.
- Re designed the questions as a result of the learning from the pilot
- Having told all the participants that I would be completing research I contacted three women and one man that I had coached and asked if they would be willing to meet with me for an interview. I explained the process and confidentiality.
- Following an agreement of when we would meet I emailed the research ethical statement and the interview questions to each individual so they had time to reflect before we met.
- Began the interview process with all four participants.
- On reflection decided to add another man to the group.
- Began my analysis and collation of the data so I had a sense of the themes that were occurring before my interview with the tutor.
- Interview with the tutor and discussion re themes.
- Further analysis and interpretation of the findings and connection to existing theories.
- Final write up of the research project

4.2 Selecting research participants

At the start of the Inspire programme in October 2008 even though I was not clear what I wanted to research I knew that it would be connected to the work I had been involved in with this programme. As such I informed all the individuals I was coaching of the possibility of being involved in my research project. All were open to being involved so when I decided to go forward with the research I had to decide on whom I would select. I was clear that I would interview more women than men as the group was comprised of 10 women and 3 men; however I needed to decide on other criteria. Following a discussion with a colleague who was supporting me I decided that I would select a range of individuals to get a broad representation of society in Ireland. I did coach some foreign nationals however their level of education, as with the younger Irish participants was at third level and my focus was on those who left formal education at an earlier stage. I had decided to only interview one man but following my interview with him I felt it was really important to have a second male view given that his responses were quite reserved. [Appendix 7 Learning log 3]The table below provides the categories I used to enable me to choose the participants for the case study.

Gender	Level completed in formal education	Married with children	Separated with children	Single	Age range	Current employment	Coaching Experience
Female	Junior Cert 14 yrs old			Yes	45-55	Family business	First time
Female	Junior Cert 14 yrs old		Yes		35-45	Manager Service business	First time
Female	Leaving Cert 17 yrs old	Yes			55+	Managing Director -own business	First time
Male	Leaving Cert 17 yrs	Yes			35-45	Service representative	First Time
Male	Primary Level 12 yrs old			Yes	55+	Self employed	First Time

4.3 Preparing for the interview

I designed questions for the semi structured interview and then contacted the third male participant and asked if he would do a pilot interview with me and give me feedback on the clarity of the questions. [Learning log 2] I realised through asking the questions and his feedback that the language in one question needed to be changed and two other questions were producing the same answer so I removed one of them. It was highly beneficial to complete the pilot as it enabled me to enter the interview process

with the other participants feeling confident that the questions were clear and easy to understand.

The following table outlines the questions I asked of both the tutor and the participants. They are slightly different questions however similar in that they all focus on gaining an understanding of the participant's interpretation of the coaching experience. The tutor's responses provide another source of data in terms of increasing the validity and reliability of data.

Tutor Questions	Participant Questions
1. What factors do you think would have been important to the group in terms of meeting someone 1:1	What were the factors that helped or hindered your ability to get the most out of the coaching experience?
2. What role do you believe the coaching played that was different to the role the group sessions played?	Was the experience of coaching different to the group experience?
3. Did you notice anything happening with the participants once the coaching began	Did the coaching experience affect you in anyway?
4. How do you think the coaching impacted the individuals in the group?	Are you doing anything different now in your life that you were not doing before you experienced the coaching?
5. What comments did you hear from the group around their experience of the coaching?	How would you describe coaching to someone else now that you have experienced two individual sessions
	If offered coaching again would you avail if it?

1. Coaches and the coaching profession

I wanted to understand what factors helped or hindered the ability of the client to get the most out of the coaching experience. What do we need to be mindful of in the training and the development of coaches? What are the conditions that clients require from the relationship? I am interested to discover the factors that were important to the client in terms of meeting with a professional particularly as I am a member of the Irish Coaching Development Network and a primary focus of our work is the development of standards for coaching in Ireland.

2. Government funding bodies

Just as organisations want to know the value of offering coaching as part of a leadership programme so too will government funded training schemes want to know if there is a value in offering coaching. To my knowledge this will be the first piece of research in Ireland that is relevant to such bodies. The funding body, FAS,

are very aware from the participants' feedback that the coaching has been one of the highlights of the programme. I want this research to provide insight and evidence in terms of how it actually impacted the participants so future programmes will begin to consider coaching as an essential element.

3. Education sector

Most of the participants on the Inspire programme would have left school between the ages of 11 and 15; some between the age of 17-18 and a minority would have completed third level education. Re entering an educational environment was a huge step for most of them and took great courage and commitment to their personal journey. As I work in a third level institute and have already provided coaching to first year students I wanted to be able to demonstrate the impact and value of offering coaching support to students to add to the existing counselling support that is provided.

4. To provide me with an insight regarding how clients experience me as a coach

With the foundation of my coaching practice being person centred I wanted to gain an insight into how I was experienced as a coach and discover what does help clients develop relationship. I also will be interested to know how they describe coaching after two coaching meetings having started from a place of no knowledge. Finally I want to know if they would avail of coaching again having had me as their first coach.

4.4 Setting up a contract with participants

Once I decided on the participants I created an ethical statement for the participants to sign. It covered the following elements: [Appendix 6]

- Agreement to participate in research with Ailbhe Harrington of their own free will and understanding fully what it would entail.
- Willingness to participate in a recorded conversation relating to their experience of the coaching.
- Assurance that the integrity of comments and contributions would be maintained and the research carried out in an ethical manner.
- Confidentiality maintained and data destroyed if requested by participant when research complete.
- A right to withdraw at any time.
- Option to use their own name or pseudonym when I referred to comments they made or direct quotations.

I emailed this and the questions to all the participants in advance of our meeting so the participants had time to reflect and come prepared to the interview. [Appendix 7 Learning Log 3]

4.5 The interview process

- Welcomed and thanked participants for their willingness to partake in the research.
- Had each participant sign the ethical statement.
- Explained that I would ask questions and then follow on questions to probe so I was clear as to what they meant and that it was likely to take approximately 20 minutes.
- Began the interview process and used a digital tape recorder to capture the interview so I could transcribe them later.
- Typed up the interviews verbatim.

4.6 Initial analysis for themes and interview with tutor

- Read through and got an over view of the themes that were present.
- Came back to them two weeks later and re read. Started to sort and collate answers from participants for different questions. Identified common themes in relation to the question so that I was in a position to share them with the tutor following my interview with her.
- Interviewed the tutor and following this discussed the connections between what her interpretation was with the data I had collected from the participants.
- Further analysis of data and decision on themes that I would present in chapter five. [Learning log 4]

4.7 What helped and hindered the activity

- What helped was my experience of co-ordinating and delivering the coaching element of the Inspire programme for a period of one and a half years.
- What hindered the activity was my lack of time and resources and the fact that I did not decide early enough that this would be my project activity. If I was to start again I would have asked all clients on the programme to complete a questionnaire before and after the coaching and then interview as I did a select few. I believe that this would have added to the reliability and validity of my data.

Chapter 5

Project Findings

To present my findings I will draw connections between the responses from the participant's and the tutor in order to demonstrate the validity of the data. I will also include my own perceptions of the impact of the coaching following the completion of the coaching meetings and before I began the interviews. Throughout this chapter I will provide data extracts verbatim as transcribed for authenticity and in order to enrich the humanness of the experience for the participants in this research. When the participants signed the ethical agreement they were comfortable with me using their first name however for the purposes of complete anonymity I will refer to them as client A, B, C, D and E.

Factors that helped and how the one to one relationship was different to the group.

*"Remember that existence consists solely in its possibility for relationships."
Medard Boss (Flaherty 1999:19)*

In completing my analysis and interpretation of the data what became clear were connections between the factors that helped the coaching experience and how the coaching was experienced as different to the group sessions. All of the interviews revealed a number of aspects that helped the ability of the participants to get the most out of the coaching experience. They were to do with my ability to develop or demonstrate the following: trust, safety, confidentiality, being a professional, empathy, non-judgement, listen, reflect, challenge and be non-directive.

In terms of how the experience of coaching was different to the group experience the responses highlighted the following; safety, confidentiality, ability to reveal self more, non-threatening, unconditional positive regard, reflect better, delve deeper, non-directive, and accountability.

My perception during the process of being their coach was that my humanness and genuineness as a person was essential. My interpretation from collating this data is that the recurring themes that have emerged highlight clear parallels with Carl Rogers' empirical research and the person centred approach. It is evident that in this case study the participants required certain conditions or valued certain qualities in me as their coach in terms of helping them in their ability to get the most out of the experience. What is also clear is that being in a one to one relationship offered participants a space where they felt they could be more open and honest, take responsibility and be accountable for what they wanted. However as Client B said the quality of the

relationship or conditions are still the priority *“But on a one to one basis em assuming that all the criteria is, is right I think em it’s gonna get the best out of you.”*

Themes that emerged from these first two questions:

Peltier states that it is surprising that Carl Rogers approach has not been given more attention in the coaching world given that *“a main feature of his therapy has been the empirical testing of the core conditions associated with personal change in high functioning individuals.”* Peltier, B (2001:66) A person centred approach creates strong and safe foundations on which the relationship is built and hence there is a greater possibility of introducing different interventions as the relationship progresses. With the Inspire programme the participants had two coaching meetings so it was crucial to create these conditions as early as possible so they could gain benefits from the coaching element of the programme.

Trust & Confidentiality: Genuineness

At the beginning of the first coaching meeting I was very clear regarding confidentiality. I believe that in doing this there was a perception that I was professional and as such trusted. Also Flaherty (1999) says that for trust to develop we need to experience the other as sincere and competent in what they do and how they do it. A number of the participants mentioned the fact that I was a professional in the factors that helped them in the experience.

Client C

“Yeah because you’re qualified in what you’re doing and it’s confidentiality and ah it’s kind of professional help me make myself better..”

Client D

“Well am it’s just like I said with those reasons like I mean, that you have the ability like and (hes) and that I know that it’d be confidential..”

Client A

“Well I think trust was a big part of it, definitely and the fact that ah I felt very comfortable with you, em that (hes) it felt right, you know I didn’t feel like something that I had to do it was something I chose to do..”

I then clarified what **Client A** meant by trust;

“I think an awful lot is you, is how you speak (hes) em and just how you, you look at the person and greet them as they come in.... you feel that you know it’s ok and the you can unleash whatever it is then.”

Rogers believed that for trust to develop the most important condition that needs to be present is genuineness or congruence. He says that we trust people who are what *“they present themselves to be openly and transparently – that we are dealing with the person himself, not a polite or professional facade. This is genuineness.”* Rogers (1994 :11) My own philosophy as a coach is that it is more important to be human than to be

seen as an expert and these findings inform me that this is how I am experienced by others whom I coach.

Client E

".. the first thing that came to me was, you know, I felt at ease, you know and in the run up to it I thought, God help us, what's this going to be like, you, know, I'll be sitting in there for half an hour or whatever it was but it was immediate, almost immediately I felt at ease....I think. Em, it would have probably been your own personality too and that,... Em, so it would probably be you.."

Creating safety- unconditional positive regard

"The essence of respect is accepting a person for what they are and what they present themselves to be." Flaherty (1999:49)

What became very evident in terms of what the coaching space offered that was different to the group sessions was the fact that it was private and personal. It was a space where participants felt they could be open and honest in their thoughts without the possibility of being judged by others.

Client A

"yes, yes like that again it's only when you're in the safe environment that you can feel that you can do that like. If you didn't feel that way I don't think I could."

Client B

"Oh it would be yeah, one to one is always ah a different situation assuming of course that you're willing to give yourself to the whole process em there's lots of things you'd say on a one to one basis that you'd feel uncomfortable saying in a group.."

Rogers's condition of providing unconditional positive regard is about creating a place of psychological safety in that regardless of how the client behaves, what he or she has said or done, the coach expresses warmth and acceptance even if he or she does not approve of the client's behaviour.

Client C

"..em I find that the coaching (hes) helped me to, yeah I was able to talk about any problems and more so about help me to better myself and ah and em I'd say so much with the group but ah you know I, I find the coaching is ah giving me more confidence and bring out the more confident side of me."

Client A

"Judgment would come into it is what would come into my head, judgment that you would feel that you are being judged by the group whether you are or whether you're not, I think that's the feeling that would come into it whereas on one to one it's just you and I, like so, it's a different set up and you're in a different feel and you don't have that, that threatening feeling like.."

Tutor

"It's giving people a space to reflect (pause) and it seems to raise peoples self confidence more so than what happens just in the training because I think they are getting that one to one support and maybe somebody kind of that unconditional positive regard and they get that in the training too but they don't feel it in the same way I think em so it is more of a connection with people."

Listening, reflecting, questioning- Empathic understanding

"Sometimes when someone listens to you, cares about what you say, and how you say it, explores your thoughts, further seeks to understand you, it can be like basking in the sunlight." Starr (2003:125)

I have already touched upon Rogers' views on the power of acceptance and positive regard. Speaking about empathic understanding, he writes: *"Listening, of this very special, active, kind, is one of the most potent forces for change that I know."* Rogers (1986:136)

Client E

".. without maybe fully, fully even realising myself that actually there was more to that statement than I was thinking but you would've picked up on various things that I might of said and that actually led me to kind of think it out and work it out and somehow make my own of what I really thought about that or why I thought that.."

Client B

"Em I suppose it's empathy with the situation that you're, you find yourself in at that particular time...."

Client A

"Right so what I found was ah the listening, how you listened ah to what I had to say and then how you reflected back what I said but in a different context, and in a different context I mean that em you either broke it down, made it more simple for me to see it and to understand it coming from yourself like a third party, so that's what I found in the in the coaching part of it like."

Tutor

".. it was probably important for them to come in and be in a professional relationship with somebody who treated them with respect and listened to them. Em so I think for a lot of people it was the relationship that was important they would not have been listened in that way for a long time."

Non-directive approach

Coaching is about working with the client in the here and now and from the fundamental belief that the client is healthy, fully functioning with the capacity to grow and develop. Rogers research and philosophical approach supports this non- directive approach – on trusting and supporting each person's own process and not getting in the way. He recognised that *"each client has within him or herself the vast resources for self understanding, for altering his or her self concept, attitudes, an self directed behaviour-*

and that these resources can be tapped – by providing a definable climate of facilitative attitudes.” Rogers & Freiberg (1994) The coach and client co-create a relationship of equals, where the client decides on the journey and the coach provides the conditions that enable the client travel the journey of self actualisation.

Client E

“.. it helped me anyhow to come to an understanding of myself and my own potential, em, that I may not have had quite a grasp on..”

What is interesting to add to this is the interpretation of the tutor in terms of how the coaching space was different to the group space. She believes that group sessions do not allow a facilitator to develop the kind of personal relationship that happens in the coaching space and that the focus of the group sessions was skills and knowledge whereas the coaching could focus on attitudinal change. I believe this will connect to the next area of findings in terms of the impact of the coaching.

Tutor

“..with training your hitting the skills and the knowledge but that attitudinal change and for people to embody what you’re talking about I think that needs to done in a one to one context.”

Factors that hindered

Of the five participants three stated that nothing hindered their ability to get the most out of the coaching experience and two said that the only thing that hindered them was their commitment and their ability to communicate what was in their head.

Client B

“..as regards hindrance I suppose you have to give of yourself and not a lot of people em are willing to give 100% of themselves so em (hes) I suppose you get out of a coaching session what you put into it yourself as, as the person coming.”

Client A

“Maybe it’s just myself hindering in you know sometimes the things you have in your head are they coming out as you see them..”

Impact of the coaching: Themes

The responses to the two questions asking how the coaching had affected them and what if anything were they doing differently highlighted a range of changes that were different and yet similar for each individual. The interviews were completed three and a half months after the coaching meetings and hence I do not know how sustainable the behavioural and attitudinal change will prevail. My perception after I had completed the coaching meetings was that the coaching had provided individuals with a space to reflect and grow in their awareness of themselves and for some to make changes in their lives. I was very conscious that we only had two hours together and wondered about the level of impact. What has amazed me is the level of impact that two meetings did have and the potential that could be unleashed with more coaching if it was available.

From my interpretation and analysis of the data the themes that emerged were; an increased ability to reflect, a growing awareness of themselves, a movement towards self improvement, increased awareness of choice, responsibility and acceptance.

Reflection

According to Boud et al (1985) reflection in learning is connected to both thinking and action. Coaching in the context of this project provided the necessary conditions and relationship for the participants to step back and actually see their experience from a distance, begin to reframe it in new ways and create plans to apply a new way of being in their lives.

"If people are aware of what they are presently doing and can be encouraged to reflect on it and to consider alternatives, they are in an excellent position to change and try out new ways of behaving...if people's awareness of what is happening to them can be heightened and if they can internally examine life events then they can make more of each experience." Moon (2003:84)

The following responses from two clients' highlights how they developed their capacity to reflect and gain new perspectives and as a result take actions that were different and new to them.

Client E

"..it really helped me to reflect on my life and, you know, to reflect on all if you like issues and expectations and experiences of my life in a way that I would never have eh done on my own, you know, without having had some help. Em, I suppose it helped me to kind of look at where I was in life in kind of looking at well where do I want to go from here and come up with if you like a kind of almost like a personal plan of action you know so what am I going to do to get me to there....if I have something that I want to do I will kind of start with the end in mind, I will say, you know I will ask myself well what is it that you want to do about we'll say this particular, you know, thing.."

Kenneth Ruge's words connect strongly with the above experience of client E, *"The more you can orchestrate your life's context, the more likely you are to encounter yourself and engage in authentic reflection and choice making." Ruge (1998:16)*

Client A

"The coaching, well what I would say from the coaching myself, I could see what I had in my own head clearer so it highlighted my ability just to look at things in a (hes) different context, a different light then what I was originally was seeing and I can now see that sometimes you know em I had blocks before whereas now I may be doing your method like I said maybe sit down and either write it (A: hm, hmm) read it back or else just see it as you said they are kind of the things that I would do now if things kinda come into my head.....before I might just have written it down and thrown away the paper, whereas now you don't, you know and I'm becoming more aware of em of life I think, when things that do come into my head that I don't disregard it ehh don't ehh just let it, sit with it to sit with it more so.."

“Reflection could be seen as a tool that facilitates personal learning towards the outcome of personal development – which ultimately leads towards empowerment and emancipation.” Moon (2003:88)

Self awareness, self improvement, choice, responsibility and acceptance

The following quotes suggest that the coaching did have an impact which the participants could recall after three and a half months. The data cannot demonstrate how long-lasting this will be or demonstrate actual behavioural change.

Client E

“I’d just say the whole reflection thing, you know, ah, the whole realisation that em our lives, you know, that my life is controlled by me and only by me. Em, that while there are lots of other influences I now know that it’s, it’s controlled by me it’s my responsibility and em and that yeah I am very aware that we take control of our own lives.”

Client B

“..so it’s ah just opened up a couple of ah doors for me or I mean ah thoughts or perhaps other career paths that I may have never actually seen before say for example.....I wasn’t going in ah coaching saying well I want to come out of here with all the answers to all my problems so I wasn’t ah expecting em a lot in that regard, but I think I did get answers and I’m grateful for those..”

Client C

“I’m more aware of what eh all I’ve done and all I’ve done like you know the work I’ve been dealt with 24/7, now I’m more aware that I have a hip problem and I’ve to go and get it seen to and em I’m more aware of all the hours I’ve put in that I took for granted, you know I didn’t stop to think and I had to, yeah, my appearance, I’ve sometimes I couldn’t care less if I had a jumper on and I’m a bit more conscious of that now, maybe that’s what it is yeah. I like doing my swim, now I push myself to go for my swim. Ah I push myself a little bit more, you know, yeah.”

With the above client there are strong connections with what Moon states, *“Awareness alone does not necessarily imply improvement of the situation or change, though it might lead to additional confidence and a sense of person hood and pride.” Moon (2003:85)*

Client D

“I’m still doing things but (hes) I’m, I’m completely settled in the last couple of months like, you know, now I’m kind of accepting the situation, you know, as it is, it’s fine there’s no problem, of course there were never a problem but it took time to adjust maybe, to make me focus on the future of the thing, you know, a little bit more, I didn’t sit back and think of it, about it, you know.”

Client A

“Well I was just thinking I’m becoming more aware.. of ideas and of em what my future... and I’m not as panicking if it doesn’t happen now (A hmm, hmm) whereas you know if I

can put the goals into place it can, it can happen and that's not a bad thing if it doesn't happen now and that it happens in a year's time or if it happens in two years time so that's the only thing I'd say because em you have, how would you say, different responsibilities and you have job responsibilities and there's other things that come into factor (hes) before you can do exactly what you'd like to do."

Tutor

"From the coaching you could see her self esteem like really improving even in terms of how she was sitting and dressing; she actually quite changed her appearance. Em and I suppose a couple of other people you know you noticed were more grounded, more comfortable in the group, probably more comfortable in their own skin.."

"Well I think some of them who might have been in a different place would have got a lot of clarity and some people who definitely got a real sense of oh yea this is where I want to go... cohort who got clear, who knew what they wanted to do, got the steps almost down to what they were going to do next, so a sense of moving forward for a couple of people. I would say for a couple of other people it was more on a personal level of starting to feel better about themselves, able to speak up in class, just their appearance changing almost you know more assertive even the body language being more assertive and then getting treated more assertively you know em self awareness was huge... then there was some practical stuff that some people talked about managing their time and lives better for themselves.

Descriptions of coaching after two coaching meetings

"..the urge to expand, extend, develop, mature – the tendency to express and activate all the capabilities of the organism, or the self...This tendency may become deeply buried...(but) it exists in every individual, and awaits only the proper conditions to be released and expressed." Rogers (1967:351)

Client E

".. it was almost like having a companion on the journey of self discovery, em, to understand for oneself how I can achieve the ambition that I have and make it reality, so I think that's really what I would, eh, how I would describe it to somebody.."

Client A

"..Some people feel stuck that if you've ever felt stuck (hes) (A hmm, hmm) it's a good way to unstick yourself ha, ha"

Client C

"Oh and as I said being more confident eh it all depends on what area you want to improve in yourself I think. It's definitely gonna make you feel you will improve whatever you want to improve, if you want to get positive you'll get more positive results from coaching anyway."

Client B

"..the situation that you're in at the moment and how you'd hope to change it for the better is probably how I would ah define coaching and how you can see the positives that, that you have to offer that you can work on."

Client D

".. it makes you think, you know, to sit back and think about the situation (hes) 'cos I know it made me do anyway."

Openness to availing of coaching again

All of the participants were open to availing of coaching again with one of the men stating that he would not do it straight away as he didn't feel the need. What has been interesting is that following the interviews the participants did get another opportunity with the introduction of a follow on programme called Achieve and it was only the women who I interviewed who availed of it. Given that the numbers of men in the groups were smaller and that more women came back to the coaching it raises another interesting area of research regarding personal development and its importance to women.

Studies of women's ways of knowing *"..demonstrates how the search for self and inner confidence is central in enabling women transform their 'way of knowing'."*

Moon (2003: 8)

Client A

"Oh God yes of course, wouldn't even have to think about it, of course you'd am yep grasp it with both hands (hes) because it's a realisation of what the ability that you have within you to (hes) to set it free like."

Note: Extra verbatim transcribes of clients responses to questions [Appendix 8]

Chapter 6

Conclusions and Recommendations

“Lawrence Kubie(64), in “The Forgotten Man in Education”, some time ago made the point that one, ultimate goal of education is to help the person become a human being, as fully human as he can possibly be. Especially with adultsThe job is...to help them to be more perfectly what they already are, to be more full, more actualizing, more realising in fact what they are in potentiality.” Maslow (1993:51)

As I write this I am aware of how much the above words resonate with my own journey over the last year and how through coaching I realised how I was still attached to my family story of being Cinderella; in the background waiting for someone or some experience to come along and give me the golden slippers, only to realise that I have the golden slippers. I had been searching outside of myself for peace and happiness when I only needed to look inside and come home to, and be still with myself. I now know that I have a presence with myself that will help me with life struggles and allow me to be open to receiving what life places before me. I accept and am at peace with myself because at the core of who I am I know that I am perfect and divine. [Appendix 7 learning log 5]

6.1 Conclusions

The conclusions from my findings are that being in relationship with another who is genuine, empathic and accepting is more important than we might think and needs to be one of the foundation stones of coaching. Also the impact of such a relationship is that it was instrumental in enabling the adult participants to gain new and different perspectives, to reflect on their lives and themselves, become more self aware and realise that their life was their responsibility. Also as Maslow and Rogers “.. stated that when the context allows, people will choose what is good for them because they then experience satisfaction or pleasure, which results in continuing efforts to evolve and grow. So for humanistic practitioners, developing a contextual climate that supports and nurtures self actualisation is the linchpin for helping clients grow into their potential.” Strober & Grant (2006:20)

During the process of completing this research I have become excited about the connections between coaching and humanistic theories of self actualisation and how reflection and coaching overlap. I would not have believed last November that now I am considering completing a Doctorate, the process of doing this research project has really helped me move further along my journey of reaching my potential. [Appendix 7 Learning log 5]

The research questions under review were:

- ❖ Do certain factors help or hinder an individual's ability to get the most out of a coaching experience?
- ❖ Do one to one coaching meetings offer a different experience to group training sessions?
- ❖ Does coaching have an impact on the individual?
- ❖ Does coaching cause an individual to do different things in their life that they were not doing previously?
- ❖ Does the experience of two coaching meetings enable individuals with no previous knowledge or experience of coaching to describe what it is?
- ❖ Does the experience of coaching leave individuals open and willing to availing of it again?

The results from the project show that:

- All of the participants stated that their ability to get the most from the coaching experience was helped by the presence of certain conditions which I believe are aligned to the three core conditions outlined by Carl Rogers. The three conditions associated with personal change in high functioning individuals are genuineness or congruence, empathic understanding and unconditional positive regard.
- The findings have provided insight for me and my practice as a coach. I now know that I am congruent in what I state as the foundation of my coaching practice and how I am experienced by my clients. [Appendix 3]
- A number of the participants mentioned the fact that I was a professional in the factors that helped them in the experience. This raises the whole question of what professional means in the context of coaching. As coaches we have a huge responsibility to develop agreed standards and agreed levels of competence for the coaching profession. Every participant mentioned confidentiality as either a factor that helped their ability to get the most out of the coaching experience or in relation to what made the coaching different to the group sessions. As mentioned above it is important that coaching is seen and experienced as a profession however, as coaches we need to be careful not to hide behind a mask of professionalism but are real and genuine in how we work with people. Rogers(1994)
- The group training sessions no doubt are seen as financially preferable to coaching, however it was in the coaching meetings that the participants felt they could delve deeper, be honest, build their confidence and take responsibility for themselves. The tutor believed that the coaching is where the attitudinal change occurred and was the space where they could embody the knowledge and skills

learnt in the group training sessions. I believe this data demonstrates that just two coaching meetings can help to accelerate the learning, make it more personal to the individual learner and help develop the capacity for critical reflection. The Stakeholders mentioned in Chapter 1 would be wise to continue using this combined approach on future programmes and consider introducing it in other areas of learning.

- It is clear from the data I collected three and a half months after the second meeting that the two coaching meetings did have an impact on the participants. My interpretation of the data highlighted the following; an increased ability to reflect, a growing awareness of themselves, a movement towards self improvement, increased awareness of choice, responsibility and acceptance. I do not know how sustainable or long lasting this impact will be, however what is clear is that two hours of one to one coaching had what I believe to be a profound impact. The following description of coaching by Client E after two meetings demonstrates how she got what coaching was and that it did have an impact upon her.

“.. it helped me anyhow to come to an understanding of myself and my own potential, em, that I may not have had quite a grasp on, I think it would help anybody to come to that understanding of themselves and their own potential, and it’s really like having a, a kind of a skilled person to walk that journey with you from where, where I am to where I might want to be, and to walk it in the sense of getting myself to walk the journey but probably could never walk the journey on my own without having that skilled person to take me on the journey as it were, it was almost like having a companion on the journey of self discovery, em, to understand for oneself how I can achieve the ambition that I have and make it reality, so I think that’s really what I would, eh, how I would describe it to somebody..”

6.2 Recommendations

1. Coaches need to consider seriously the importance of certain universal conditions that are necessary for humans to grow and reach their potential; genuineness, empathic understanding and unconditional positive regard
2. Coaches and the coaching profession must be very clear as to what it means to be professional.
3. To increase the return on investment by government bodies and organisations such as Tipperary Institute it is recommended to include One to One coaching as an intervention on personal development training programmes. Coaching does impact the learner in that it provides a space where they can focus on themselves and be supported in stepping back and seeing their experience from a distance, reframing it so they see themselves and the world in new ways, and then create plans to apply this learning to their lives. In the current climate of change the ability to do the above will be vital for the well being of Irish society. The process of personal development is different for each individual as each will

move at our own pace and depending on their stage of self development and life experiences and they can only take in and change what is acceptable to them at a particular point in their lives. It is therefore necessary to approach personal development in a way that allows this to happen and I believe that the combination of group training sessions and coaching is the most effective route to take. Call it our attitudes, perceptions, paradigms or mindsets: these need to change to allow genuine personal development to happen, in an unthreatening atmosphere, in order to expand the capabilities and potential of each individual.

4. Further research in the following areas needs to be considered; further research on the importance of relationship in the context of coaching, investigate the potential impact of coaching within education and community development where longer term behavioural change is researched. What role coaching might play in the development of disadvantaged women and other socially excluded groups in society? How are coaching and reflection one and the same thing?

“..And as we let our light shine, we give others permission to do the same. As we are liberated from our fears our presence liberates others.”

(Inaugural speech Nelson Mandela)

Word Count: 12,622

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Appendix 1

Project Plan

Title	Investigate the impact of coaching on adults returning to an educational environment and experiencing coaching for the first time as part of a Personal Development Programme
Aims and Objectives	The primary aim of the research is to investigate the impact of coaching on adults A secondary aim would be to confirm that two one to one coaching meetings for adults returning to an educational environment is an effective tool for supporting learning and growth and provides a different learning space to that of group training sessions.
Why this project?	I am interested to know what conditions in the coaching relationship enable clients get the most from the experience. I also want to investigate what role coaching could play in relation to personal development, education and society. This has relevance to Tipperary Institute and other stakeholders
Research Questions	<ol style="list-style-type: none"> 1. Do certain factors help or hinder an individual's ability to get the most out of a coaching experience? 2. Do one to one coaching meetings offer a different experience to group training sessions? 3. Does coaching have an impact on the individual? 4. Does coaching cause an individual to do different things in their life that they were not doing previously? 5. Does the experience of two coaching meetings enable individuals with no previous knowledge or experience of coaching to describe what it is? 6. Does the experience of coaching leave individuals open and willing to availing of it again?
Research Methodology	An interpretive paradigm and methodology that allows qualitative data to be collected as my focus is on the individual and their interpretation of their experience of coaching. The approach used for this research project is a case study in that it focuses on a group of individuals
Data collection methods	Semi structured interviews with 5 Participants. Triangulation- semi structured interview with the tutor of the group sessions
Ethical considerations	Agreement gained from Manager. Ethical statement to be signed by all participants. No names used so complete anonymity
Expected product	Findings will provide insight for me as a coach and other coaches in terms of what helps clients get the most from the coaching experience. Evidence that two one hour coaching meetings do have an impact and provide a valuable learning space and is beneficial to have as an intervention on personal development programmes. Relevance to different stakeholders

Appendix 2

COACHING AGREEMENT

<u>Client Name (Coachee):</u>
<u>Coach Name:</u>
<u>Agreed Time and Dates of Coaching:</u>
<u>Confidentiality:</u> The information discussed between coach and client will not be shared With any other party and strict professional protocols will be observed.
<u>Commitment Agreement:</u> For the process to be successful both coach and client will need to be Committed to developing an open, respectful and trusting relationship. All parties commit to honoring the conditions outlined above and to communicate honestly about any problems arising in doing so. Both the coach and client will seek to implement any actions agreed between them.
We the below parties agree to abide by the terms of this agreement Coach: _____ Date: _____ Client/Coachee: _____ Date: _____

Appendix 3 Coaching Framework Sept 2008

OUTPUT – MY PURPOSE FOR COACHING

- **Who?**
- ❖ Professionals working in corporate & public organisations & owner managers
- **Why?**
- ❖ Building their capacity to understand, accept and connect with themselves so they can perform more effectively within the systems they work and live in
- **Coaching Aims**
- ❖ Establish a working partnership
- ❖ Exploration with a focus on an outcome
- ❖ Support & challenge clients to see different perspectives and choices
- ❖ Increase connection with self, awareness, possibilities for change & self responsibility

<u>INPUT – WHAT INFORMS ME?</u>	<u>THRU'PUT- MY MODEL</u>
<ul style="list-style-type: none"> • What informs my coaching? ❖ Relationships and Connection ❖ Awareness & Intuition ❖ Coaching Practice, Reflection & Learning • Theoretical Foundation of practice ❖ Person-Centred Approach - quality of the relationship, walk in my shoes and my clients shoes, client is whole, resourceful and responsible ❖ Existentialism/Phenomenological – client world view, choice, meaning, responsibility, anxiety, here and now relationship, inter-relatedness, (exploration & descriptive method) • I draw on the following theoretical perspectives ❖ Systems Psychodynamic Approach - making the unconscious conscious, defence mechanisms, reviewing the impact of systems, and family/group dynamics (use of self as instrument transference/counter transference, use of metaphor) ❖ Transactional Analysis - dynamics of relationships, making unconscious conscious, contracting (ego states, life positions) ❖ Personal Construct Psychology – clients meaning making, individuality (opposite poles and creating new perspectives) ❖ Neuro Linguistic Programming – tools not theory, presuppositions, patterns and behaviour (reframing, positive outcomes, resourceful states) 	<ul style="list-style-type: none"> • An initial meeting to make explicit my approach and to clarify if my purpose meets client needs. • Develop a coaching agreement – three way agreement in organisations with person being coached responsible for feedback • Set a goal for myself for each session • Contract with clients to practice self inquiry and journal between meetings with a check in at beginning of each meeting • Seek feedback at agreed review stage and end of coaching contract <p style="text-align: center;">AWARENESS</p> <ul style="list-style-type: none"> • Are we a match – contracting, establishing boundaries and responsibilities • We co-create a partnership – building trust and rapport • Aspirations – purpose and outcomes • Real exploration – use of appropriate approaches • Expression of insights, new perspectives and awareness • Navigation – Choices and possible strategies considered • Execution – movement and shifts • So where from here? Reflection and review • Success and management of endings

Appendix 4

Interview Questions – Second Draft used in pilot interview

- ❖ What were the factors that helped or hindered your ability to get the most out of the coaching experience? (Probe to understand clearly what it was if that helped or hindered them)
- ❖ Did the coaching experience impact on you? (If the answer is No suggest ask why it didn't and if the answer is Yes ask in what way did it do so)
- ❖ Was the experience of coaching different to the group experience?(If yes in what way was it different, if no suggest how the group session and coaching were the same)
- ❖ Did you start making changes as a result of the coaching?(If yes what specifically has changed for you, if no suggest why this is the case for you)
- ❖ How would you describe coaching to someone else now that you have experienced two individual sessions

Appendix 4

Interview Questions – Final Draft

- ❖ What were the factors in the coaching relationship that helped or hindered your ability to get the most out of the experience?
- ❖ Was the experience of coaching different to the group experience?
- ❖ Did the coaching experience affect you in anyway?
- ❖ Are you doing anything different now in your life that you were not doing before you experienced the coaching?
- ❖ How would you describe coaching to someone else now that you have experienced two individual sessions
- ❖ If offered coaching again would you avail if it?

Questions for Tutor on the Programme

- ❖ Did you notice anything happening with the participants once the coaching began? If yes what specifically
- ❖ What role do you believe the coaching played that was different to the role the group sessions played?
- ❖ What comments did you hear from the group around their experience of the coaching
- ❖ What factors do you think would have been important to the group in terms of meeting someone 1:1
- ❖ How do you think the coaching impacted on the individuals in the group?

Appendix 5

Ethics Release Form

Part 1: Questionnaire

Please answer all of the following questions:

- | | | | | | |
|-----|---|-----|-------------------------------------|-----------------|-------------------------------------|
| 1. | Has the project proposal and ethical considerations in draft been completed and submitted to your first supervisor | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 2. | Will the project involve an intervention or change to an existing situation that may effect people and/or an evaluation of outcomes of an intervention? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| | If yes, have participants been given information about the aims, procedure and possible risks involved, in easily understood language? (Attach a copy of any information sheet you may have provided, or intend to provide) | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| 3. | Will any person's position, treatment or care be in any way prejudiced if they choose not to participate in the project? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| 4. | Can participants freely withdraw from the project at any stage without risk or prejudice? | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| 5. | Will the project involve working with or studying minors (i.e. persons under 16 years of age)? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| | If yes, will signed parental consent or in loco parentis be obtained? | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| 6. | Are there any questions or procedures likely to be considered in any way offensive or inappropriate? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |
| 7. | Have all necessary steps been taken to protect the privacy of participants and the need for anonymity? | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| | Is there provision for the safe-keeping of written data and video/ audio recordings of participants? | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| 8. | If applicable, is there provision for de-briefing participants after the intervention or project? | Yes | <input type="checkbox"/> | No | <input checked="" type="checkbox"/> |
| 9. | If any specialised instruments, for example psychometric instruments are to be employed, will their use be controlled and supervised by a practitioner e.g. a psychologist? | Yes | <input type="checkbox"/> | No
qualified | <input checked="" type="checkbox"/> |
| 10. | Will you need to put your proposal through an ethics committee related to your professional work? | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/> |

If you have placed an X in any of the bold boxes, please provide further information:

Appendix 6

Masters Research Ethical Statement

To whom it may concern,

This is to state that I have agreed to participate in the above research with Ailbhe Harrington of my own free will and that I understand fully what this entails.

The work will involve:

1. Participating in a recorded conversation relating to how I experienced two individual coaching meetings as part of the Inspire personal development programme.

I accept that the information I give will be used to write a research document as part of her Masters studies. I have been assured that the integrity of my comments and contributions will be maintained at all times and that the research will be carried out in an ethically appropriate manner.

Confidentiality will be maintained throughout the process and data will be destroyed, if requested by the participant on completion of the research.

I realise that I have the right to withdraw at any time and this has been explained to me.

I am happy for Ailbhe to use my first name ___/ or a pseudonym ____ in referring directly to comments made or using direct quotations for the purpose of completing this work.

Yours Sincerely,

_____.

Date,

_____.

Appendix 7

Learning log 1

Jan 09

What approach is most suitable for my project?

I understand that I most definitely will use an interpretative paradigm for my project but I am not really clear if I understand which approach is most suitable. I will have to spend time reading to decide.

Jan 09

If I had more time and resources an action research project would have been good to do but it not appropriate given the scale and time. I know that I am not doing long term observation however I believe that the most suitable approach is a case study. It also sits very well with a humanistic philosophy and an interpretative paradigm.

What this means for me is that I am doing a research project that is congruent with my beliefs, philosophy and view of the world. In my coaching I am interested in the individual and enabling them to understand and develop awareness so they can begin to realise that they do have choices and can create a different story and reconstruct how they see the world.

Learning log 2

Pilot Interview Jan 09

I have just completed the interview and from how he answered the questions I am aware that there is an overlap on two questions and the language in one question is not clear. His responses were amazing and I am struck by how much the coaching has impacted him and the practices he is doing as a result of our time together. I am conscious that he was a third level graduate and very able in communicating what he wanted to say. So what is really important now is that I make changes and be sure that the language is as clear as possible so the participants I interview will have no difficulties with the process.

Learning log 3

Interviews Feb 09

I have chatted with Martin (colleague) as to whether to send the interview questions out before the interview and the choice is to either send to some and not to others and see what happens or send to all. I am conscious that the participants will find the process easier if they have some time to reflect and find the words they want to say and gather their thoughts so I have decided to send to all before the interview.

Client 1

There was no difficulty in her understanding of the questions so I am pleased the language has been clear. I realise it was a good idea to have sent the questions a few days beforehand as she said it was good to have time to reflect. I was very conscious of not showing any signs of approval or disappointment in my facial expressions in terms of her answers. I stayed focused on asking probing questions to help me understand her

experience. Some questions required more probing than others particularly the question re what helped as I needed to understand what she meant by words like professional, trust etc. Also understanding clearly what she was doing differently since experiencing the coaching. I am more confident in how I am managing the process as I go into the next interviews.

Client 2

What I am really struck by is that he spoke in the third person "One would.." and as much as I probed to find out what helped him in the experience he still remained detached and spoke about the relationship as if it was somebody else. I know from coaching him that he is very reserved and has a preference for introversion so I know that what he gave a huge amount. So what does this mean in terms of the research? I am concerned that as I have chosen him as the one man it might be important to add another male perspective. I am conscious that the only other man I can ask is also reserved and has a preference for introversion. If the project was bigger it would be another interesting angle to look at their MBTI types and the impact of that but it is not possible with the scale of the project.

I am going to interview the second man so there is another male view, it may not add a great deal more however my feeling is it is important.

Client 3

She had thought about the questions and was able to answer more easily than I had imagined. I was conscious that she was concerned about giving me the right answers and was careful not to lead her but to encourage her. I was struck by how aware of herself she had become. When coaching her interpretation was that the coaching had been a space for her to talk and I listened as I was aware that she had very low confidence. Her experience though demonstrates that the coaching had a large impact on her in terms of increasing her confidence and self awareness.

Client 4

She was prepared, had thought about the questions and was very clear as to what she wanted to say. I didn't feel a need to probe as much as I did with the other participants. In coaching her the first session became a space where we both stayed with not knowing and my interpretation had been that the coaching had enabled her to critically reflect on her life.

Client 5

Unfortunately he had difficulties with his email and did not receive the questions so it was on the spot for him which was not the best for him. He was concerned that he could express himself as he said he was not good with words and I think felt a pressure as he would be someone who needs time to think before responding....preference for introversion. It is another reminder for me as a coach in terms of working with people and moving at their pace not mine.

For all confidentiality was so important which makes me so aware of the importance of ethics and protecting participants who are involved in research.

What would I do differently?

I wish I had decided earlier that this was to be my project so I could have given all the clients I coached a questionnaire at the start to have a benchmark for where they started and then to have the interviews. I think that it would have made the results more valid. Ideally I wish it was a much bigger piece of research and that I could have involved other coaches and used a questionnaire and interview with them. I have lots of thoughts for future research possibilities!

In terms of my questions it might have been better to focus only on the relationship aspect or the behavioural change aspect rather than trying to cover both....saying that I have really found it valuable to research both! If I was to do future research I now really appreciate how important it is to be focused and tight in your research question and what you are seeking to discover.

Learning log 4

Interpreting and analysing and connection to literature review and stakeholders

23 March

I am feeling isolated and finding it hard to know if what I am doing and how I am working is correct....interesting parallel to some of the participants in terms of giving me the right answers! I doubt my ability and that old voice of not being intelligent enough is hanging around. I keep telling myself I got a distinction in the project proposal and I know what I am doing. So what does this all mean?

Old patterns cling on and I am so aware of that and yet in each moment I have a choice. I want to change and I know the way forward from my experience in Dec/Jan which is to chunk it down and take it piece by piece. Reach out for support because this is what I never have done in the past and I am doing it now! Again I am aware of the parallels with my participants and how my life and how I live it is my choice and responsibility and in each moment I am in control of that. I am good enough just as I am as are all my clients. We all need to see our perfection and divinity.

25 March

My head is feeling full and tired and at the same time I feel so excited and overwhelmed!

So many connections and so much that I would be passionate about researching. There is so much to digest and understand and this is a very small project.....I now realise this! I will have to make decisions as to what I focus on and use. So what does this all mean to me? I definitely think that coaching provides a reflective space; it is different to counselling in that it has a focus on an outcome and so is interested in moving the client towards improvement and perspective transformation as Mezirow states. What has been reviewed in terms of reflection and coaching is what I am doing here in keeping my

journal and critically reflecting on my experience. However my relationship and the work I have done 1:1 with my coach has been the key to bringing about my improvement and perspective transformation. I don't believe I could have done this journey alone or even with just group activity. It was being in relationship with a focus on an outcome that was key – reflection in relationship. This is all so valuable to Tipperary Institute, FAS and other stakeholders. Was talking with Ciaran (Manager) and he is really interested for us to talk more re offering coaching to the degree students. Only two meetings and I believe real positive impact on people and a real space for them to understand themselves and focus on the future. We will all need so much of that with the current economic climate...our attitude, responsibility in terms of choices we make and acceptance of our current conditions will be so important.

Learning log 5

Reflections on my journey

March 29

Reading more of Rogers and Maslow I am realising how my journey has been one of self actualising. Just found a quote about education and it so connects to my journey and so related to the quote I used at the beginning of my reflective journey document about the diamond being in my pocket! I realise how so much is connecting together and how all of it sits with my values of being human and on our journey. It also makes so much sense in terms of my job in Tipperary and how I have ended up as part of a team working in the area of personal development. The values and beliefs that form the basis of our work have affected what I chose to research and the approach I used. We help students understand that each of us have our own interpretation of the world, our own perception and I have been so aware of that in terms of being an insider researcher and wanting to investigate my clients experience and interpretation of their coaching experience. I would like to have the time to study and learn so much more. I am fascinated by how we grow and develop – what helps us, how it happens and the emotions we feel.

March 27

I am moving from a place of excitement in what I am learning to thinking of the possibility of doing a doctorate! Me who started this process thinking that I was not intelligent and was holding onto that old story that I would go no further than working behind the till in a supermarket now really sees my full potential and am owning it! Where I am is a projection of where my clients and all humans are in that we want to see and own our perfection and continually move towards that which enables us to be satisfied and be the best we can be.....reach our potential.

March 28

It has been so good to receive feedback and support from my new advisor and so good that I have sought it....I am on track and doing ok!

April 16

The end of the journey is here I am nearly doneI can't believe itsuch an intense year and a half so much growth, learning and development for me. So what has it all been about?

I started this journey because I wanted to challenge myself to see myself differently and believe that I am good enough. I wanted to integrate all the learning I have gained so far in my life and begin to see more clearly the connections. I now can see how my journey has always been going in one direction with different detours along the way but all with the same purpose...realising my own potential and encouraging others and supporting them to do the same. I have had confirmation from this research project that how I am experienced is congruent to who I present myself to be. I have always believed that I have a capacity to build trust and relationship with others quickly and have a strong intuitive connection with people. On this journey at times I began to not value the importance of that however I am so glad I found my way back to the qualities I offer in my work as a coach and as a human. I just looked back to the conclusion of my learning journey document where I had found the diamond in my pocket and was walking in my own shoes. What this research project has done for me is to know that I am competent, skilled and academically bright...all those old stories are dissolved and they are not who I am. My passion to learn is even stronger and I see so clearly my purpose, I value how I work with others and what I offer to my clients, students, colleagues, friends and family. I am now ready to walk in whatever shoes I decide to learn to walk in for the next stage of my journey!!

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Appendix 8

Trust and Genuineness

Client A

"They both come in its safety and it's trust and it's comfort....And confidentiality most definitely"

Client B

"Em in some peoples company you can be em at ease others you're always gonna be kind of on your guard so I suppose em the ultimate professional will always make you feel at your easiest so as you'll, em you'll give of yourself as much as you can and you'll say what you need to say, em knowing that at all times it's em going to be held within the walls where it's spoken."

Client A

"I think an awful lot is you, is how you speak (hes) em and just how you, you look at the person and greet them as they come in and spend the first few minutes you know you're not straight down and into it like you're, you give it like time, time to the person to relax and unwind into the into the mode or the mood or whatever and you know then you actually have that comfort zone, you feel well that this is grand like you feel that you know it's ok and the you can unleash whatever it is then."

How one to one was different to the group

Client E

"..when I kind of reflect on my own, em, situation and I would probably do that, I do that much better in a one to one, I think at all times than I do as part of a group. Well that's probably maybe the same for most people, I would think. Em, so it certainly was very different for the group experience, yeah."

Client A

"And you are inclined to open more on a one to one and you are inclined to kind of delve deeper and say the thoughts that you're thinking more so than you would in a group because of feeling that you're silly or you know."

Impact of coaching

Client E

"I will say to, you know I will ask myself well what is it that you want to do about we'll say this particular, you know, thing, particularly in work now so what is it that I want to do and then I will say to myself and ok this is what I want to do, ok, the increased turnover so what must I do to increase the turnover and that now I could now kind of come up with em a plan that would you know follow that process that I have learned and eh and it works very well because if I follow the process with whatever it is that I want to achieve and then measure how I'm going about it and how I'm doing that yes, it actually works very well."

Client C

“What helped me to get the most out of it? Well I sat down when having met you for the first time and you I just talked about myself and I found you helped me, I told you I had problems with my reading and writing, I hadn’t that confidence and you told me factors to help me along and that it was up to myself to push myself you know to do ah I found it ah very beneficial and helpful and oh I could only say positive things about it anyway.”

“I want to be more positive to get more out of myself knowing that ah the bad habits like that, I have a routine em just to discipline myself more is the thing, I have to learn to discipline myself more for to get what I want, you know, in the line I work every day alright but you know to make even more time for myself to learn things and learn new things..”

Client B

“I would think with myself that ah there was em kind of different ah different approaches that you might have that would allow me to open up and would allow me to kind of ah probe my own kind of inner self perhaps and eh bring to the fore kind of things that I needed to have sorted in life to go forward.”

Client D

“I went ahead and I completed that building energy rating course and at any rate I’m going, I’m up and going, just up and going now like. Em, I’m looking forward to that now I hope, I’m not saying it’ll be wonderful but I hope it’ll be someway ok, you know, if it doesn’t really it’s not the end of the world either.”

Client C

“Ah but life in general, I’m not I’m not as fearful, you know of things, I used to worry a bit more but I see there’s a lot of, you know worry won’t get you anywhere but ah yes and it made me understand myself a bit more anyway doing the coaching you know and given me more belief in myself.”

Client E

“So I think the whole thing kind of helped me to kind of look at objectives, em, to kind of put a time frame on that to look at eh the method through which I could achieve those objectives. Em, to look at what resources I have within myself and you you know outside of myself to a achieve that and I suppose to even measure the progress that I was able to make on that while, you know, that’s full of good intentions and well like I can say well I must do this and then that kind of flies away when something else more important appears on the horizon and that’s all the end of that and I think that for the first time I realise that eh to actually do something, you know, I need to have a plan, I need to have the objectives, I need to put a time frame on it, I need to come up with the method of how I’m going to do that and then I need to measure, you know, how I’m going and I think for the first time really I’ve been able to put that into that order. Em, so yes it would and I would find myself now doing that with a lot of things where I know now that I need to put order into anything that I want to do.”

Tutor

“Yea and you can reinforce something that we have done you’ll find that they will say that really hits home for me and they can discuss it and make something of it themselves. It seemed to be good they were coming every week but it seemed to be good to have to go into a reflective space and they have to think about, we were doing a bit of reflection but you know you could not do it but with where you went into coaching it was straight ahead of you and you couldn’t get away from it. Whereas in a group they can do less, I can’t monitor how they are doing their pair work whereas in a one to one there is no hiding and because of that people then got something from that than they would just in a training context.”

“and then when the FAS women came in like that is what they fed back to her too like I wasn’t in the room but she came out and said that the coaching has come out really strong. I would have got or any evaluation, like it was present in that as a key part of the programme. I suppose people felt a bit better about themselves.”

Description of coaching

Client A

“Well first of all I was totally unaware of what it would be that I was coming into like I think it’s more like counselling than and it’s a completely (hes) different type of thing because coaching is more of a giving you guidance and a reflective look and a supportive (hes) role in ideas that you’d like to either introduce into your life or changes in your life or you know no matter what it is in it that you have the ability by (hes) highlighting certain things that you need to do or that you need to change to get you to the goal that you need that you want to get. That would be, that would be kind of how I would need to. Some people feel stuck that if you’ve ever felt stuck (hes) (A hmm, hmm) it’s a good way to unstick yourself ha, ha”

Client C

“It’s just like you go in and you talk about whatever you want to talk about, like about your own life, what you want to get from coaching, like they’ll help you and highlight things that would, I wouldn’t be able pick up and anybody wouldn’t be able to pick up this coaching would bring the best, you’ll get more out of it you’ll get benefits out of it. Would people, would many people know about coaching like?”

Client D

“Em, it would give you a better outlook I think anyway, and make you focus. Em, (I.hes), I don’t know what else could I say about this now.”

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