Shift in the room – Myth or Magic?

How do coaches create a transformational shift in the room?

Joyce Moons

Dissertation submitted to Oxford Brookes University for the partial fulfilment of the requirement for the degree of MASTER OF ARTS *(COACHING AND MENTORING PRACTICE)*

DECLARATION

This dissertation is a product of my own work and is the result of nothing done in collaboration.

I consent to the University's free use including online reproduction, including electronically, and including adaptation for teaching and education activities of any whole or part item of this dissertation.

Joyce Moons

ACKNOWLEDGEMENTS

ABSTRACT

Although transformational learning is widely acknowledged within coaching, little is known about how such learning could be achieved in practice, and even less about how this could be done within a short time frame. However, considering the on-going debate about the return on investment of coaching and the need for quick results, learning how transformational learning can be achieved within a short time frame will help coaches to face these growing challenges. This study explores if and how transformational shifts in the room can be created.

The study was conducted using grounded theory. In total 12 coaches and 5 clients, each familiar with transformational learning, were interviewed. All interviews were recorded, transcribed and rigorously coded.

The results demonstrate that a transformational shift, rather than happening live in the room, evolves over the course of the coaching engagement. This led to the development of the Evolving Transformational Shift (ETS) model, which describes the process of working towards insights, followed by behavioural change. Key interventions like creating resonance, sharing observations and skilful use of silence have been identified and discussed. Recommendations to advance coaching practice in general are presented.

CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

Transformational learning is accorded great relevance within coaching. Bachkirova, Cox and Clutterbuck (2011) state that transformational learning is at the foundation of coaching, arguing that transformational learning, as one of the main adult learning theories, is at 'the heart of adult learning and development and consequently at the heart of coaching practices' (Bachkirova *et al.*, 2011, p9). Askew and Carnell (2011) add to this that transformational coaching is more likely than any other coaching approach to lead to sustainable change, which, according to Bachkirova *et al.* (2011), is the overall aim of coaching in the first place. It can be argued that transformational coaching not only leads to true, sustainable change, but also brings higher customer satisfaction. Research from Duckworth and de Haan (2009) highlights that those coaching interventions that closely correspond with the way transformational learning is fostered are more likely to produce positive coaching outcomes. As it appears, transformational learning has a lot to offer to the practice of coaching as it is understood today.

Despite its relevance, very little coaching research is available illuminating how coaches actually achieve such learning in their practice (Sammut, 2014; Hannsmann, 2014). The lack of it seems remarkable considering its popularity among coaches, because a search on Google on 'transformational coaching' brought up over 1 million hits (search entered on 26 July 2015). Although lessons can be learned from other fields like adult education, the current knowledge base here is also critiqued for its lack of clarity on how to apply this in practice (Taylor and Laros, 2014). Therefore, this research sets out to explore what it is that coaches actually do to achieve transformational learning within their clients.

In researching this phenomenon, specific focus will be on how this can be achieved within a short period of time. The reason for this focus is the increased pressure

coaches are experiencing when it comes to their return on investment (ROI). Coaching has become a popular developmental tool and is therefore taking up bigger parts of corporate budgets (Phillips and Phillips, 2005; Lawrence and Whyte, 2014). As internal resources are naturally competed over, organisations are putting higher demands on accountability and the value coaches deliver (Phillips and Phillips, 2005). Transformational learning is recognised for its profound impact on clients. However, as several authors argue (Fahrenkamp, 2001; Jay, 2003; Elkins, 2003), when clients start to apply their increased skill of critical reflection upon the companies' activities, true change for the companies can be evoked as well. Coaching for transformation might prove to be a valuable approach to face these increased demands. It is in the light of this increased pressure on the return on investment (ROI) of coaching and the need for 'speedy' changes that Hawkins and Smith (2011) advocate achieving transformational learning within a short time frame. Their contention is that a change in perspective needs to happen during the coaching session to ensure sustained change. They describe the magical concept of a 'shift in the room' (p.232) and suggest that delivering this type of value in a short period of time can positively impact the ROI. This claim seems to be supported by research from Duckworth and De Haan (2009) who find that clients perceive coaching outcomes more positively if learning occurs via critical moments of insights, rather than by step-by-step change (Duckworth and De Haan, 2009). This suggests that, next to increasing understanding of how transformational learning can be achieved in practice, understanding of how this can be done in a short time frame will offer valuable insights for coaches facing these increased challenges of ROI.

I discovered transformational learning myself while studying for a MA in Coaching and Mentoring at the Oxford Brookes University. From the start of the course, I was encouraged to reflect intensively on my own underlying beliefs and the assumptions that could influence my coaching practice. This was the start of an inspirational

personal and professional learning journey. Most prominent for me are the notions of freedom, autonomy and empowerment. The more someone is able to become aware of habitual, taken-for-granted assumptions, the more someone is free to act and judge independently (Askew and Carnell, 2011). People feel liberated and empowered when they understand there are choices (Askew and Carnell, 2011; Cox, 2013,) and people who make choices according to their own desires consequently experience more satisfaction with the life they live (Diener *et al.*, 1999). As this increased sense of the locus of control has had a profound effect on me, transformational learning has taken a prominent role in my coaching model. This feeds my interest in learning more about how to adequately coach for transformation in my own coaching practice.

This study aims to research in detail what coaches actually do to achieve a transformational change in their clients, with a specific focus on if and how this could be done within a short time frame. The intent is to better understand this phenomenon and determine more accurately which interventions have the potential to create transformational learning, thereby increasing the likelihood of its occurrence.

1.1 RESEARCH OBJECTIVES AND QUESTIONS

In line with Strauss and Corbin's (1990, p.38) suggestion to orientate the research question towards action and process ('*How* do people do x?') rather than researching states and conditions ('*Wha*t do people want?' or '*Why* do people do x?'), the following guiding research question is formulated:

Myth or Magic: How do coaches create a transformational shift in the room?

This leads to the following objectives:

1. To undertake a critical review of the relevant literature and establish an overview of what is currently known in relation to transformational learning and how this could be achieved within a short time frame (a shift in the room)

2. To collect empirical data that captures the experiences of coaches in relation to achieving a transformational shift in the room with a particular interest in learning:

    a. if coaches feel they actually achieve such shifts in the room,

    b. if yes, how they work towards these moments,

    c. what makes them transformational,

    d. how they recognise a transformational shift has taken place

3. To develop a theory or model that contributes to a better understanding of this phenomenon and to determine more accurately which interventions have the potential to create it.

1.2. DEFINITIONS AND EXPLANATORY NOTES

To clarify the terminology used within this research, this section provides definitions and further explanation. This is particularly relevant for the term transformation, because as Tisdell (2012) and Cranton and Taylor (2012) state, the term transformation has become a catchall for a wide variety of transformational experiences. This causes confusion because often it is not clear what people mean when they refer to transformational learning (Brookfield, 2000; Tisdell, 2012). Based on what is written, roughly two types of transformational experience can be distinguished. The first involves an epochal transformation that affects a meaning perspective straight away (Mezirow, 2000), happens infrequently and impacts multiple domains – 'emotional, rational, physical and perhaps spiritual' (Tisdell, 2012, p.26). The second concerns incremental transformation where a series of smaller transformations (meaning schemes) over a period of time is needed to transform a

meaning perspective (Mezirow, 2000; Tisdell, 2012). These second types of transformation happen frequently and probably impact only someone's way of thinking (Tisdell, 2012). Throughout their work, Hawkins and Smith (2011, 2013) refer to the shift in the room as both a 'transformation of perspective' (p.232) and as a change in 'meaning schemes' (p.231), leaving it a bit unclear exactly which transformational experience it is they reference. However, taking into account the frequency with which Hawkins and Smith (2011) assume a transformation should happen, it seems the transformational experience of the shift in the room is one of the second type. This assumption is supported by an analysis of Yuthas *et al*. (2004). Hawkins and Smith (2011) define double loop learning as one of the main outcomes of a shift in the room and Yuthas *et al*. (2004) argue that double loop learning predominantly involves transforming the way people *think*, while triple loop learning transforms someone's perceptions (graphical representation in Appendix A). Although Moyes (2009) argues that a shift in the room does affect one's overall being, because it allows the client to 'be' different afterwards, it could be argued that this different way of being is reinforced by the emphasis Hawkins and Smith (2011) put on practice/ rehearsal to 'embody' (p.239) the change, as opposed to a profound perspective change. Therefore, at this stage of the study, the transformational experience as a shift in the room is defined as follows:

- *Transformation:* changing meaning schemes (specific beliefs, attitudes, and emotional reaction) that inform one's interpretation of the specific issue brought forward in the coaching session. Increased insights will affect one's way of thinking and might need additional attention like practice and rehearsal to be truly transformational*.*

- *Shift in the room:* refers to freeing the coachee's 'stuck' perspective within the coaching session, live in the room and involves the process by which the coach helps the client to experience an integrated transformation of perspective.

1.3. METHODOLOGY

This research is conducted using grounded theory. This methodology was chosen for two reasons. Firstly, as limited literature is available on how transformational shifts can be achieved in a short time frame, grounded theory in particular is an appropriate methodology. Secondly, the action and process orientation of grounded theory (Strauss and Corbin, 1990; Charmaz, 2014) allows for development of a model that could support coaches in their efforts to create such shifts in their practice. Grounded theory lends itself to a useful, practical outcome of the study.

The research follows the principles of constructivist grounded theory (Charmaz, 2014), which assumes that research data is co-constructed between researcher and participants and coloured by the researcher's perspectives and values. Consequently, any rendered theory or model offers an interpretation of the phenomena under study and not an exact picture of it (Charmaz, 2014).

To recruit participants, an advertisement was distributed to several coaching network groups, and for the first cohort of interviews, only coaches with experience in transformational coaching (purposive sampling) have been selected. In a grounded theory approach, collecting data happens simultaneously with data analysis and the developing theory guides what and where the next set of data is collected (Charmaz, 2014). For further data collection, another group of five coaches with experience in transformational coaching has been chosen with the intention of checking and enriching the emerging categories as well as exploring whether new categories would emerge. To complement the data collection, in total five clients who experienced a transformational shift themselves are interviewed. The intention is to address gaps in the emerging theory and to explore additional categories, based on their different points of view. All the interviews are semi-structured, conducted either face to face or via Skype and are all audiotaped and fully transcribed.

For data analysis, Charmaz's (2014) constructivist approach is followed. The first

analytical step concerns initial coding, which involves line-by-line, sentence-by-sentence and incident-by-incident coding, followed by focused coding where the most frequent and/or significant codes are selected to sift through and analyse large amounts of data. Mind maps are created to enhance the conceptualisation of theory development and by applying the method of constant comparison it has been ensured that the emerging theory is truly grounded in the data (Charmaz, 2014).

1.4. LITERATURE REVIEW

Within grounded theory there are different views on the status of the literature review. Classic grounded theory (Glaser and Straus, 1967) urges delaying the literature review to ensure that the researcher approaches the data with no pre-conceived ideas. However, Thornberg (2012) argues that ignoring 'established theories and research findings implies a loss of knowledge' (p.245) and Lempert (2007) suggests that a pre-research literature search provides some kind of orientation to start with when entering the first interviews. In this research, a literature review before data collection has taken place to identify gaps in current literature and guide the research question. The literature reviewed looks at the different perspectives on transformational learning, how to foster transformations and alternative ways of achieving insights in a short time frame. Ideas and insights gained from this review guide data collection and analysis; however, by no means does it lead to imposing existing knowledge on the data (Schreiber, 2001).

1.5. STRUCTURE OF THE STUDY

Chapter 2   *Literature Review*: this chapter summarises the findings from the literature searches and serves as a frame of reference while collecting and analysing data.

Chapter 3	*Methodology*: this chapter lays out the chosen research paradigm and methodology and describes in detail the data collection and analysis methods. Finally ethical issues, validity and reflexivity are discussed.

Chapter 4	*Findings part I – 'Understanding a Shift in the Room':* in this chapter the first key category is discussed, which captures how the participants of this research understand the phenomenon of a shift in the room.

Chapter 5	*Findings part II - 'Setting the Scene' & 'Working in the Reflective Space':* this chapter addresses two key categories, which are very much interlinked. The first category refers to elements that do not lead to a transformational shift in the room directly, but appear to be essential in providing the right scene for one to occur. The second category addresses more specifically what coaches do to trigger an insight, which is the first step in the process of a shift in the room.

Chapter 6	*Findings part III – 'The Happening of the Actual Shift in the Room':* this chapter discusses the last key category, which is about how the *actual* shift in the room evolves and what coaches can do to support their clients through this experience

Chapter 7	*Conclusion*: summary of main findings and their implications. Suggestions are made for future research and limitations of the study are discussed. Finally, I reflect on my personal journey from conducting this research.

CHAPTER 2

LITERATURE REVIEW

The literature review in this chapter provides an initial frame of reference to explain what transformational learning is and how it can be achieved. Initially the key words 'coaching', 'fostering/facilitating transformation' and 'shift/ aha-moments' were used to search the following databases: Academic Search Complete, Business Source Complete, Education Research Complete, PsychINFO, Emerald. However, as no empirical data could be found about achieving transformation within a short time frame, an additional search was conducted on coaching approaches that aim for quick results.

The literature included in this review is derived from coaching, (adult) education, psychology and neurology. It is predominantly from American and British sources and consists of both conceptual and empirical papers. Themes emerging from the literature are used to structure the majority of the chapter. These include: different perspectives on transformational learning; the range of elements that could impact the fostering of transformation; and insights derived from literature on Aha-moments and coaching approaches which aim for quick results.

2.1 DIFFERENT PERSPECTIVES ON TRANSFORMATIONAL LEARNING

The literature provides different definitions of what transformational learning involves. In the coaching literature, Cox and Jackson (2011) and Bachkirova (2011) describe transformation as a long-term, evolutionary process where individuals develop their whole person to all they can be. They believe this type of transformation cannot be manufactured. On the other hand, Hawkins and Smith (2011, 2013) describe a shift in the room as a transformational experience that occurs frequently and will help clients to act and think differently in response to a dilemma. Here the focus seems not so much on the whole being, but more on transforming those parts that create

the individual's sense of 'being stuck'. Other examples demonstrate a variety of views on transformational learning. In those, transformation is believed to happen either incrementally or by sudden insights, and it can be prompted by mundane, everyday experiences or by a disorienting dilemma. This dilemma itself can be either dramatic (death or birth) or just a small event or series of events in daily life (Mezirow, 2000; McWhinney and Markos, 2003; Dirkx *et al*., 2006; Tisdell, 2012; Stuckey *et al.,*2014).

Furthermore, in the coaching literature, most descriptions of transformational coaching seem underpinned by Mezirow's (2000) cognitive/rational view on it. However, in the field of education, other perspectives are distinguished as well, like (Cranton 2006, Cranton and Taylor 2012): the extrarational (Dirkx 1998) and the social critique (Freire 1973) perspective. According to the cognitive/ rational perspective, meaning is made out of experiences and these experiences are filtered through meaning perspectives or habits of mind. Transformative learning happens when an event is encountered that challenges what is believed and a perspective is revised (Cranton and Wright, 2008). Meaning perspectives are unconscious and are a result of our personal background within families and cultures. They are understood as just the way things are (Brooks, 2004; Askew and Carnell, 2011). Critical reflection and discourse are the main means to foster transformational learning. The main critique of this view is its overemphasis on rationality and limited attention to other ways of knowing (Brookfield, 2000). However, the field of education acknowledges more views, like the extrarational view from Dirkx (1998) and the social critique from Freire (1973).

The extrarational perspective, however, emphasises emotive, imaginal, spiritual and arts based facets of learning, those that reach beyond rationality (Dirkx, 2000). Dirkx (2000) extends the work of Boyd and Myers (1988), which is based on the belief that on a daily basis the unconscious plays a powerful role in shaping our thoughts,

feelings and actions. The dialogue with the unconscious does not take place verbally and to allow unconscious elements to come into awareness one needs to turn to 'imaginal methods' like writing, journaling, and drawing (Dirkx, 2000). By focusing on intuitive and imaginative ways of knowing, a dialogue with the unconscious is established. Whereas Mezirow (2000) predominantly focuses on emotions experienced in the past, Dirkx (2000) focuses on what is felt within the learning experience. Feelings and emotions play a role in reflection, but also serve as a means of reflection (Taylor, 1997; Dirkx, 2001).

The social critique (Freire, 1973) concerns adults who become critical towards the social, political and economic contexts influencing their lives. Although this perspective is concerned with social transformation, research shows that context can impact individual transformation as well. The experience can be influenced by the unique context in which it occurs (Lyon, 2001) and peer acceptance and acknowledgment can either support or block its occurrence (Nohl, 2009).

The term transformation has become a catchall for a wide variety of definitions of transformational experiences (Tisdell, 2012; Cranton and Taylor, 2012). Initially the various definitions are perceived as distinctively different; recently authors call for a more integrated approach to transformational learning (Cranton and Wright, 2008; Cranton and Taylor, 2012; Stuckey *et al.,* 2014). As Cranton and Taylor (2012) say, despite the particular definition of transformational learning:

The outcome is the same or similar – that is developing a deep shift in perspective, leading to more open, more permeable and better justified meaning perspectives (Mezirow, 1978) - but the ways of getting there can differ (p.3).

This suggests that when analysing the data on how to achieve transformational shifts, attention should be paid to practices and interventions that transcend the participant's personal view on transformational learning.

2.2 FOSTERING A TRANSFORMATION

Within the coaching literature many authors describe what transformational coaching is; however, little is written and even less researched about how to achieve such learning (Sammut, 2014; Hannsmann, 2014). Exploring the literature from other fields highlights key contributors like Taylor (2007), Taylor and Snyder (2012) and Taylor and Laros (2014). They review all major empirical research of the last 15 years (1999-2014) and their reviews are published in several journals. This allows Taylor and Laros (2014) to identify six interdependent core elements, or 'practices' (p.137) in relation to fostering transformation: work with the individual's experience, promote critical reflection, engage in dialogue, apply a holistic orientation, be aware of context and establish authentic relationships (Table I). Although these practices are labelled as core practices, Taylor and Laros (2014) fail to elaborate how they could be applied in practice. Therefore, additional studies focusing on facilitating transformational learning have been reviewed. Discussed next are 1) critical reflection and discourse, 2) different ways of knowing, 3) the coaching relationship and the coach's abilities, 4) recognising a client's readiness and 5) the process through which transformational learning evolves.

2.2.1 Critical reflection and discourse

Many authors consider critical reflection to be a vital element in fostering transformation, which involves becoming aware of underlying assumptions (Mezirow, 2000; Merriam, 2004; Brockbank and McGill, 2006; Taylor, 2007; Cox, 2013). Assumptions, once they have been made conscious, should be judged on their usefulness and alternatives should be explored (Mezirow, 2000; Merriam, 2004). Many authors state that coaches can play a role throughout this process (Askew and Carnell, 2011; Taylor and Snyder, 2012; Cox, 2013). For example, a coach could support reflection by asking incisive questions and recognising irregularities. A coach

could also use techniques from for example, behavioural coaching practice, to help clients to become aware (Blakey and Day, 2009; Cox, 2013) and coaches could engage in critical discourse to evaluate assumptions and to help explore alternatives (Askew and Carnell, 2011).

2.2.2 Ways of knowing – content for reflection

The individual's experience provides the 'content' for critical reflection but different views exist about how to access this content. In the ratio/cognitive view it is about verbal reflection on mainly past experiences. In the extrarational view, it is more about emotions, feelings or images that are experienced within the moment, (Taylor, 1997; Dirkx, 2000). Cranton and Taylor (2012) suggest an integrated approach that seems supported by several studies. For example, research from Kiely (2002, 2005a; 2005b) suggests that reflection and dialogue has limited transformational impact unless it is understood emotionally and affectively. Conversely, he argues, unless emotional and affective dimensions are reflected upon through reflection and dialogue, experiences cannot be translated into practical action. He suggests that transformational learning is more likely to occur and persist long-term if there are opportunities for reflection and non-reflective activities (Kiely, 2005a; 2005b). An empirical study from Yorks and Kasl (2006) demonstrates such a combined approach. They argue that insights are not enough, because the body does not know it. Therefore, expressive ways of knowing should be used to bring feelings and emotions into consciousness, which then makes them accessible for critical reflection. Hawkins and Smith (2011) take a slightly different approach. After a cognitive insight is achieved, additional effort is needed to create an 'embodied shift' by role-play and rehearsal. However, as Taylor and Snyder state (2012), fostering transformation is not a 'one size fits all' (p.45) approach and it all depends on the person, coach and context which approach will be most effective. It should appear from the data how these differences might impact coaching for a shift in the room.

2.2.3 The coaching relationship and abilities of the coach

Taylor and Snyder (2012) highlight the fact that the relationship is significant in the process of transformation. They argue that transformative learning does not happen 'in a vacuum solely through the free will of an autonomous learner; rather, it is contextualised bounded and influenced by relationships with others' (p.44). Lichtenstein (1997) calls this relationship to function as a 'container' (p.402) in which transformation can take place. Some identified characteristics of this relationship supporting transformation are trust, safety, non-evaluative feedback, acceptance, presence, non-hierarchal status, voluntary participation, shared goals and authenticity (Eisen, 2001; Cranton and Wright, 2008; Taylor and Snyder, 2012; Henschke and Elsey, 2011; Kets de Vries, 2013; Hannsmann, 2014; Sammut, 2014). Also repeatedly emphasised is the coach's role as someone who believes in the client, has a future outlook and promotes hope and possibilities, as well as the ability to support clients with the fear and discomfort they might experience in the process of change (Berger, 2004; Rostron, 2006; Cranton and Wright, 2008).

2.2.4. Recognizing readiness for change

Taylor (2007,) who reviews numerous studies on transformational learning, points out the importance of the educator's ability to recognise the readiness of the learner. Berger (2004), who identifies the 'edge of meaning', describes how someone comes to the limitations of his or her knowing and thus begins to stretch those limits. In these moments, students struggle to articulate ideas and coherent thoughts. The transformative moments are characterised by the affective tone used by students, varying from frightened and unpleasant to excited and joyful. Hannsmann's (2014) study finds that recognising and capitalising on a client's readiness for change seems to significantly affect coaching success.

2.2.5 The process of transformation

The cognitive/ratio perspective describes transformational learning as occurring along 10 phases (Mezirow, 2000): disorienting dilemma; self-examination; critical assessment of assumptions; recognition that one's discontent and the process of transformation are shared; exploring options for new roles, relationships and actions; planning a course of action; acquiring knowledge and skills for implementing one's plans; provisional trying of new roles; building competence and self-confidence in new roles and relationships; and reintegration into one's life on the basis of conditions dictated by one's new perspective (Mezirow, 2000). However, quite often the core elements of transformational learning are brought down to critical reflection, critical discourse and translating new perspectives in actual action (Merriam, 2004).

The extrarational perspective describes transformation as evolving in three activities (Dirkx, 2000); being receptive to alternative ways of knowing; recognition that the message is authentic; and grieving when an individual realises that old patterns are no longer relevant (Boyd and Myers, 1988). Although both process descriptions explain how a transformational learning experience could evolve, the way coaches could play an active role in these processes remains under exposed.

Although the literature discussed above provides valuable insights in how to foster a transformation, Taylor and Laros (2014) critique it for its lack on clarity on how to apply this in practice. Also, the studies discussed mainly focus on transformational learning in general without a specific focus on how this could be achieved within a short time frame. One model that does take this perspective is the CLEAR model from Hawkins and Smith (2011), which is discussed next.

2.3. THE CLEAR-MODEL FROM HAWKINS AND SMITH (2011)

The CLEAR-model developed by Hawkins and Smith (2011) aims to create a transformational shift, live in the room by following five steps: *Contracting*

(establishing a clear focus for the session, rather than focusing on broader goals); *Listening* (building trust, helping clients to understand their situation and personal insight, establish what has been already done, express feelings connected with the situation); *Exploring (*questioning, reflecting and creation of insights, explore the situation from different standpoints, generating new perspectives and possibilities); *Action* (rehearse after deciding on a course of action to embody the change in the room); and *Review (*what worked and what did not).

An important element in their model is the 'fast-forward rehearsal' (Hawkins and Smith, 2013, p.33), which is informed by the belief that insights are not enough to achieve sustainable change. To achieve the latter, practice and rehearsal (embodiment) are required during the same coaching session. Although this model provides relevant insights on how a transformation could be achieved in a short time frame, it is predominantly conceptual and based on the personal experiences of Hawkins and Smith (2011). They do describe the craft of the coach, which is relevant for this study. Unfortunately descriptions like 'multi-layered', open 'to using oneself' and 'not trying to work out an answer intellectually but to wait for a felt sense of what is needed for the shift to occur' (p.240) appear to be somewhat abstract.

In this paragraph, Fostering Transformation, literature about facilitating transformational learning has been discussed. The main findings are brought together and summarised in Table I. In this table the core practices from Taylor and Laros (2014) function as reference points. These are complemented by learning from the other studies discussed above and the CLEAR model. Although some limitations have been pointed out, it does provide a relevant frame of reference that will be used to guide data collection and help to generate ideas about how to look at

the data (Thornberg 2012).

TABLE I: OVERVIEW OF THE SIX CORE PRACTICES, COMPLEMENTED BY CONTRIBUTIONS OF THE WIDER LITERATURE AND CLEAR-MODEL

	Core practices (Taylor and Laros, 2014)	Contributions of the wider literature (Various authors)	CLEAR model (Adapted from Hawkins and Smith, 2013)
1	Emphasis on **individual experience**; prior experience and what is 'experienced' within the learning event itself	• The primary medium of transformational learning (Taylor and Laros, 2014) • Individual experience could be thoughts, feelings or emotions (Mezirow, 2000; Dirkx, 2006)	• Individual experience is central to conversation, with predominant focus on reflecting on past events. • The experience to be reflected upon is very specific as a result of focused contracting
2	Promotion of **critical reflection**	• The coach supports becoming aware of hidden assumptions, critical reflection and exploration of options and actions (Brockbank and McGill, 2006; Taylor, 2007; Askew and Carnell, 2011)	• Role of the coach is to challenge the clients underlying beliefs and assumptions, using Heron's Confronting, Catalytic and Cathartic interventions styles
3	Engaging in a **dialogue** with self and others	• Alternative view: becoming aware of what is happening in someone's inner world is sufficient and no critical reflection is needed (Merriam, 2004; Dirkx et al., 2006) • The coach can challenge clients by asking incisive questions, confronting inconsistencies and/or using tools like ABCDE, Drama Triangles (Blakey and Day, 2009; Cox, 2013) • Attitude coach: expresses belief in the client, has a future outlook and promotes hope and possibilities, supporting the client when experiencing fear and discomfort (Rostron, 2006; Cranton and Wright, 2008) • Recognise readiness to change (Berger, 2004, Hannsmann, 2014).	• The coach functions as a partner in dialogue to challenge but also to help generate other perspectives and courses of action • Attitude coach: the coach should 'embody' the change as required from the coachee (act as an example) and express optimism for the possibility of change. • Craft of the coach; be aware and give high levels of attention, respond with fearless compassion. There is a notion of the coach waiting for a felt sense about what is needed next to make the shift happen
4	Holistic **orientation**; inclusive of other ways of knowing (affective and relational)	• Cognitive/ rational: reflecting on past experience by means of e.g. dialogue, journal, life history exercises, concept maps (Mezirow, 2000; Cox, 2013) • Extrarational: reflecting on emotions, feelings or images experienced within the moment by means of e.g. journal, drawing, writing, performance/ dance (Taylor, 1997; Dirkx ,2000) • Integrated approach: requires *both* reflection and non-reflective activities (Kiely, 2002, 2005; Yorks and Kasl, 2006)	• Reflecting on feelings is one of the four levels of engagement, however, predominantly refers to reflecting on emotions caused by past events instead of emotions experienced within the moment. After achieving cognitive insight additional effort is needed to create an 'embodied shift' (232) by e.g. role-play and rehearsal suggesting inclusion of non-cognitive elements • Emphasises holistic knowing by the coach herself by the use of self and waiting for the felt sense.
5	Awareness of **context**: helping learners develop an appreciation of how personal and sociocultural factors influence learning	• Influence of environment on uncritically assimilated assumptions (Lyon, 2001; Cox 2013) • Social acceptance, acknowledgement and possible appreciation by peers can support or block transformation (Nohl, 2009; Lyon, 2011)	• Explore if assumptions are remainders of past life or still valid • Recognition that changes that take place in the room affects relationships in the wider system.
6	Importance of establishing **authentic relationship**	• Established by: non-evaluative feedback, acceptance, presence, no hierarchy, voluntary participation, shared goals and authenticity (Eisen, 2001; Cranton and Wright, 2008; Taylor and Snyder, 2012)	• Notion of trust, which is built in the stages of Contracting and Listening. Notion of limbic resonance.

2.4 AHA-MOMENTS

Literature regarding Aha-moments is explored because the notion of a shift in the room suggests learning via sudden insights. Also, Hawkins describes, in private communication with Moyes (2009), the shift in the room experience as an Aha-moment. Research from Longhurst (2006) confirms that Aha-moments can have transformational impact, impacting the body, mind, soul or spirit or a combination of these. However, empirical research on how to achieve Aha-moments is limited. Miller and 'de Baca (2002) describe the occurrence of Aha-moments as mystical. On the other hand, Kets de Vries (2013) and Wilson and Gibney (2004), although only conceptually, apply a more scientific approach and map the process of Aha-moments to the four successive phases of the creative process (Davidson, 2003): *preparation, incubation, illumination* (Aha-moment) and *verification*. They argue that although the visible effects of an Aha-moment may seem rapid and dramatic, preceding this moment of illumination a lot of work has gone into working and thinking on the problem (preparation), followed by work that is done behind the scene (incubation). According to Kets de Vries (2013) the unconscious plays an important role because Aha-moments are related to the right side of the brain, which represents the more creative, intuitive and emotional side and provides access to the unconscious. He suggests that to allow Aha-moments to happen we have to rely on the right side of the brain and trust it to function out of awareness (incubation). This seems supported by an earlier study from Lichtenstein (1997), which finds that theory is useful to design facilitation and interventions. However, this only proves useful to a certain point and reaches some kind of threshold. What then sparks transformation is something that is somehow beyond theory, unreachable through logic, and out of rational control.

In relation to this, both Jacobs (2014) and James et al (2012) highlight the importance of silence. Neurological research from Jung Beeman *et al.* (2004) demonstrates that Aha-moments are preceded by alpha band brain activity where

people move into a quiet, relaxed and internalised state, followed by a spike of gamma wave activity as new neural pathways are created and the new insight is born (Kounios *et al.,* 2006). Consequently, Jacobs (2014) suggests, for example, asking thought provoking questions that causes clients to pause and reflect and then leaving room for silence during the coaching. Research from James et al (2012), who recorded a transformational insight on tape, finds that the educator's stopping and thinking preceded the moment of illumination. According to James et al (2012) this triggered the student to stop and think as well, and only then express her own thoughts. They claim that the 'moment of illumination was characterised by inhibition' (p.248). The role of the unconscious seems widely acknowledged within the transformational learning literature as several authors like Hart (2004) state that contemplation evokes transformational learning. Although Aha-moments are not necessarily transformational, the notion of preparation, silence and incubation offers additional views on how a transformational insight in the room could be interpreted.

2.5 COACHING APPROACHES AIMING FOR SHORT TERM RESULTS

Finally, reviewing literature about the way coaching approaches emphasise the speed of results highlights two approaches. These are: brief coaching (Szabo, 2009) and results coaching (also called brain-based approach) as developed by David Rock. Both are underpinned by solution focused coaching, which aims to get past a client's stuck perspective. However, instead of focussing on past, problematic habitual behaviour, the focus is on the future (Rock and Schwartz, 2006; Szabo, 2009; Iveson *et al.,* 2012). Brief coaching advocates exploring 'in detail, a client's preferred future, a description of a time when the problem is solved and then identifying whatever it is that the client is already doing that fits with the attaining of that future' (Iveson *et al.,* 2012, p.3). The aim is to focus on successful past behaviour to strengthen the already existing pathways. On the contrary, Rock and

Schwartz (2006), reasoning from a different neurological perspective, argue that where someone focuses his or her attention is where new connections are made. So if the focus is on something new (the future), new neural connections (pathways) are made. By practising this new envisioned behaviour it becomes more sustained. Rock and Schwartz (2006) emphasise the occurrence of reflection (incubation), which is not a phase of logical thinking but one in which the brain makes links across its whole self. This phase is followed by illumination, which is more likely to result in sustained changes if actions are taken shortly after the insight occurs.

As Cavanagh and Grant (2011) acknowledge, this forward looking focus does not correspond with the practice of challenging someone's beliefs or habitual way of responding, which are key in transformational learning. But, although both approaches do not specifically aim for transformational change, they do provide an alternative view on how coaches could create profound learning within their coaching sessions.

2.6 SUMMARY

In this chapter literature, in relation to transformational learning and how this could be achieved within a short time frame is reviewed. There is a wide variety of literature contributing to the understanding of how a coach could achieve a shift in the room. However, none of it seems to answer the research question in full. As presented in Figure 1, each bit of contributing literature falls short at some point.

The available literature in the field of coaching on transformational learning is very limited. Even less can be found about achieving such learning within the short time frame, to which Hawkins and Smith refer as a shift in the room. To learn more, literature from other fields has been reviewed. This does provide valuable insights. However, it lacks clarity on how to apply these in actual learning settings and does not specifically focus on transformational learning in a short time frame.
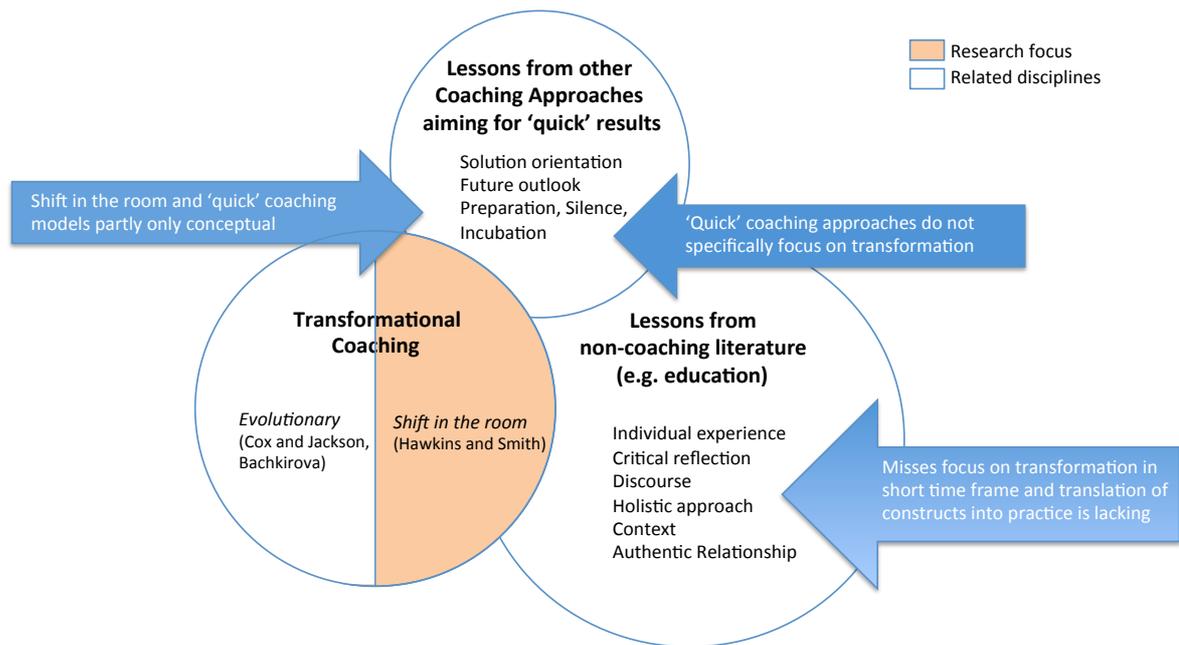
FIGURE 1. CONCEPTUAL FRAMEWORK AND GAP IDENTIFICATION

To learn more about the latter, literature about Aha moments and coaching approaches, which emphasise speedy results, are reviewed. These provide an additional view on how coaches could try to achieve a shift in the room; however, the practices discussed do not particularly aim for transformational learning and are not underpinned by empirical research. Therefore, this study aims to deliver a contribution by developing a model that describes more specifically how transformational learning within a short time frame could be achieved. The next chapter explains how this study is designed to answer this research question.

CHAPTER 3

METHODOLOGY

This study is designed to explore what coaches do to achieve a transformational shift in the room and the aim is to develop a model that contributes to a better understanding of this phenomenon. The relevance of this study, as well as the lack of research on this particular aspect of transformational learning, are discussed in the first two chapters. In this chapter, the chosen research paradigm and the rationale to conduct this research with grounded theory are discussed as well as how the data collection and analysis were organised. The chapter concludes with a discussion of this research's ethical considerations, validity and reflexivity.

3.1 RESEARCH PARADIGM

The researcher's choice of paradigm significantly influences the research because beliefs and feelings about the world guide how the researcher thinks and acts during the research process (Guba and Lincoln, 1994; Norton, 1999). Guba and Lincoln (1994) identify four paradigms: positivism, postpositivism, critical theory and constructivism. For this research, the ontological assumption is that reality is not external to the individual but is produced and reproduced by social actors (constructivism)(Norton, 1999). This leads to the epistemological position that the researcher, as a social actor, is part of the reality under investigation (Norton, 1999). The aim of this study is to understand and reconstruct (Guba and Lincoln, 1994) the participants' views on the phenomenon of a transformational shift in the room as opposed to making objective observations that would explain and predict (positivism and postpositivism) or critique and transform (critical theory) this phenomenon. Because it is assumed within a constructivist approach that multiple realities exist, knowledge refers to those constructions about which there is 'relative consensus' by those knowledgeable (Guba and Lincoln, 1994, p.113). Therefore this study is not

about finding an exact picture of reality, but is concerned with constructing one that is applicable for those who share the problem under investigation (Cutcliffe, 2000; Charmaz, 2014).

3.2 CHOICE OF METHODOLOGY

For this research several methodologies were originally considered: phenomenology, case study, action research and grounded theory. The initial research proposal considered the interpretative phenomenological approach. This allows for studying coaches' personal experiences, their perception of achieving a shift in the room, as opposed to producing an objective statement (Smith and Osborn, 2003). However, because phenomenology describes 'the meaning for several individuals of their lived experiences of a concept or phenomenon' (Creswell, 2007, p.76), it might have focused more on what a shift in the room means to coaches as opposed to focusing on the phenomenon itself. The initial research question should direct which methodology is the most appropriate (Tesch, 1991; Hallberg, 2006) and this approach makes it clear that interest lies more in researching what coaches actually do to achieve a shift in the room than in understanding what it means to them. This orientation towards action and process (e.g. How do people do x?), as opposed to states and conditions (e.g. What do people want? or Why do people do x?), fits more with grounded theory (Strauss and Corbin's (1990, p.38). Ultimately, the aim of this research is to increase understanding but also to develop a model that supports coaches in their efforts to achieve such a shift. This seems to correspond with the aims of grounded theory because, as Strauss and Corbin (1998) describe, 'grounded theories… are likely to offer insight, enhance understanding, *and* provide a meaningful guide to action' (p12: emphasis added).

Before finally deciding on grounded theory as the preferred option, other methodologies were considered. For example, case studies are an effective strategy to answer 'how' questions (Yin, 2003) and allow for theory generation of a certain

incident or experience (Willig, 2008). However, case studies are not so much about generalisation, but about detailed understanding of the case under study (Stake, 1995). Even though multiple cases could be compared to arrive at a more general understanding of the phenomenon, there is limited opportunity to generalise to a wider universe (Bryman, 2008). Also, case studies cannot be considered in isolation and attention needs to be paid to the context/ environment (Stake, 1995). Defining a 'specific, unique, bounded system' (Stake, 1998, p.88) in which a transformational shift could be explored would have been a practical challenge as the intention was to interview different independent coaches and clients with different backgrounds.

Action research was considered, as it allows for gathering information about, and subsequently improving, a certain practice or intervention (Creswell, 2013). As coaching for a shift in the room can be perceived as a practice or intervention, this might seem to be an appropriate approach. Even though there was no specific practice/ intervention formulated upfront, action inquiry would have been an alternative, as such pre-formulation is not required to start. Understanding of the situation can grow bit by bit as the study proceeds (Dick, 2003). However, as the actual occurrence of a transformational shift in the room is not guaranteed, there was a risk of generating limited or no data at all. Repeating the cycle of planning, action and reflection (Creswell, 2013) often enough to come to valuable insights within the period given for this research would be impractical. Grounded theory seemed a better fit as data collection would not depend on going through several (attempted) shift in the room experiences, but on interviewing different people whose experiences had at least a strong chance of illuminating the phenomenon (Charmaz, 2014). If there is little prior information about a topic, grounded theory is specifically useful (McCann and Clark, 2004) because when theory is 'grounded' in the data, it provides a better explanation than a theory borrowed 'off the shelf' (Creswell, 2013). Particularly appealing is the flexibility of grounded theory. Further data can be collected to pursue hunches and analytical ideas about them (Charmaz, 2014),

which allows the researcher to follow curiosity. Research can take unexpected turns, which make the research journey itself a very enjoyable experience.

3.3 DIFFERENT VIEWS ON GROUNDED THEORY

After its introduction in the 1960's, several different views on the methodology developed, each varying in their epistemology underpinning (Charmaz, 2000). Glaser's classic grounded theory is guided by a postpositivist paradigm where reality exists and where the researcher is independent from what is researched (McCann and Clark, 2004; Blaikie, 2007). Strauss and Corbin (1998) brought in notions of human agency. Their approach, underpinned by a poststructuralist paradigm, assumes that reality cannot be precisely conceived but can be interpreted. The constructivist approach takes this one step further and states that reality is multiple and constructed (Charmaz, 2014). As a result, the researcher is not a neutral observer but 'their values shape the very facts that they can identify' (Charmaz, 2014, p.13). Although each method is similar, each has different epistemological and methodological underpinnings, which inform the approach to data collection and analysis (McCann and Clark, 2004). Therefore it must be noted explicitly that this research is undertaken using constructivist grounded theory. This corresponds with the research paradigm and is embraced because it not only allows but also values the subjectivity of the researcher.

A major difference between the different grounded theories is the view on the status of the literature review. Classic grounded theory argues in favour of delaying the literature review to ensure the researcher is as free and open as possible to discover, and to avoid forcing pre-existing concepts on the data (Glaser and Straus, 1967). However, Thornberg (2012) argues that ignoring 'established theories and research findings implies a loss of knowledge' (p.245) and should be 'used, not to mechanically derive a hypothesis to test (as in deduction), but as a source of inspiration, seeing and interpretation in order to detect pattern' (p.247). Existing

literature can be used to generate ideas about how to look at the data, which is the case for this study as well. The literature review conducted at the start of this research served to create a frame of reference for this study and to guide the research question. This same research question in its turn informed the choice of paradigm and consequently the choice of methodology. This is presented in Figure 2, which is a visual representation of the research design. It shows how grounded theory is applied for this study.
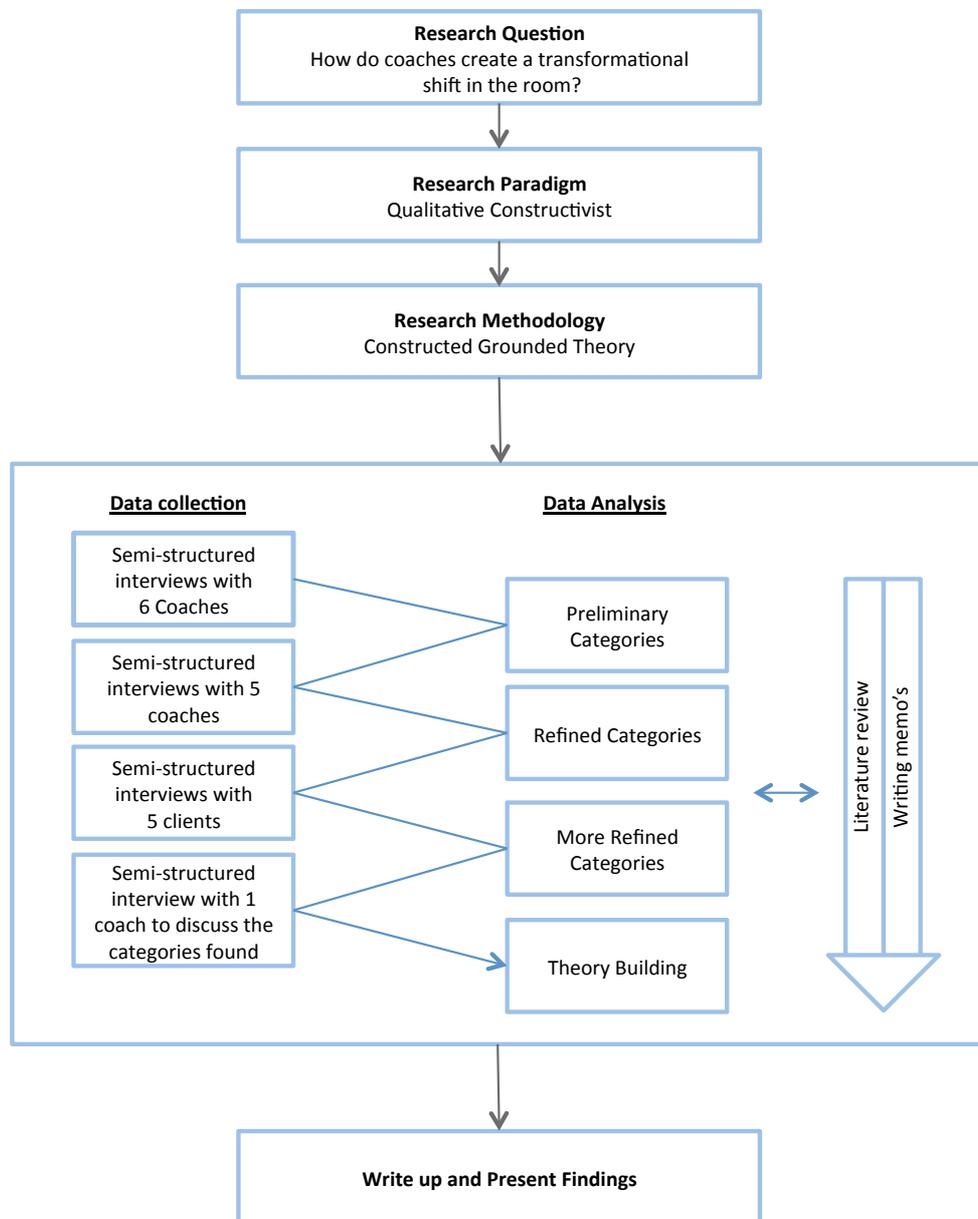
FIGURE 2. RESEARCH DESIGN (partly adapted from Creswell 2013)

3.4 DATA COLLECTION

For data collection semi-structured interviews were used (Charmaz, 2014), which Charmaz (2014) describes as 'a gently guided, one-sided conversation that explores the participants perspective on their personal experience with the research topic' (p.56). Although interviews are criticised for their reliance on often-distorted memory collection (Frank, 1986), it is the most common form of data collection in qualitative research (Charmaz, 2014). Interviews provide a space for participants to reflect on events anew and clarify meanings and actions while providing rich data to spark analytic insights (Charmaz and Belgrave, 2012). One advantage of semi-structured interviews is that using an interview guide (Appendix B) helps the researcher to think upfront about fundamental topics to discuss in interviews (Karp, 2009). However, at the same time, although the interview is given its initial direction from the interviewer, participants have enough space to move in unexpected directions. This is of specific relevance for this research because due to the early conducted literature review, the possible existence of preconceived ideas could not be ignored. Therefore, a pilot interview with a fellow researcher was conducted to ensure 'that the research instrument as a whole functions well' (Bryman, 2008, p.247). To keep an open mind while interviewing, Charmaz's (2014) statement: 'our attempts *to learn* help us correct tendencies to follow preconceived notions about what is happening in the field' (p.86 : emphasis added) proved very useful.

To recruit participants an advertisement (Appendix E) was distributed to several coaching network groups. For the actual interviews coaches experienced in transformational learning were selected (purposive sampling) as this enabled detailed exploration and understanding of the phenomenon under investigation (Ritchie and Lewis, 2012; Charmaz, 2014,). Six interviews were conducted either face to face or via Skype and took between 60-90 minutes. All interviews were audio-taped and transcribed, providing detailed narratives for analysis (Charmaz, 2014). To be as effective as possible in gathering rich data during interviews, tricks

of the trade as described by Schreiber (2001) and Charmaz (2014) were taken into account like: asking questions slowly, leaving silences for reflection and asking 'anything else' to elicit more details. Also, questions such as 'What advice would you have for other coaches aiming to coach for transformational shifts in the room?' (Appendix B-D) were asked to prompt participants to reflect, and gather more fruitful data (Schreiber, 2001).

In grounded theory, data collection and data analysis happen simultaneously and the developing theory guides what and where the next set of data is collected (Charmaz, 2014). For further data collection, a group of five coaches with experience in transformational coaching was chosen, the purpose being to seek feedback on and enrich the emerging categories and to explore whether new categories emerge. Data were collected via semi-structured interviews (Appendix C), which include similar questions to the first interview guide. However, as grounded theory allows for open inquiry but also focused attention (Charmaz, 2014, Schreiber 2001), direct questions about the emerging categories were included. Also, to collect data about a process, specific questions were asked about the sequence of a shift in the room (Charmaz, 2014). Also a preliminary model of a shift in the room (Appendix I) was presented for feedback. The interviews were conducted either face to face or via Skype, took between 60-90 minutes, and were fully transcribed.

After coding and analysing the additional data, the emerging theory directed the data collection towards interviewing clients who had experienced a transformational insight themselves. Although coaches play an active role in achieving a transformational shift in the room, it is the clients who actually undergo such an experience. The intention of interviewing clients is to check emerging categories but also to address gaps in the emerging theory and explore additional categories, based on their different point of view. As data analysis started to highlight the

relevance of unconscious processes in experiencing a transformational insight, the semi-structured interviews (Appendix D) partly focused on describing the experience in metaphors. As Zaltman (2003) argues, the unconscious reveals itself through metaphors and these can help bring unconscious thoughts and feelings to the surface. This could lead to more and also different information (Harper, 2002). Initially photo elicitation was considered. However, this brought concerns about exerting too much influence on the participant as well as inviting reflections on what the transformation meant to them, as opposed to reflection on the process itself. Therefore, participants were invited to describe what happened in terms of colour, a fairy tale, an object, or a piece of music etc. (Schmitt, 2005). In total, five interviews were conducted, either face to face or via Skype, took between 30-45 minutes and were all audio-taped and fully transcribed.

Finally, one more semi-structured interview with a coach was conducted to seek feedback on the emerged theory in an attempt to achieve theoretical saturation.

TABLE II
DEMOGRAPHICS AND BACKGROUND PARTICIPANTS

	Male	Female	Age		Years of experience		Background and Training	Residence
First group of coaches	2	4	< 40	1	< 10	2	Positive Psychology, NLP, Solution Focus, Client Centred, GROW, EFT, Voice Dialogue, Mind Detox, Psychology, Counselling, Person Centred, Neuroscience	UK
			40 - 50	2	10 - 15	2		
			51 - 60	2	16 - 20	1		
			> 60	1	> 20	1		
Second group of coaches & final coach interviewed	2	4	< 40	-	< 10	2	NLP, Grow, Systemic Team coaching, Strengths Coaching, Constellations, Timeline Therapy, Coaching courses (level 5 to MA), Integral Development Coaching, Learning to Listen (work with horses), Coaching Supervision	UK
			40 - 50	2	10 - 15	2		
			51 - 60	4	16 - 20	1		
			> 60	-	> 20	1		
	Male	**Female**	**Age**		**# Coaching sessions**		**Experience with coaching**	**Residence**
Group of clients	2	3	< 40	1	< 5	1	First coaching experience ever, had several experiences with coaching/ counselling before hand, followed coaching courses themselves	UK
			40 - 50	2	5 - 10	3		
			51 - 60	2	11 - 20	1		
			> 60	-	> 20	-		

For this research in total 17 participants were interviewed. Above, Table II outlines the demographics and background of the participants. Details of the second group of coaches and the coach who was interviewed last have been combined to safeguard the anonymity of the last coach.

3.5 DATA ANALYSIS

The first step in analysing the data concerned initial coding, which involved line-by-line, sentence-by-sentence and incident-by-incident coding. As the interviews were fully transcribed, this could be done rigorously. This minimised the risk of applying pre-conceived ideas on the data and allowed space for new, unexpected elements to emerge from the data. This is also the reason why fieldnotes were not used, because, although fieldnotes help to quickly move to abstract theoretical concepts, they could also lead to jumping to conclusions.

During coding, deliberate attention was paid to seeing actions in each segment and using words in the codes themselves that reflected action as this helped to focus on what was happening in the data as opposed to focusing on the individuals themselves (Charmaz, 2014). A second step in the analytical process concerned focused coding, which involves 'using the most significant and/or frequent earlier codes to sift through and analyse large amounts of data' (Charmaz, 2014, p.139). At this stage, decisions were made about which initial codes made the most analytic sense to categorise the data. To further this analysis a mind map (Appendix F) was created after coding each interview. Mind maps, rather than textual analysis, make it easier to immerse in the data and identify core codes and categories and connections between them (Wheeldon and Ahlberg, 2011). The mind maps visually demonstrated the identified categories, as heard from the participants and also visualised the codes and categories that relate to each other, to build a key category. From these mind maps the most frequent and significant codes were selected and brought together to create a preliminary model, pulling together tentative categories

(Appendix G). Further data collection focused on these categories and their properties with the aim of elaborating and refining the categories in the emerging theory (Charmaz, 2014). This theoretical sampling continued until no new properties emerged and the categories were saturated.

Memos were written throughout the whole process of data collection and analysis to ensure analysis took place early on in the research process. Focused codes were scrutinised and potential gaps were identified (for example Appendix H).

Directed by the emerging categories, relevant literature was explored. All literature was treated as another form of data for testing and refining the emergent theory. It was used to explain the data already collected and assimilated into the theory building process. It also positioned this study within the wider research landscape.

3.6 ETHICAL CONSIDERATIONS

The study was conducted within the ethical framework required by Oxford Brookes University (Appendix J), which guides research practice regarding informed consent, no deception, the right to withdraw, debriefing and confidentiality (Willig, 2008). In this research these have been complied with as the participants received information prior to data collection (Appendix K) about the research purpose, why they were selected, what could be expected by participating and the researcher's responsibilities towards the participant. A consent form (Appendix L) was signed by both the participant and researcher. No deliberate deception has taken place. Sharing the full research report with the participants, which also functions as a debrief on data collection, supports the openness and transparency of the research. Participants were told that they could refuse to answer any questions and/ or withdraw from the study at any point. Their understanding of this was confirmed by signing the consent form. The data collected was anonymised and stored safely on a computer to protect the identity of the participants. Only the anonymised data was

used for data analysis. Specific approval was obtained from the participants to use anonymised quotes in the research report (Appendix L).

Out of respect for the time and effort the participants dedicated to this research there was a moral obligation to deal with the data as honestly and seriously as possible.

3.7 VALIDITY

Validity in the context of qualitative research concerns the accurate reflection of the phenomenon under study as perceived by the study population (Hammersley, 1992; Ritchie and Lewis, 2012). For this study, validity is enhanced by the method of constant comparison (Silverman, 2000), which refers to comparing insights from one part of the data with other parts of the data. Triangulation, which assumes that the use of different sources of information, can confirm and improve the clarity or precision of a research finding (Ritchie and Lewis, 2012), and can therefore also enhance the validity of a research. For this study, by interviewing both coaches and clients on the same phenomenon, data were collected from different sources, adding 'depth and rigour to research as multiple perspectives contribute to more comprehensive findings' (Foss and Ellefson, 2002, p.245). On several occasions, research interpretations have explicitly been shared with and confirmed by participants who had the same experience (respondent validation)(Ritchie and Lewis, 2012). However, coming from a constructivist perspective, as argued by Hammersley (1992) it can never be known with certainty that an account is true because we have no independent and completely reliable access to reality. Methods to increase a study's validity are useful but limited in what they can contribute to a full confirmation of a finding from a qualitative study (Ritchie and Lewis, 2012). Therefore it is noted that this research did not set out to find '*the* theory, but *a* theory that aids understanding and action' (Heath and Cowly, 2004, p.149) and 'merely offers an interpretative portrayal of the studied world, not an exact picture of it' (Charmaz, 2014, p.17).

3.8 REFLEXIVITY

As in a constructivist study, the developed theory is an interpretation of the researcher (Charmaz, 2014). It is stressed that the researcher attempts to become aware of his/her presuppositions and how they could affect the research (Creswell, 2013). The role of reflexivity is to show to the reader as much as possible of the procedures that led to a particular set of conclusions (Seale, 1999) and several attempts have been made to be as clear as possible. For example, as discussed earlier in this chapter, several methodological decisions have been made to limit the risk of enforcing pre-conceived ideas on the data, as a result of the early conducted literature review. A reflexive dairy was also kept throughout the research in which personal thoughts about, for example, the definition of transformation and assumptions about its occurrence, were scrutinised for their potential impact on the research. More explicitly, personal thoughts are included in memos in which questions are raised about to what extent interpretations are grounded in data or imposed on the data. On these occasions, special care was taken to remain unbiased and make sure that, for example, in interviews, participants mentioned certain topics first before further exploring.

3.9 SUMMARY

This chapter provides an overview of how this research was conducted. In the following chapters findings are presented and elaborated upon. All the participants' quotations will be displayed in italics and can be tracked back to the group they were part of. Quotations from the first group of coaches are marked C1, from the second C2. Quotations from the last coach who was interviewed are also marked with C2 to ensure the participants anonymity. CL indicates quotations from the group of clients.

CHAPTER 4

FINDINGS PART I: 'UNDERSTANDING A SHIFT IN THE ROOM'

In this and the following chapters the findings of this study are presented. After the coding process four key categories emerged: 'Understanding a Shift in the Room', 'Setting the Scene', 'Working in the Reflective Space' and 'The Happening of the Actual Shift in the Room'. Appendices M and N provide an overview of how these key categories have been constructed from the data.

In this chapter, the first key category, 'Understanding a Shift in the Room', is discussed. Provided is an overview of how the participants understand this phenomenon and whether they feel they actually experience such transformational moments in their coaching. The next chapter addresses the categories 'Setting the Scene' and 'Working in the Reflective Space', referring to what needs to be in place to allow a shift in the room to happen, but also discusses what coaches actually do to achieve such a shift. Chapter six discusses how the actual shift in the room occurs and how coaches can support clients through this transformational experience.

4.1 'UNDERSTANDING A SHIFT IN THE ROOM'

The research question of this study asks participants to reflect on a transformational shift in the room. Before any findings can be discussed on how to *achieve* such a shift, it needs to be discussed what such a shift *means* to the participants. From the data emerged the sub-categories 'Expanding the Client's Way of Seeing', 'Transforming in Two Stages' and 'Scaling a Shift in the Room' (Appendix M and N). Together they form the key category 'Understanding a Shift in the Room', which provides a definition of a shift in the room for this research.

4.1.1 'Expanding the Client's Way of Seeing'

Participants of this study describe clients who come to coaching as experiencing a sense of '*stuckness*', (C1.1) or '*blockage*' (C2.2). The clients are to overcome this by seeing their situation in a *new* way. This is demonstrated in the following quotations from two coaches.

I would say it's enabled the client to find new perspectives. It is just creating that opportunity for them to take a step in any direction and look back at the problem from a different way and see something that they wouldn't normally see. I believe that's when the life shift starts. - C2.5

By changing their conclusion about a situation, the situation will still be the same, but how they remember it, respond to it, perceive it, changed. - C1.5

The data indicates that seeing things anew could occur in roughly two directions: inward or outward focused. The first one concerns learning more about the individuals themselves, becoming aware of their own habitual behaviour, limiting beliefs or conflicting needs. As some coaches describe it, transformational learning results in clients' '*stopping the fighting in oneself*' (C1.2), '*seeing a fuller picture of themselves*' (C2.1) or '*become more holistic and integrated*' (C1.6). This seems to resonate with Mezirow's (2000) and Dirkx's (2000) view on transformational learning, which is very much about transforming someone's own assumptions and beliefs and becoming more attuned to one's inner way of knowing. However, the second direction from which clients can come to see a situation anew seems to be outward focused. Here it concerns becoming aware of how an individual interacts with the environment. Although this might implicitly affect someone's beliefs and assumptions, initial focus seems to help clients become aware of how they impact their own environment. The quotations below demonstrate this from a coach's and a client's perspective:

We were looking at some quite complicated situations he'd got himself into at work. There was a lot of emotion. After doing an exercise with transactional analysis, this then led to a whole series of realisations about how his behaviour was actually making the situation far worse and causing many more problems for him in the workplace, but also for everybody else as well. – C2.3

That was quite a revelation because my natural disposition I hadn't been aware of until then, so, I was certainly not thinking about the impact I was having on other people. Sometimes I thought, I do tend to talk a lot, I like to talk a lot, oh well. It was a bit like that. But she started to show me that you could also be a different way, even though it's not what you naturally go to first if you are not paying too much attention, you can still do that. It's really great to be able to do that and to be aware of it and to deploy it whenever it's needed. - CL5

This seems to fit with Torbert and Torbert's (2004) and Fisher's *et al.* (2003) view on developmental learning. They describe how people develop through different developmental stages. One element that sign-posts the development into a more complex and integrated worldview is the extent to which someone is able to understand the perspectives and needs of the people around them. This suggests that the shift in the room as perceived by the participants of this research does not solely concern becoming aware of and challenging personal beliefs, it is also about becoming aware of how people interact in the wider system, suggesting more of a 'me and my environment' focus. This implies that the actual shift that takes place is about expanding someone's way of seeing by either *changing*'s someone's own perspective and/ or by *complementing* someone's own perspective with the perspectives of others. In both cases the client will obtain a more complex and integrated way of seeing, albeit each via a different route. This suggests that for this research, what actually shifts can be a variety of things. However, as long as it leads to a new way of seeing that enables clients to move past their sense of stuckness, it can be called a shift in the room.

4.1.2 'Transforming in Two Stages'

The participants generally describe the outcome of a shift in the room as a change in a client's thinking and being, which, once experienced could not be unlearned. However, based on what the participants say, a transformational shift can be interpreted as a two-stage process. The two stages seems to involve a) a moment of insight, a moment in which the client truly embraces a new way of seeing the issue,

and b) changed behaviour that results from this insight. The following quotations explain this phenomenon from the perspective of coaches:

So, the changes happen, the neuro-connections are changed, or whatever happens in the brain and then that shift has happened. Now, there is a time for the person to change behaviour as a result of that change of thinking, but the fundamental change has occurred. So, that's how I see transformation. – C1.6

It can be quite spectacular. When you are working with the business owner and there is something they don't know. So, something happens and they suddenly get some knowledge or something makes sense to them. And it is a very, very physical 'OOFT' thing when the penny drops or when the lightning bolt hits and they understand something. What makes it transformational for me is when they actually act on it. When they actually decide to change their behaviour. …For me that is the difference between a transformational experience and just a moment of insight because he actually took it and went away and did something useful with it. – C1.3

Actually, she did not do the things that she said she was going to do. But the transformational thinking which was this is obvious. This is obviously what I should be doing. That is a transformation in one way, al light bulb moment, an aha, and this is my new way of being. But actually that way of being did not translate into action or even trial. It might have been a transformational insight, but it isn't about a transformative experience for the person. – C1.1

The division between insight and behaviour seems to correspond with Mezirow's (2000) view on transformational learning. He explicitly describes how, after increased awareness, steps needs to be taken to achieve sustained behavioural change (see Chapter 2 for a detailed description of the 10 phases in which Mezirow describes how transformational learning evolves).

The two stages seem to be indissolubly connected. As mentioned by one of the coaches, '*a transformation is triggered, if you like, by an insight, but that actually changes behaviour*' (C2.3). Without changed behaviour, the insight would merely by an Aha-moment. To be able to classify a shift in the room as a transformational experience, proof needs to be found in the client's behaviour. This seems to resonate with the definition of transformational learning in the literature, where translating new perspectives into actual action is defined as a key element (Merriam, 2004) and also with the definition of a shift in the room provided in the introduction (Chapter 1) of this research where it is assumed that a shift in the room will occur in two stages.

4.1.3. 'Scaling a Shift in the Room'

All the participants of this research confirm that they experience transformational shifts in the room in their practice. However, from the data, it emerges that they hold different views on how frequently these happen, what the impact might be and in what time-frame the shift in the room can be achieved. These will be discussed in more detail below.

Frequency and Impact: Several coaches report having enabled transformational learning for their clients but not on a frequent basis. These coaches seemed to initially associate a transformational shift in the room with dramatic and powerful changes, for example as expressed by the following coaches:

Transformation for me is a big word. It's really a big word. - C1.1

If you want examples of the band playing, the lights flashing and big transformational experiences, I only have one that I can come up with. - C1.4

This notion does not appear to support the expectation expressed in the introduction (Chapter 1) of this research that shifts in the room can happen live in a session and on a frequent basis. However, at the same time, other coaches did claim to be able to achieve transformational changes frequently, as the following quotations demonstrate:

So, a whole host of modalities are that in that grey area between therapy and coaching, and that's when I started to notice that you can start making very quick shifts, because when you move away from dealing with the conscious mind to dealing with the unconscious mind that basically runs the show, that's when the shifts really occur and the transformation happens, and it can happen extremely fast. Potentially it is possible in every session, but you have to be mindful of your own ego wanting that…because that might not be where the client is at. – C1.5
If I can't do it in one session, it will not be able to do it at all. –C2.1

One way to understand these opposing views on how frequently a shift in the room could occur, is to consider the different impact that a shift in the room can have. As expressed by a few coaches, a transformational shift can be experienced as '*a BIG T*

or a small t' (C1.4) or as a '*rut or river experience'* (C1.2). This seems to resonate with Tisdell (2012), who states that epochal and dramatic changes that impact a client on multiple domains, like their emotional, rational, physical and perhaps spiritual domains, happen infrequently. Transformations that mainly affect someone's thinking happen more frequently. This implies that the impact of a shift in the room can be measured on a continuum where shifts that happen frequently and only affect someone's thinking are at one end of the spectrum and shifts that happen infrequently affecting someone's whole being on the other. To have an opinion about how often a shift in the room could potentially happen, someone's personal beliefs on what makes something transformational seems to be an important factor. If it is believed, either by the participants of this research or maybe even by the reader of this research, that true transformation only concerns big and dramatic changes, it becomes difficult to see that transformational shifts in the room can happen frequently. However, on the other hand, the more someone is able to also consider smaller changes as transformational, the more the opposite is possible. For example, the quotation below demonstrates how a coach came to realise during the interview that smaller, maybe less impactful insights for the client could be transformational as well, enabling him to realise that transformational shifts could happen more frequently than initially thought:

Actually some other thought has occurred to me. Oh yes, I hadn't really considered it that way, I initially wouldn't call it transformation, I call it gentle awareness raising. Oh my goodness, I just, you know what? I have been thinking about this entirely the wrong way. I see this completely differently now as a result of this conversation. You have opened up some stuff I hadn't even considered. Actually a little gentle awareness raising and the person suddenly gets hit between the eyes with something that impacts on them in a sort of significant way. - C1.1.

This discussion is not meant to suggest that shifts in the room will be predominantly smaller shifts, mainly affecting one's way of thinking. As expressed by several coaches, in their experience the shift in the room affected the clients on a more profound level than only thinking, as expressed by the following coach:

I have been trying to think about a moment of insights, which didn't have some sense of energy release, just to tough that out and I can't. That's why I don't think an insight is a shift in thinking only. – C2.3

Furthermore, although this discussion might provide a theoretical understanding of how often and how impactful a shift in the room can be, in the end the transformational experience remains very subjective. When a client experiences the shift in the room, the coach is only an observer and cannot judge the actual impact it is having. As one of the coaches said '*Some might look big from the coach perspective but turn out to be small for the client, or vice versa*' (C1.1). Although there are some visual clues indicating that something profound has happened, like one of the coaches who says that '*witnessing a significant change of body movement, way of speaking, what they say, indicates something has happened*' (C1.4), it does not say anything about how intense the impact will be. Only clients themselves can judge the actual impact, and even they might not know at that moment in time how much impact the shift is going to have. As one of the clients explained, '*It hasn't just been work, it has been across other things in my life as well. All of that came from the transformational moment*'. This suggests that the initial insight could snowball into something more profound as well. Again, the findings expand the initial definition of a shift in the room as presented in Chapter 1, where it was assumed a shift would predominantly affect someone's way of thinking.

Time frame of a shift in the room*:* Although there seems to be consensus about the two-stage process (insight and behaviour) in which a shift in the room evolves, varying views exist about the time needed to complete these two stages. The notion of a shift in the room literally suggests that the transformational experience will start and end in one session, which according to some coaches is what they experience in their coaching. However, coaches also provided examples, which they believe still resonate with the notion of a shift in the room but concern a longer process, which

can be unfolding over several coaching sessions, even only completed after the coaching engagement has ended. The reason it is still considered to be a shift in the room is because coaches experience clients who have apparent moments of insight during their coaching. In describing the shift in the room to evolve over a longer time period several varieties were mentioned, e.g. planting a seed in the first couple of sessions which grows into an insight in a later session; working on a topic during a session which after further reflection leads to an insight in between sessions; experiencing an insight during a session with more sessions needed to support behavioural changes; or the shift in the room is only completed after the coaching journey has ended. This is exemplified in the following quotations from coaches:

She was still crying and upset when she left the third session, but on the fourth session she'd taken herself to action, the shift had happened after the session…So, sometimes it's not even being there when it all happens, sometimes I think the slower processor still goes through it and the aha moment comes later. - C2.5.

He had the insight in, say, session three and then in session four I would say some stuff like, "okay, let's think how this transfers to work. There are some things you can do something about. - C1.2

The number of people who have said "Do you know, I didn't even consider it, but actually, all the things that have happened in the last 6 months were linked to things we talked about". They hadn't even realised that we started the process, but the transformation has continued into their future. - C2.1.

As it appears, the coaches interviewed for this research interpret a shift in the room in a broader time perspective than the literal meaning of a shift in the room, which is happening live in the session. Besides a shift in the room it could equally be 'a shift between rooms,' or as one coach described it, '*a shift throughout the coaching journey*' (C2.4). This means that when referring to a shift in the room in this study this could either occur in one session or evolve over a longer time period.

4.2 SUMMARY

In this chapter it has been discussed that coaches do experience shifts in the room in their coaching. However, they seem to use a broader definition of a shift in the room than initially defined (see Chapter 1). At the start of this research it was assumed that a shift in the room would predominantly affect someone's thinking, occur within one coaching session, evolve in a two-step process and concern changing one's own way of seeing/ perspective. The findings demonstrate that a shift in the room does indeed seem to occur in two stages. However, it also emerges that according to the participants, the shift could impact someone's way of thinking but could also be more profound. It could happen within one session but also take more time to evolve and does not necessarily refer to changing someone's own perspective, but could also involve extending someone's ways of seeing by including the perspectives of others. The phenomenon of a shift in the room seems to be a richer concept that could occur in more varieties than initially assumed. Hawkins and Smith (2011) describe the way a shift in the room should occur in every session. This research demonstrates that this is not what coaches experience in practice. Although it could be achieved within one session, it seems more likely the shift will occur at any time during the coaching commitment. In the next chapter the ways coaches can work to such a transformational shift are discussed.

CHAPTER 5

FINDINGS PART II: 'SETTING THE SCENE' AND

'WORKING IN THE REFLECTIVE SPACE'

In this chapter, the key categories "Setting the Scene" and 'Working in the Reflective Space' are discussed. The first category refers to elements that do not lead directly to a transformational shift in the room, but appear to be essential in providing the right situation for one to occur. The second category addresses more specifically what coaches do to trigger an insight, the first step in the process of a shift in the room. As it appears, these two categories are very much interlinked. Appendices M and N provide an overview of how these categories emerge from the data.

5.1 'SETTING THE SCENCE'

The key category 'Setting the Scene' consists of three sub-categories: 'Creating an Optimal Learning Vessel, 'Working on a Client's Ability to go There' and 'Readiness of the Coach'. Each is discussed in further detail below.

5.1.1 'Creating an Optimal Learning Vessel'

Both coaches and clients frequently refer to the notion of trust and safety when describing their shift in the room. Below, quotations from both coaches and a client highlight how this environment of trust helps clients to open up to the coaches, to open up to themselves and start exploring and reflecting:

By trying to create an atmosphere of trust and trying to create an atmosphere of sharing, trying to be something people felt that they could open up to. - C1.2

Co-creating that space that allows people to have that safe space to explore themselves and their own thinking. - C1.6

Then there is a process of creating that relationship of trust, really, and have the person sense you and experience you in in such a way that they are prepared to open themselves in such a way and be vulnerable enough within, they feel supported enough that they can let themselves come to the point of having the insight. – C2.3

I think that I just knew that I'd trust what he was saying. It was a complete buy-in from me to trust this person. – CL1

One effect of trust seems to be that clients become more comfortable and 'open up' to the coach. This can involve talking about things clients have never considered before, or talking about things they do not freely talk about outside the coaching session. Kets de Vries (2014) describes the way a trusting relationship allows defended thoughts, feelings, memories and fantasies to be said out loud which can be picked up as a new lead, potentially helping clients come to meaningful insights. As one of the coaches describes in the following quotation, a trusting relationship helps clients to lower their defences:

Again, it's doing it all lovingly because the nervous system is there for a reason, to protect them. They are not deliberately trying to not have these transformational moments and that's why it is great for someone like that to have a coach, because they've got someone holding the safe space for them. That's another time when transformation might not happen. If the client does not feel safe, then their unconscious is not going to allow them to go there. It's my job to help someone to feel as safe as possible. - C1.5

This and similar quotations point to neurological research. Therefore, to better understand how trust supports a shift in the room, neurological research has been reviewed and the findings are presented here. Zull (2002) argues that knowledge is stored in neuronal networks in the brain, so any 'change in knowledge must come from some change in neuronal networks' (92). This re-modelling and/or restructuring of these neuronal networks is called brain plasticity (Johnson, 2006). To make such change happen, people should move their thinking activity into the higher brain regions (the frontal cortex) as it is in these regions where reflective and abstract thinking takes place (Zull, 2002; Johnson, 2006). It appears that, while clients are experiencing the supportive and caring attitude of the coach, chemicals in the brain are stimulated that make the brain more plastic. Hence more neuronal networking and meaningful learning can take place (Cozolino, 2002). This suggests that, to be physiologically able to actually consider new ways of thinking in the first place, a caring and trusting environment is vital.

To establish such an environment of trust, coaches seem to apply several strategies. For example, some coaches emphasise a non-hierarchy relationship, as the following coach describes:

I almost, for the first half of the session I make myself very small. I'm not physically large, but I present myself as small and unintimidating and as unthreatening as possible…. In practical terms you obviously make them a cup of tea and I'm usually dressed informally. It is often done in my home, or on the phone sometimes as well. Yeah, that's how I get people to feel okay. - C2.1

Another strategy that the data highlights is being non-judgmental, accepting the client for who they are and being with them on their journey, as one coach explains:

It's a combination of that empathetic response, being, with having the client know, from everything that you say and everything that you are doing, that you are beside them. The relationship for me is holding hands and walking alongside somebody. - C2.2.

It may be counterintuitive, but providing challenge can increase the level of trust that clients put into the coach and the coaching experience. As positive feedback is alternated by challenge, the positive feedback received becomes more credible, as the following client describes:

I trusted his feedback because at other times he had also picked me up on things that I hadn't gotten right. So, it wasn't as though it was some sort of love fest at all. – CL4

Other strategies that also emerge from the data are pacing, tone of voice and avoiding looking at the watch. When it comes to fostering transformational learning, these strategies are not new. These are already identified in Chapter 2 when current research is reviewed. However, something that does not seem to be written about widely in relation to fostering transformation is *affective attunement*. Wylie and Turner (2011) define this as 'the ability to hear, see, sense, interpret, and respond to the client's verbal and nonverbal cues in a way that communicates to the client that he/she is genuinely seen, felt, and understood' (p.8). The data indicates that trust and buy-in from clients are created by the way the coach demonstrates genuine attention and care for the client. As both coaches and clients explain in the

quotations below, undivided attention and creating a sense of being truly seen support an increased sense of trust between coach and client:

Trust is something about being seen. I think if the client can know in all ways that they have been seen, I think the trust…that's how you develop trust. - C2.2

He was genuinely interested to help me and that made all the difference. He made you just want to open up and want to speak to him and give him some answers, because I knew that he was going to help me. So, that makes a difference. I've got this time and my time now for an hour or whatever it was, was just devoted to me. As I got into it I opened up a bit more and did whatever he wanted me to do basically. Yeah, I was completely in his hands, as it were. - CL1.

Being utterly fascinated by the client…have that curiosity and fascination about what is going on, people start to feel much more comfortable, much more okay that whatever it is that's going on for them is a fascinating, unique thing. - C2.2

Johnson (2006) describes that if 'the learner feels *uniquely seen by the mentor, valued and safe'* (p.66: emphasis added), feelings of fear dissolve. This seems a relevant notion when coaching for a shift in the room, because as Caine and Caine (2006) describe, when people experience fear, higher order functions are bypassed and the survival response kicks in. In these circumstances there is narrowing of the perceptual field, which means that clients are simply unable to consider any other possible perspective. However, as Damasio (2000) states, when feeling safe the person opens up and reaches out to the environment. This suggests that clients who trust their coach will be more able to actually *see and consider* a new perspective. While in a state of defence, they are more likely to hold on to what they already know. Coaches who are able to convey genuine interest and attention, to create a sense of being seen, will help clients to become less defensive and thereby make it possible for the client to actually see a new perspective that could help them to move forward.

5.1.2. 'Working on a Client's Ability to go There'

All coaches acknowledge that being successful in achieving a shift in the room depends on the willingness and ability of the client to go there. As one coach

describes, '*it takes two to tango*' (C1.1), so only when the coach's efforts are met by a responsive client is a shift in the room likely to appear. Coaches describe how clients who experienced transformational insights are the ones who want to get past their sense of stuckness, who want to learn and therefore work hard and reflect deeply on questions asked. They take responsibility for their own development. It appears that the *need to learn*, the client's desire to overcome their sense of stuckness, increases their willingness to work hard and go along with what is happening in the coaching session. One of the clients explained how her need to learn increased her engagement in the coaching process:

I wanted to learn, because I wanted to get out of this little hole that I was in to…as I got into it [the coaching session] I opened up a bit more and did whatever he wanted me to do basically. Yeah I was completely in his hands as it were. – CL4

This desire to learn resonates with the principles of Andragogy, because as Knowles *et al.* (2011) describe, adults are more inclined to learn when there is a need to learn. To have clients fully engaged in the process of a shift in the room, clients should have an internal drive to want to solve their presented problem. Furthermore, it also appears that clients who want to learn seem to better persevere with whatever is coming on their journey. This quotation demonstrates how the client keeps on working on the subject, even when it becomes more difficult:

Whereas people who passionately want to engage in the process, even if they're stuck, they are different. They are like, "I don't know, I thought about this question a lot. But let me think, let's think of the areas…" and they grasp and they fight and they struggle through that difficulty. – C2.3

One way to explain this perseverance of the client can be derived from the work of Bachkirova (2011). She argues that in the case of a genuine change, change is already underway subconsciously, outside the awareness of the conscious mind. As new neural pathways, called mini-selves by Bachkirova (2011), are about to be formed to satisfy this real need, a natural energy to drive this is created. This suggests that a real need will also make clients adhere more to the process, despite

possible challenges and other difficulties, because they are dedicated to realising their desired change. Clients working on a real need find it impacts their level of both engagement and perseverance during the journey. This suggests the importance of coaches' spending sufficient time on ensuring the client is working on topics that are really relevant to them. As mentioned earlier, coaches who are skilled in creating attunement will be better able to pick up the real desires of the clients, which will consequently assist in identifying the clients' real needs.

Although coaches did not explicitly refer to working on a client's readiness for a shift in the room, several strategies emerge from the data that support its growth. One relates to the client's *ability* to reflect. This ranges from helping clients to be fully present in the moment, to '*sit still…have a conversation*' (C2.5), and helping clients to become more aware of themselves and their thoughts, to inviting clients to step back and observe their situation from a distance. However, as pointed out by some coaches, on some occasion the client's ability to reflect runs into limitations which one coach referred to as, '*I don't think the person as yet has the sophistication to see how she is behaving*' (C1.2). Clients unable to reflect are unlikely to achieve a transformational shift in the room. This resonates with a critique brought forward by Merriam (2004) who states that although critical reflection is a key element in Mezirow's approach, many adults lack the cognitive development to do so. This suggests that in these circumstances coaches should apply a different approach. In what way they should do this has not been a focus of this research.

Another approach utilised by coaches to increase a client's readiness for a shift in the room is their discipline to hold clients responsible for their own development. One of the following coaches described this as follows:

Rather then it being me that's managing the whole session, I keep putting it back onto them, to make sure they are getting what they want, yeah, so, that in a way is actually preparing them for a shift as well because you will address their responsibility. They need to want it themselves. - C2.5

By keeping clients responsible a coach aims to elicit the client's desire to change themselves. Conversely, if the coach is too eager to help the client and starts to do the thinking for them, this will potentially deprive clients of the opportunity of a shift in the room. An insight occurs only when clients do the neuronal restructuring themselves, so when coaches start to fill in the gaps for the client, no restructuring will take place and no profound learning will occur (Rock and Schwarz, 2006). Holding clients responsible for their development seems vital as it actually provides the opportunity for the essential 're-structuring'.

A third strategy is to bring clients into a positive mood by, for example, highlighting their strengths. As demonstrated in the quotations that follow, focusing on something positive helps coaches to move forward with their clients:

If we take half a step back to look at all the skills you've got and get back into a positive place and maybe ask slightly different questions, then they've got that opportunity to come in from a different path and maybe see something. - C2.5

Energise her [client] about something that she really enjoys doing and she has natural energy for and then using that to then drive other changes. - C2.4

Creating a positive mood decreases the levels of defence (Damasio, 2000) and allows clients to move to the higher brain regions in which they can actually consider new perspectives. Because in such moments the brain is more placid, potentially more neuronal networks are made, allowing for more profound learning to take place.

In Chapter 2 the readiness of the client in relation to transformational learning is discussed. However, whereas Berger (2004) and Hannsmann (2014) emphasise the importance of recognising and capitalising on these moments, the findings discussed here shed some light on what coaches can do to actually achieve these moments.

5.1.3 'Readiness of the Coach'

As one of the coaches described '*to make it work, a lot of stuff needs to be right*' (C1.1) and as well as establishing trust and having a client ready to embark on the journey, the coach needs also to be fully prepared. To create a shift in the room, the full presence of the coach is required, with an empty mind, fully dedicated to the client. Not being present could function as a barrier preventing a shift's occurrence. An example is described by one of the coaches thus:

When I've been in a very tight schedule… I can hear it echoing in my ears, the moments me saying, "there is an amazing thought, and I want you to just go away and reflect on that for a while". Which you know, is probably the wrong thing to do…. I definitely get to a point where I recognise that transformational moment but do not pursue it for whatever reason. - C1.1.

It is not a given fact that coaches are always fully present and prepared, go out of their way to achieve a transformational shift for their clients. The coach can be distracted, tired, or reluctant at that moment in time due to e.g. time constraints or reservations against the client. As one coach says, '*I guess we are all different on different days. I'm sure some days are better than other days in terms of connecting with people*' (C1.6). However, when the coach is fully present, one particular skill appears to play a major role in achieving transformational shifts, which is discussed next.

5.2 'WORKING IN THE REFLECTIVE SPACE'

The key category 'Working in the Reflective Space' illuminates what coaches actually do to achieve a transformational shift in the room. Because the interviews are with coaches from a variety of backgrounds, the main focus is on practices transcending techniques or approaches related to personal coaching styles. The findings are presented in the categories 'Creating Resonance' and 'Triggering of the Shift in the Room' (Appendices M and N).

5.2.1 'Creating Resonance'

The category 'Creating Resonance' describes the process of commencing exploration and reflection, in which the interaction between coach and client leads to an increased sense of connectedness. This increased connectedness can ultimately lead to insights for the client. Just like in many other coaching conversations, participants describe the coaching conversation as starting with exploring the topic brought forward to coaching. Coaches typically ask questions and/or invite clients to do exercises, followed by further exploration. However, while describing their experience of a shift in the room, coaches mention that decisions made on how to move forward are very much based on what they sense or feel intuitively in that moment. Coaches seem to take verbal and non-verbal communication into account when deciding on the next step, which could be either a question or the selection of a particular intervention or exercise. This is demonstrated here:

If you are skilled and you've got plenty of practice, sometimes you can pick-up nuances with people, that that questions...you can see that's made an impact here. So you would then go, there might be something there that we need to discover a little bit more. - C2.2

It is spotting those little nuggets of things that you can say 'hang on, tell me about that. - C1.2

I think there is a sixth sense. There is an intuition and you hear. There is a change in skin tone, the eyes go a bit shiny, the emotions come in, you can see all those things, but there's something else. Sometimes it is a throwaway comment that's just...you can't always put a finger on it, but it's important to that person and I would say "Oh, that's really interesting that you said that, do you want to talk a bit more about that?" - C.2.5

It seems coaches are not consciously applying any technique or approach to help clients come to their insights, but each next question/ intervention is determined on what is happening within the moment. This implies that using intuition and the skill of sensing plays an important role in the process of working towards a shift in the room. To get a better understanding of how this could support this shift, Goleman's (1996) work on emotional intelligence provides valuable insights. He argues that people's emotions are rarely put into words: far more often they are expressed through other

cues. The key to intuiting another's feelings is the ability to read non-verbal channels like tone of voice, gesture, facial expressions and the like. He states that 'people who are empathetic are more attuned to the subtle social signs that indicate what others *need* or *want*' (p.43 - emphasis added). This is also called emotional attunement. Earlier in this chapter the way attunement creates trust is discussed, but it appears that, the more developed the empathetic skills of the coach are, the more the coach will be able to understand the *real* needs and wants of the client. This understanding of the clients means that coaches offer questions and/ or interventions that are more relevant for the client, thereby inviting clients to reflect on for them relevant areas. As discussed earlier, this means that coaches help clients to work on their real needs, which increases their engagement in the process. The following coach aptly describes the phenomenon in which the coach tries to understand the client as well as possible:

It is important to be able as a coach to step in their shoes and see things as far as possible. We can never see things entirely from somebody else's perspective, but we can try to understand their perspective on the world. Stepping into that so that you're operating from that place. So, if you are feeling it and understanding it as far as possible from their perspective, you can ask the best questions and you start to get an instinctive feeling of what might be going on. You don't know, but you have a sense of what might be. So, you can start to explore that and ask questions to explore that. – C1.6

It seems that developing these intuitions and senses happens partly unconsciously, as coaches are able to articulate they have these thoughts, but not *how* they got these thoughts. One coach calls this rapid cognition, as he describes:

I think I am making judgements in the moment. It is an immediate response to what is happening in the moment. It is not "I need a pause and think about these things'. It's a bit like rapid cognition and it's experience that kind of leads to a place that says, "I think this is required now". - C1.1

This seems to be in line with Goleman's (1996) statement that attunement happens tacitly. The coach asks questions, the client replies and within this interaction non-verbal clues are sent and picked up unconsciously by both the coach and client. According to Goleman (1996), successful attunement is not only about picking up

clues, but also about the method of response. As he states, attunement is very different from simple imitation. If a coach just imitated the client that would show that the coach knew what the client did, but not how it felt. The crux is to let the client know you sense how he or she feels and therefore the coach should play back these inner feelings in another way. This demonstrates to the client that he or she is really understood (Goleman, 1996). According to Goleman (1996) this tacit attunement is 'part of the rhythm of a relationship' (p.119) and it emerges from the data that, when this is done well, both coaches and clients seem to experience an increased connectedness. The quality and intensity of the interaction between coach and client amplifies and seems to reach a stage in which coaches and clients are very much engaged, very focused and working in partnership to achieve progress for the client. A few participants express this connectedness as follows:

The coach is very much tuned into the client, and the client very much present and wanting to think about new perspectives. - C2.3

I can relate to feeling an energy, building a stronger connection with the client and a certain resonance in the air, for sure. – C1.5

We were very focused, almost like tunnel vision. - CL1

Johnson (2006) and Rock and Page (2009) add to this that experiencing intense connection brings about pleasure chemicals. These act as a reward and motivate learners to continue on their developmental path. This means that by creating resonating relationships, coaches gain more than a better understanding of the clients' real needs and wants: it also motivates clients to continue to reflect and explore. The data demonstrates that this process of resonance leads to a moment in the coaching session in which the coach asks the right question, provides the right feedback, suggests the right intervention or anything similar that seems to triggers the actual insight of the client, either in the same session or at a later stage. On the occasion that clients receive insights during the coaching session itself, coaches describe that they sense that something profound is going to happen. They

recognise such a moment coming when they experience emotions/ sensations within themselves. Here are some examples:

My foot will start tapping, or I'll start drumming on the desk and I get really hot, it really rises up and my shoulders get really, really, and my chest gets really, really hot when we are approaching the moment. - C1.3

This is where it is happening, I can see how I am at those moments, it is a bit like a ticking clock in me, or a sense of, you know that anticipation, the feeling of a pinching stomach, but not quite butterflies of fear, but more like anticipation. It is a sense of heightened curiosity. - C1.1.

Coaches also pick up increased tension and/ or visible signs of stuckness on the side of clients, which two coaches describe:

So they might be complaining that they never get that promotion or they might say something like 'I'm really sick of this, I want to do something about it', which makes me think, this is a good time to raise it with them. - C1.5

The fact that they're upset is actually a strong indication that they want to change at some level. - C1.3

By being sensitive to these changing circumstances, coaches are able to identify that these are moments in which profound learning for the client can take place. This resonates with findings from Berger (2004) who identifies that a client's readiness for transformational learning is characterised by people expressing a sense of stuckness, accompanied by affective display like emotions of fear and joy. Recognising these moments and utilising them provides great opportunities for profound learning. This again emphasises the importance of the sensing skills of the coach, as by being able to notice what is happening within the client, and also within themselves, they can identify the moments in which interventions have a high likelihood of bringing about profound insights for the client.

As it appears, being effectively empathetic and thus able to create resonating connections is vital for a coach in the build up to a shift in the room. In the next section what coaches do to trigger the actual insight is considered.

5.2.2 'Triggering the Shift in the Room'

'Triggering the Shift in the Room' (Appendices M and N) consists of two sub-categories: 'Distancing' and 'Acting upon own Sense & Intuition'. Together they describe what seems to be happening within the coaching session that triggers clients to go quiet, reflect internally and come to profound insights.

Distancing: The first sub-category 'Distancing' refers to the coach's attempt to help clients to overcome their sense of stuckness by helping them to see their situation in a new way. Coaches encourage clients to take an outside perspective, to become more of an observer, as the following two clients report:

It was like, hang on a minute, now I am completely focused in on this, I don't know, nut or bolt or whatever, and I now need to walk a hundred yards away to see the perspective of the whole thing that somebody else is seeing and it completely made me change the way I looked at it. It absolutely made me stand back. - CL5

The exercise helped me to standing back from me, where I am now and seeing it from a new angle. - CL1

This seems to resonate with Kegan (1994) who describes that transformation occurs when someone is newly able to step back, reflect on something and make decisions about it. According to Kegan (1994) things that are subject can't be seen by the individual and, without them being aware of it, they determine the way they see and behave. However, when something has become an object, it can be seen and reflected upon and decisions can be made on how to act upon it in future. Depending on the different background of the coaches, a variety of techniques can be used to support this distancing from the client, like skilful questioning, or using 'different perspective' techniques such as the chair exercise or being the fly on the wall. However, it could also be about inviting clients to become more aware of or observe their feelings, emotions and bodily sensations. The data indicates that during the process of exploration, coaches act as a third eye and, based on whatever they see and hear, they start to develop a sense of what it is that might help their clients

forward. Using their skill of sensing and intuition not only supports connecting to clients, but also develops a sense of what it is that might help clients get past their sense of stuckness. This notion leads into the sub-category, 'Acting upon own Sense and Intuition', which is discussed next.

Acting upon own Sense and Intuition: This subcategory refers to the notion that coaches not only develop a sense, or intuition, about what it is that might help clients move forward, but also actually act upon it. This could be on a general level of identifying which next intervention might be useful, but it is also frequently mentioned that their sense relates to having a specific thought about what the client is not seeing, feeling or hearing:

From what they're telling, I can see what's happening. So, I can see….to me it's crystal clear. So the frustration from my side is, why can't they see this and I'm thinking, well, how do I get them to see that? - C1.3

So, it may well be that you can be in advance of the client in knowing what it is they need. I also think that you can see insights. In the sense that you can offer observations, which you feel very sure, are important observations for that client to have. - C2.3

Yes, and it's definitely a gut thing and I know when it's arrived and when it hasn't. So, quite often I'll be scratching my head for the first half of the session trying to get… "Oh, I don't know, I don't know", and then something will become clear and I will know in my gut that that's it. - C2.2

The hunches that coaches develop can be, for example, noticing contradictions between verbal and non-verbal communication, seeing a bigger picture, or recognising patterns or limiting beliefs. From the data it appears that coaches guided by these hunches start to direct the coaching conversation. Depending on the personal style of the coach, this could either be gentle, like bringing in a certain exercise to help a client uncover for themselves what they are not seeing, or redirecting a conversation back to a topic the coach feels might lead to transformational insights. However, it could also be very explicit, actually sharing personal thoughts and observations with the client. Either way, some level of

56

directing is taking place. Interestingly though, it appeared that coaches who do bring in their judgements in the coaching process, help to trigger helpful insights for the client. The examples below demonstrate how sharing the personal observations of the coach can spark a shift in the room:

I think I might have, at one point in a coaching session, been a bit "well, I'm not good at this and I'm not every good at this' and he [coach] basically said "Look, you need to listen to me. You are actually something extremely special, like an HM Liner or whatever. You've got one loose nut or bolt and that's it, and it's a tiny thing in this vast fabulous thing', and he actually cut across where I was with my mind at that point and it really did make me step back and it really chimed with me… – CL4

What she did was, she was the outsider who said, "I see all these things and I think you may be going here or you may be going there and you've got this option. Are you seeing them as well?" She helped me to focus my efforts and be a bit more strategic. If I hadn't had this conversation with her, I would have stayed in marketing fulltime. It totally changed my career. – CL3

Then I will just get this sense, this feeling, that it's now a good time to actually ask the horrible question [laughter]. I will draw their attention to the fact that they're behaving in one way and they're getting this outcome and ask them what they think that might mean. They go very quiet. They often look out of the window and they are reflecting and I just sit, I hold that stillness for as long as it takes...' - C1.3

According to the data, coaches may come to these personal insights over the course of several coaching sessions, or they may occur within the moment. Drawing on neurological research provides an explanation of how this sharing of feedback supports a shift in the room. If, during dialogue, the coach raises questions, the neuronal process of reflection is stimulated (Johnson, 2006). According to Zull (2002), reflection is 'searching for connections' (p.164) and the brain searches and makes neuronal connections between the presented (new) knowledge and what is already known. When a coach provides a 'new' perspective, observation or question, the client starts to make neuronal connections between this new piece of information and what they already know. It is during this activity that new ways of thinking or seeing are established, or in other words, insights are established. It seems that when this is done in an atmosphere of trust, clients are also more inclined to 'believe' what the coach is saying, as the following client expresses in these quotations:

Because he [coach] is a completely authentic person in my eyes and in my relationship with him, I believed him completely and utterly. There was a complete and utter belief the moment he said it, whereas to be honest, I can imagine a lot of other circumstances I've been "oh yeah, you're spinning a line", or something. - CL5

I think timing is crucial, I think the relationship is crucial and I think, to be fair, while I was surprised, while it was transformational, when I actually looked at it and I thought about it objectively, I could recognise something there. - CL5

Or in other words, because the client trusts the coach, their feedback is actually taken in for reflection, whereas in a less trusting environment the same sort of feedback might be rejected straight away.

However, the notion that coaches direct the course of the conversation in any way seems to be controversial. Traditional coaching principles expect coaches to be non-directive (Blakey and Day, 2012) and assume that clients are resourceful (Rogers, 2008). The non-directive principle requires that 'the coach does not direct the topic or discussion within the coaching session' in any way (Blakey and Day, 2012, p.33). It is therefore not for the coach to say what areas the coachee should discuss, and least of all to provide actual content as a coach 'should leave no trace of their presence' (p.34).

Sharing personal observations also does not resonate with the assumption that clients are resourceful and capable of finding their own solutions (Cooke, 2011). Rogers (2008) distinguishes between process and content directives where it is allowed to 'lead' clients to discover new knowledge of their own (process expert), but not provide 'content' as this is not part of the client's resources.

Many coaches embrace these traditions, as do the coaches participating in this research. They are uncomfortable with the notion that directing the coaching conversation can facilitate a shift in the room. As one coach said, "*I find it a bit arrogant to assume to know what a client needs*' (C2.4). However, other coaches argue that only asking non-directive questions could be a limited view on coaching

and that being directive could actually be more effective. This is expressed in the following quotations from three coaches:

I think the idea that coaching is about asking questions is such a limited view of what coaching is about. I would almost say that, yes, you need to ask good questions in order to elicit a response, but I actually think it's much more about the observation that you can offer, the distinctions that you can offer, the curiosity that you can reflect back that actually where the power is. – C2.3

I think that is the role of the coach, to see the blind spots. I always talk about blind spots in my sessions. Telling people the coaching is all about addressing the blind spots, but because they're blind spots you don't know that you have them so I have to. - C1.3

I was thinking, 'must be neutral, must be…' and I thought, no that's impossible. What use am I to the client if I don't use my judgement? That's why they come to me, they want to work with me and not somebody else, because I am bringing something they don't find elsewhere. – C2.5

Also Blakey and Day (2012) challenge this non-directive stance. They state that coaches might have for example 'seen, heard, thought, or felt something based on what the coachee has said or done while in the coaching session' (p.55). It seems 'disingenuous to hold back this information, otherwise the result may be continued habitual behaviour and approaches that do not lead to the desired outcome' (p.55). They make a case that providing feedback to clients, based on personal insights derived during the coaching session, can provide valuable input to a coaching conversation.

Interestingly enough, the data demonstrates that when the coach has made a judgement about relevant learning for the client, they seem to be very persistent to get the learning across, as these two quotations from clients demonstrate:

He kept pushing me. He kept asking me the same question. So, he knew, he wasn't satisfied with the answer and whether it's how I was saying it or something else, but he just kept pushing just a little bit. - CL4

I felt she was pushing me really hard. I felt it was… she was taking a risk. I felt resistant. I thought she was tough on me, not to be underestimated and….there was, pardon the phrase, no bullshitting. There was no way I was going to wiggle out of this. She was not doing it for any other reason that that I really needed to hear this. I needed to really understand this. - CL3

As it appears, although conflicting with traditional coaching principles, being directive to a greater or lesser extent is an intervention used in practice, and in the context of a shift in the room, it is an effective step towards triggering an insight.

5.3. SUMMARY

In this chapter it has been discussed which critical conditions need to be present to allow for a shift in the room to evolve and what is happening just before an insight is triggered. The critical conditions mentioned are the presence of a trusting relationship, the willingness of the client to 'go there' and the readiness of the coach. Trust seems to be established by skilful attunement, which draws heavily on a coach's emotional intelligence, in particular their empathetic skills. Creating a caring and trusting relationship increases the client's brain plasticity, which enables deep reflection and the creation of new knowledge. This activity potentially leads to profound insights. It has been argued that the coach's ability to pick up the verbal and non-verbal clues of the client and respond to these appropriately not only creates the vital trust, but also creates resonance. In such circumstances the coach increasingly understands the client, the client feels more and more understood and whatever the coach is offering next seems to better resonate with the client.

During this process of exploration and reflection, the coach forms a hunch of what might help the client forward. As demonstrated in this chapter, acting upon this hunch and directing the coaching conversation accordingly seems to be an important element in triggering an insight. As argued in Chapter 4, the shift in the room is about seeing the same situation in a new way. Habitual behaviour occurs unconsciously and it seems that the coach acts as a third eye, spotting the blind spots the clients seem unable to see for themselves. It can be assumed that because the feedback is shared in a trusting and caring environment the clients are more inclined to believe what the coach is offering. The feedback is absorbed and guides further reflection, or in other words, the actual connections the brain makes are to some extent instigated

by what the coach has offered, and wherever the brain is going, this ultimately leads to an insight.

As already touched upon, directing the coaching conversation does not seem to resonate with some coaching traditions. However, despite its controversy, this study demonstrates it is this directiveness that can help an insight to be triggered.

A recurring theme seems to be the coach's skill to sense and their use of intuition. The better these skills are developed, the better the coach is able to attend to the relationship and gather and read information provided by the client. Unfortunately these skills cannot be learned out of textbooks. Although the importance of the skills is widely written about in the coaching literature, reading about them does not necessarily support mastering of them. As stated by Goleman (1996) and Claxton (1997), the skills of sensing and intuition are both practised and learned tacitly. According to Tsoukas (2005) this means that people mastering such skills are unaware how they do what they do. Trying to explain verbally what they are doing reduces what is known to what can be articulated, providing an impoverished version of actual practice (Nonaka and Takeuchi, 1995). Because of this inability to specify in detail what needs to be known, learning by example is recommended. Polanyi (1962) articulates this as follows:

By watching the master and emulating his efforts in the presence of his example, the apprentice unconsciously picks up the rules of the art, including those, which are not explicitly known to the master himself. (p.53)

This suggests that to learn and develop these skills and thereby become more skilled in supporting shifts in the room, coaches should turn to alternative ways other than textbooks to master this craft.

CHAPTER 6

FINDINGS PART III

'THE HAPPENING OF THE ACTUAL SHIFT IN THE ROOM'

In the previous chapter, the conditions and actual events that build up towards an insight are addressed. This chapter describes how the *actual* shift in the room evolves and how coaches can support clients through this experience. This is captured in the key category, 'The Happening of the Actual Shift in the Room', which consists of the two sub-categories: 'The Arrow Striking' and 'Supporting Behavioural Change'. Appendices M and N provide an overview of how these categories emerge from the data. Each is discussed in detail below.

6.1 'THE ARROW STRIKING'

As discussed in Chapter 4, the shift in the room seems to occur in two-stages, of which the first one involves an apparent moment of insight. This was referred to as '*the doors are opening*' (C1.4), '*breakthrough moment*' (C1.6), '*what happened was BANG!*' (C1.1), '*a deep realisation*' (C2.4), and an '*Aha-moment*' (C2.3). The category 'The Arrow Striking' describes this moment of insight, which is discussed by two subcategories: 'Shifting in Silence' and 'Illumination' (appendices M and N).

6.1.1 Shifting in Silence

It emerges from the data that just before the insight arrives, clients go quiet and seem to withdraw within themselves. In the three following quotations, coaches describe this phenomenon:

Normally the coachee will pause, there will be a pause in their conversation and you can see them thinking and they're often looking up, and I can't remember if it's the right or left. It's like they're constructing something new. The, from that, often then they will say, "Oh, I hadn't thought about it like that before", or, "Oh, that's really a good question," if it was a question that prompted it. So there is literally this pause for thought and pause for something that gets going on in the brain. - C1.6

That was one of these transformational experiences really because she just went very, very quiet, looked out of the window and then she said, "Yes, it's just never going to work, is it?" - C1.3

I think, oh, something is going to happen, and usually the client has gone very quiet. They're usually looking out the window or looking away and then the arrow strikes. That's a brilliant feeling. It's a 'wow', 'great'. – C2.3

The data do not illuminate what exactly happens during these moments of silence, but there are references about '*constructing something new within*' (C1.6) and to '*they are on a little journey somewhere. Are they going backwards? Are they going forwards? They are going somewhere. Don't trample on it, just let them.*'(C1.4). This suggests that during these silences, some inner work is taking place and to better understand what is happening, neurological research was reviewed. Rock and Page (2009) describe that during these moments of silence clients reflect on what has just been said. At these points, the brain is not thinking logically or analytically, but engaging a part of itself that makes links across the whole brain. While the brain processes information across different regions, a new map, or so-called super-map (Rock and Page, 2009) is created out of already existing maps. It is this newly created map that provides the actual insight (Rock and Page, 2009). It could be assumed that, because during reflection the brain searches and makes connections between the presented (new) knowledge and what is already known (Zull, 2002; Johnson, 2006), the feedback of the coach directs the insight to some extent. According to Aldous (2007) these moments of silence may last for a few seconds, hours or years, which explains that clients can come to insights not only during the session, but also at a later stage when they further reflect on what has been discussed.

Although it is mentioned that silence precedes the moment of insight, it is not necessarily considered to be an intervention that might be used to create one. Interestingly though, it is during these silences that clients actually come to new insights. Silence seems to play a vital role when coaching for a shift in the room.

Nevertheless, holding the silence is a skill in itself. According to Kline (1999), it is not just about being silent, but about interest and anticipation of what the client will think and say next. She argues that a coach who is able to convey this interest creates thinking on the side of the clients. Furthermore, McLeod (2002) argues that the timing of the silence is also crucial. A clue for an intervention of silence is the coachee's hesitation or confusion that might be displayed by a changed way of speaking or a display of emotions. Inexperienced coaches might ask a question for clarity, but the exceptional coach will wait (McLeod, 2002). This suggests that using silence as an effective intervention for a shift in the room requires skill in knowing when and how to be silent. It could be argued that using this intervention effectively might even bring the moment of insight forward. If there is enough silence in the session, clients are provided with the required space to do the necessary inner work, but, if coaches keep up a continuous flow of questions, clients might only come to insights after the session when they can reflect on what has been discussed at their own pace.

6.1.2. Illumination

Coaches describe knowing something profound has happened because, although all in their own way, clients display a physical form of energy release. The following coaches and client describe this:

There is a definite sensation in the body when the shift has happened: you can see their [clients] physiology change. - C1.5

Then there is some sort of physical release. So it might be that they jump up, some of them bang the table, sometimes they sit back and sort of, 'WOW'. - C1.3

There were tears and they were from laughter, as well as some kind of emotional release. So it had a bit of sadness to it. - CL3

The period of silence is followed by an apparent moment of energy release. According to Aldous (2007) and Hadamard (1945) it is at this moment that the

unconscious mind drops the solution, the new idea, or the so-called new neuronal super-map, into the conscious mind. This moment is also known as illumination; the moment in which the conscious mind seizes the new idea as a moment of insight (Aldous, 2007). Participants described this moment in other ways, for example, 'answers are bubbling up' (C1.4) and 'insights appear suddenly' (C1.6). Although all participants describe the phenomenon of illumination, there are different views on how impactful these moments can be. Whereas some coaches feel that the insight results in a shift in thinking, other coaches argue that, as the illumination is accompanied by a physical energy release, the impact must be broader then the mind alone. They argue that the physical part of the insight represents a bodily shift as well, implying a change in being. This is described by one of the coaches as follows:

I think an insight has a connective somatic shift, otherwise there wouldn't be an energy release. It must be something much, much bigger and broader and whole than about thinking. - C2.3

This seems to resonate with Gendlin's (2003) notion of a felt shift. He describes how clients move from being stuck to unstuck by a felt experience in their body, which is accompanied by a physical release like a loosening of the face or relaxing of posture. According to him, these types of change lead to more sustainable and real changes because the body is involved. However, it can be argued that the somatic shift is not necessarily a sign that bodily changes have taken place, leading to changed behaviour automatically, but may serve another purpose. According to Jung-Breeman *et al.* (2004) the energy rush is not caused by the body but by the brain. They state that when various parts of the brain form a new map, gamma-band waves are given off which create an energy rush that is felt in the whole body. Drawing on Damasio's (2000) work, it can be argued that the function of this energy rush is to help people to judge if the insight is a useful one. As Damasio (2000) explains, emotions are there to protect the organism and to help to make decisions

that are best for the organism. Without emotions, someone is unable to decide which of the two rational alternatives is better: emotions point us in the proper direction. Positive emotions in particular are about forethought, about anticipating what can be done to *not* have a problem. So experiencing positive emotions during illumination supports people in their decision-making on how to move forward on their insight. This implies that relying on the somatic component of illumination to judge whether the insight only affects someone's thinking or that more profound changes (being) have taken place might not be correct.

Furthermore, coaches and clients report that after illumination they experience a greater sense of empowerment. Instead of feeling stuck they see a way forward and are motivated to go there. One of the coaches describes this as follows:

I think they've made that insight. That in itself is very powerful. That's enough for people to go, "I've been thinking this way, or this negative way or pessimistic way for such a long time, just having this conversation now, something's clicked to say, I can. I can", and there's the two words. I can… whatever follows that. - C2.2

According to Diener and Biswas-Diener (2005), empowerment consists of external empowerment (the actual ability to control one's environment) and psychological empowerment (the feeling one can do so). They argue that experiencing positive emotions actually produces 'a state that appears to be similar to psychological empowerment' (p.125). Or in other words, when clients experience positive emotions during illumination this already causes an increased sense of empowerment, thereby increasing a client's confidence that they can do what they set out to do. In a way the body strengthens someone's own sense of efficacy.

This suggests that the energy rush and positive emotions experienced during illumination do not necessarily affect the development of new behaviour, but may be more about a client's judgement that the insight will help them to move forward in a, for them, desired direction and at the same time empowers them to make the move. This seems to resonate with Rock and Schwartz's (2006) view that the experienced energy rush helps clients to pursue the initiated change. It could be added that due

to individual differences, one client might be much more expressive in their experience then others, which means that the amount of visibly displayed energy should not be an indicator of how profound the insight actually is.

6.2 'SUPPORTING BEHAVIOURAL CHANGE'

As discussed in Chapter 4, a transformational shift in the room not only involves an insight but should result in changed behaviour as well. As expressed by one of the coaches, the aim is to '*see how we could turn that [moment of insight] into something that actually assists the transformation*' (C1.3). In the categories 'Capitalising on the Insight' and 'Practising New Behaviour' (appendices M and N) the way coaches support this learning is discussed.

6.2.1 'Capitalising on the Insight'

In an attempt to capitalise on insights, coaches aim to explore the insight itself and to connect the insight to what is initially contracted. Depending on the personal style of the coach, cognitive and/or affective approaches are used to invite clients to explore what the insight means to them and how it makes them feel. The overall aim is to see if exploration of the insight itself might enrich the experience and potentially could lead to a deeper understanding of oneself, or might throw up leads that could be pursued to establish further insights. One of the coaches expresses this intention for increased learning as follows:

I would be hoping to have people 'understand it' in lots of different ways. To work with the insight somatically, to explore what the energy release was about. To understand what was happening within the body. Purpose is to move into a more holistic way of knowing. – C2.3

The relevance of exploring the insight itself is supported by Rock and Schwartz (2006) who, based on neurological research, state that giving attention to clients' insights increases the chance of making long-term differences. They argue that

deliberately paying attention to brain circuits, the ones that are related to the gained insight, enables them to eventually become a part of the brain's hard wiring: or in other words, automatic. It seems that this activity while coaching for a shift in the room supports the development of sustained behavioural change. It might be reasonable to assume that other practices, which facilitate this activity of attention, will lead to the same effect.

Coaches also describe connecting the clients' learning to what is originally contracted in order to support a client's development of new behaviour. The following coach describes this:

What I would be offering there is some new practice or some new exercise or some new self-reflection that connects that obviously back to everything and also to have people specifically know that this is what is helping the outcomes that you had originally contracted to. - C2.5

Because clients move from a mode of 'I cannot' to a mode of 'I can do' after the insight, coaches try to use this new way of feeling and thinking, or maybe better said, this new lens, to look afresh to the initial subject brought forward. Clients are encouraged to think about how they might behave differently in similar but future situations, which one of the coaches expresses quite strikingly:

'I think then it would be, for me it would be exploring that, making that become more real, more of a real thing, what it might look like, what might happen differently, how that might feel for them….I would say my main objective is to get them to feel and experience this potential state' - C2.5

The emphasis lies on future possibilities instead of dwelling on what might have been. Taking into account Rock and Schwarz's (2006) argument that focusing on new behaviour could bring about new connections in the brain, makes this a relevant step in the process to achieve sustainable change.

6.2.2 'Practising New Behaviour'

An additional step in the process to support behavioural change is the attention paid to preparing clients for this different way of behaving. Some coaches focused on defining clear action points from the session and as research from Gollwitzer and Schaal (1998) and Holland *et al.* (2006) indicates, articulation of clear action points supports the execution of desired behaviour when the situation arises. They describe so called implementation intentions, which involve detailed planning of when, where and how one foresees the execution of the newly defined behaviour. Doing so increases the likelihood of its occurrence because as desired behaviour has been recently defined it lies fresh in the mind and this, instead of the 'old' behaviour will be triggered when someone actually comes across the applicable situation. This suggests that for coaches who aim to help clients radically change their behaviour, action points should be given a definition as SMART as possible, rather than keeping them general.

Another approach concerns actual practice where coaches start working on the shift in behaviour immediately within their coaching session. For example, some coaches describe how by means of imagination, visualisation and role-play, clients are encouraged to implement desired future behaviour. The aim seems to be to create and ingrain new neuronal pathways that could result in new habitual behaviour. One of the coaches describes this as follows:

From my understanding and studies the brain, particularly the unconscious, hasn't got a clue what you tell it. So whether it is good or bad, it is habit forming. So yeah, visualisations. So you've got them to go "yeah, that is where I need to go". Now let's really ingrain that into your brain and start a new habit. – C2.2

The insight itself might create a new super-map in the brain that allows for different behaviour; however, this does not mean it will be automatically chosen by the brain as the new way to behave. As Duhigg (2012) explains, when it comes to changing habitual behaviour, effort should be put into actually using this new map and the

more often the brain does this, the deeper the behaviour becomes ingrained to the point where the behaviour itself becomes automatic. This suggests that practising new behaviour immediately within the session seems a good first step to strengthen this new neuronal map, which could ultimately lead to new sustained behaviour. Also, Caine (2004) argues that a shift requires more then intellectual understanding and that both body and mind need to be involved to 'get it' (p.13). Gaining actual experience, understood here as practice, engages both body and mind, which leads to more meaningful learning (Caine and Caine, 2006). Although this research does not investigate which approach is more effective in achieving sustained change, based on the literature it can be assumed that paying attention to actual practice within the session or in follow-up sessions is more effective to support behavioural change than merely talking about action points.

6.3 SUMMARY

The client's silence and illumination manifested in a physical movement appear to be tangible signs that something profound has happened. To allow for these moments to occur it seems vital that coaches are comfortable and skilled in leaving silences. Skilful use of this intervention requires knowing when and how to hold the silence, which is potentially easier for more experienced coaches.

For coaches to know the experience is transformational, proof needs to be found in behaviour. If behaviour actually changes, this will indicate a true transformational experience. The energy experienced during illumination does not necessarily indicate that the new neuronal pathway will lead to changed behaviour straight away. Instead, this energy seems to function as an internal advisor that helps clients to judge the validity of their insight. At the same time, the positive emotions experienced during illumination do strengthen someone's feelings of empowerment. Coaches use this increased sense of confidence and conviction to help clients

continue their journey of change, which seems particularly relevant because, if the insight does not lead to changed behaviour straight away, more work is needed.

To help clients translate their insights into new behaviour, coaches spend time during their sessions on further exploration of the insight itself, connecting the insight to what has been contracted and encouraging actual practice, either within or outside the coaching room. This focused attention creates further neuronal connections in the brain, which in turn support sustained change. Actual practice in the coaching room might be one of the most effective ways to help clients ingrain their new behaviour. Although this second part of the shift in the room is a vital part of a transformational experience, both coaches and clients do not discuss this in as much detail as the phase leading towards insights. It appeared that some coaches do dedicate quite some time in their sessions to practise new behaviour, however, many coaches were not so much focused on this second part and would perhaps only spend the last ten minutes of a session defining action points. The data do not provide the reasons for this, but if coaches become more aware of the impact that actual practice can have on achieving sustainable change, they might start to dedicate more time to this in their sessions.

In Chapter 2 it is discussed how Kets de Vries (2013) breaks down the process of Aha-moments into the stages of preparation, incubation, illumination and verification. This only concerns a conceptual discourse, but the findings of this research seem to provide some empirical underpinning for this theory. It even extends his theory, because where Kets de Vries (2013) does not elucidate on what coaches could do in the preparation stage, this research provides some pointers on how coaches can actively work towards insights for clients. To be able to speak from a true transformational experience, Kets de Vries' theory is not sufficient and another step needs to be added to the process. For transformation to occur, translating the insight into and working on actual changed behaviour is required.

CHAPTER 7

CONCLUSION

This study explores how coaches create a transformational shift in the room. It sets out to gain insights as to whether coaches feel they actually achieve shifts in the room, and if so, how they work towards these moments, what makes them transformational and how they recognise a transformational shift has taken place. In this chapter the key findings in relation to these questions will be discussed, as well as their implications. Both the limitations of this study and areas for further research are considered here. The chapter ends with some personal reflections on conducting this research.

7.1. KEY FINDINGS FROM THE LITERATURE

The literature review highlights that transformational learning has been widely discussed, but that literature on how to foster such learning within a short time frame is very limited. Also, reviewing literature on achieving Aha-moments or coaching for results in a short time frame does not discover how this type of learning can be made transformational. The phenomenon of a transformational shift in the room seems underexplored and this research aims to provide a contribution to this gap.

7.2. KEY FINDINGS FROM EMPERICAL RESEARCH AND IMPLICATIONS

By means of grounded theory data has been collected and analysed. Four key categories of findings emerge: 'Understanding a Shift in the Room', 'Setting the Scene', 'Working in the Reflective Space' and 'The Happening of the Actual Shift in the Room'. The first category refers to how participants of this research understand the phenomenon of a shift in the room; the other three categories are about how a shift in the room evolves and in what way coaches can support its occurrence.

7.2.1 Definition of a shift in the room

One of the reasons to conduct this study was the increased pressure that organisations put on the effectiveness of coaching. As coaching has become more mainstream, taking up bigger parts of corporate budgets, organisations have become more demanding when it comes to the return on investment (ROI) of coaching (Lawrence and Whyte, 2014). As argued by several authors (Jay, 2003; Elkins, 2003,) personal transformation can have profound results for clients but also for their companies. Therefore, increased understanding of how such profound learning could be achieved in a short time frame could support coaches in their efforts to face these increased demands on ROI. At the start of this study a shift in the room is defined as a transformational experience that happens live in a coaching session, mainly affecting a client's thinking and concerning transforming a client's perspective. The process in which this occurs is assumed to start with an insight, which probably needs to be followed up by practice or rehearsal to ensure behavioural change, making it a truly transformational experience. However, although the latter seems to be supported by the findings of this research, it appears that the participants hold a broader definition of the concept of a shift in the room. According to the participants, a shift in the room can indeed impact someone's way of thinking but can also be more profound: it can happen within one session but also take more time to evolve and does not necessarily refer to changing someone's own perspective, but could also involve extending ways of seeing by including the perspectives of others. As it appears, participants hold a richer definition of a shift in the room than initially formulated. This may prove to be a valuable aid in facing the increased demands on coaching. As this richer definition implies, a shift in the room can be achieved in more ways than initially thought, thereby increasing the likelihood of its occurrence: if it does not happen in one session, it could in the following sessions. This suggests that when coaching for profound learning in a short time frame, aiming for a shift in the room is a valuable approach. However, a shift in the

room does not necessarily take place within one session but is more likely to occur any time during the coaching engagement. Therefore, the term '*shift in the room*' does not seem appropriate anymore and is replaced by '*transformational shift*' as this seems to better capture the findings of this research.

7.2.2 Coaching for a transformational shift

During the study it becomes clear that coaching for a transformational shift is not a straightforward process in which asking questions in a certain order or following a sequence of interventions will bring about success. As discussed in Chapter 5, it appears be a complex process that requires multiple facets to be in place at the right time. The categories discussed in earlier chapters: 'Setting the Scene', 'Working in the Reflective Space' and 'The Happening of the Actual Shift in the Room' illuminate how a transformational shift *evolves*, what coaches can do to trigger its occurrence and how to help their clients through this transformational experience. These significant findings are presented below in Figure 3, where a model is presented that provides an interpretation of how coaching for transformational shifts can be understood. The horizontal axis represents how the shift is no longer a shift in the room but can evolve over time, and occur in different time frames, not necessarily in one session, but evolving over several coaching sessions. The vertical axis demonstrates how over time the experience will have more and more impact on the client. The insight itself might not lead to transformational learning straight away but by emphasising behavioural change more profound and sustainable effects will be achieved. Although this new model suggests a linear process, in practice the actual experience of a transformational shift is less straightforward and clients appear to go back and forth in their learning journey. The intention is to show how one stage supports and leads into the other, in which they function as building blocks towards a full transformational shift experience.

Impact

Time/ Coaching journey

Core Conditions:

*Trust
Commitment client
Presence Coach*

Interventions

- Attunement
- Identify real need
- Hold client responsible
- Create positive mood

Creating Resonance

Triggering the Shift

Interventions

- Help clients to distance
- Use Sensing, Empathy & Intuition Skills
- Develop & Act upon hunch

Coaching for Insights

Interventions

- Hold silences
- Display genuine interest

Supporting Behavioural Change

Interventions

- Capitalise on insight
- Practise new behaviour

Old Things in Old Ways *Old Things in New Ways* *New Things in New Ways*

FIGURE 3. EVOLVING TRANSFORMATIONAL SHIFT MODEL (ETS)

As demonstrated in this model, three key conditions have been identified that need to be in place to provide the right conditions for a transformational shift. These are a) a caring and trusting relationship, b) the readiness and commitment of the client to do the hard work that is needed to come to meaningful insights and c) the full presence and dedication of the coach to help their clients on this journey. These are not necessarily new concepts when it comes to fostering for transformational learning. However, as directed by the data discussed in Chapter 5, neurological research has been used to understand how these concepts contribute to a transformational shift. These findings therefore provide an original view on why these conditions are relevant in achieving transformational learning. For example, it appears that knowledge is stored in neuronal networks and to change knowledge, change in these neuronal networks is required (Zull, 2002; Johnson, 2006). This restructuring of the brain is called brain plasticity and when clients experience a

supportive and caring attitude from the coach, chemicals in the brain are stimulated that make the brain more plastic. Hence more neuronal networking and meaningful learning can take place (Cozolino, 2002). This implies that to be physiologically able to consider new ways of seeing in the first place, a caring and trusting environment is vital. The presence of these key conditions seems to be essential, because their absence is identified as the main obstacles to preventing a transformational shift from happening.

When all the key conditions are in place, an optimal setting seems to be created that could foster a transformational shift. To actually make such a shift happen, coaches are not consciously applying any technique or approach to help clients come to their insights. Instead, each next question/ intervention is determined by what is happening within the moment. Coaches make numerous decisions within that moment, relying heavily on their empathetic, sensing and intuitive skills. A key element seems to be affective attunement: 'the ability to hear, see, sense, interpret, and respond to the client's verbal and nonverbal cues in a way that communicates to the client that he/she is genuinely seen, felt, and understood' (Wylie and Turner, 2011, p.8). When done skilfully this not only supports building trust, but also creates resonance in the relationship. This refers to a process in which the coach increasingly understands the client, the client feels more and more understood and whatever the coach is offering next seems to better resonate with the client's real needs, which has the potential to lead to profound insights. The better these skills are developed, the better the coach is able to attend to the relationship and gather and read information provided by the client. It can be assumed that mastery of these skills will increase the coach's effectiveness in creating transformational shifts. As discussed in Chapter 5, these skills are both learned and practised tacitly. This suggests that coaches cannot develop these skills by reading or talking about them because articulation of the craft leads to an impoverished version of actual practice

(Nonaka and Takeuchi, 1995). The way to develop these skills is to observe the master (Polanyi, 1962). Therefore less experienced coaches can increase their ability tremendously when enough time is spent with coaches mastering these skills. In the opinion of this researcher, working together or observing other coaches while practising is not a common means to mastering the art of coaching. Although demonstration sessions, interaction with supervisors or coach-the-coach sessions can contribute to the overall development of a coach, they do not provide sufficient opportunity for coaches to learn the tacitly displayed skills of master coaches. One could turn to observing videos on, for example, a network like YouTube. However, considering the importance of these skills in achieving profound insights within a short period, it seems valuable for existing coaching courses and programmes to support this type of learning in a more structured and extensive way. In the end, delivering better-equipped coaches will impact the quality and effectiveness of the overall coaching force, which in its turn will help the profession to face the increasing demands from the outer world, especially when transformational change is required.

As also discussed in Chapter 5, during the process of exploration and reflection sensing, empathy and intuition skills help coaches to form a hunch that helps move clients forward. The actual directing of the coaching conversation based on these hunches seemed to be an effective intervention to trigger an insight. Although this can be done in a more or a less gentle way, it does seem to direct the reflection activity of the clients into an area that eventually leads to insights. This does not fit with the traditional coaching traditions of being non-directive and relying on the resourcefulness of the client (Rogers, 2008; Blakey and Day, 2012). However, as this study demonstrates, in practice it is an accepted and widely used intervention, which seems to have substantial influence on achieving transformational shifts. Some coaches actively question to what extent these coaching traditions might be a limited view on coaching. This is supported by Blakey and Day (2012), who argue

that these traditions have been useful to develop coaching to a professional level, yet it is questionable to what extent they might cause limitations as well. This implies that a time has arrived in the development of the coaching profession for a re-evaluation of these traditional views and a consideration of the merits of different but seemingly effective coaching interventions. This claim is supported by recent research from Woods (2015) who finds that seeding, which also involves directing the coaching conversation in some way, leads to sudden insights and profound learning for clients.

The last two building blocks of the 'Evolving Transformational Shift' model (Figure 3) emerge from how coaches know that profound learning takes place and how they know the learning experience is transformational. It appears that an insight, the first stage of a transformational shift, is characterised by a moment of silence, followed by a moment in which the client displays some sort of energy release. These to the coach are tangible signs that something profound has just happened. It is within these moments that the unconscious mind constructs a new neuronal map, which is made known to the conscious mind as clients become aware of the insight and experience a somatic arousal. To allow for these breakthrough moments to happen it seems vital that coaches are able to hold silences in their sessions, as this allows clients to do the needed inner work. However, this does not mean a coach should just stop talking and be quiet but should demonstrate skill in knowing when and how to keep the silence.

It has been debated that the somatic component of the insight does not necessarily indicate that the new neuronal map also leads to changed behaviour. Coaches could support their clients in transferring their learning from their insight into changed behaviour by encouraging actual practice. It is argued in Chapter 6 that this might be one of the most effective ways to ingrain the new neuronal pathways to the extent it becomes automatic and habitual behaviour.

To truly achieve transformational shifts, learning needs to be translated into practice. Interestingly though, this last step of the process of transformational learning does not seem to receive a lot of attention. Although it is acknowledged as an important stage, research in relation to transformational learning hardly ever focuses on this last step of the journey. Indeed, the majority of the coaches of this research dedicate very limited time to actual practice within their coaching. As Cox (2013) emphasises, the coach plays a vital role in the process of implementing learning into practice so to become more effective in coaching for a transformational shift so coaches would benefit by giving this step a more prominent place in their coaching approach.

The 'Evolving Transformational Shift' model determines more accurately which interventions have the potential to create transformational shifts during coaching engagements. Coaches who aim to achieve profound results in a short time frame benefit from this model by incorporating the complete model into their practice, or by focusing on one or more interventions like affective attunement, sharing observations or holding silence to improve their performance. These last two interventions also provide a fresh look on how transformation could be achieved, because, reviewing and summarising the main literature in relation to fostering transformation (Table I) discovers that other authors do not describe these interventions.

This model also challenges Hawkins and Smith's (2011) contention that a shift in the room should happen live in the session. As this study demonstrates, the insight might happen live in the session, but the complete transformational shift evolves over a longer period of time. This means that the occurrence of a full transformational shift in the room is indeed a myth; however it is not magical. Although the experience of sudden insights might feel like magic to clients, they are not unexpected. They are the result of hard work that has taken place leading up to these moments. It is therefore through the dedication and skilled interventions of the coach that an evolving transformational shift can be generated. The ETS-model is a

valuable counterpart of the CLEAR model from Hawkins and Smith (2011) and may serve coaches who aim to achieve a shift in the room but find themselves unsuccessful in their attempts. Instead of starting to question their own capabilities, they would be better served by adjusting their practice or their expectations in order to accommodate evolving transformational shifts instead. Supervisors who have acquainted themselves with the ETS-model might also be better equipped to support coaches who face similar challenges.

7.3 LIMITATIONS AND AREAS FOR FURTHER RESEARCH

The ETS-model developed in this study offers an interpretative portrayal of the studied world and cannot be widely generalised. The model would benefit from further development with, for example, action research to make it relevant for a wider range of coaches and circumstances.

This study integrates the perspectives of both coaches and clients, who are all from different backgrounds. The sample is not large enough to explore if and how differences between respondents might alter or enrich the findings. The ETS-model presented describes the process through which an evolving transformational shift develops, but no insights are gained into what could potentially influence the variables of, for example, the speed in which the shift is completed (one versus multiple coaching session) and the level of impact it might have on clients (affecting thinking vs being). It seems relevant to further investigate if and how different coaching approaches might impact these variables differently. For example, it has been argued that transformations affecting the whole being impact body, mind and soul. It would be interesting to investigate if coaches who work with both body and mind from the start will achieve more profound transformational shifts than coaches who predominantly work with the 'head' of the client. Or, if coaches, who are more direct in sharing their observations, have their clients come to profound insights

faster than coaches who allow clients come to their insights in their own way. Further research could be done to investigate if increased directiveness in relation to sharing observations speeds up the process of transformational learning in any way.

As this study concerned studying a 'shift' in the room, it is questionable to what extent this word directs participants to predominantly recollect memories in relation to apparent moments of insight. It is interesting to consider if using different language might have brought up other data. When not using the word 'shift', participants might have recalled other ways in which they achieved transformational learning, ways that did not involve an instant effect.

7.4 PERSONAL LEARNING JOURNEY

As highlighted by Charmaz (2014), talking to the participants is a huge privilege. The interviews allow for very focused and in depth conversations that would be difficult to reach in everyday life, making it an incredible learning experience.

This research is based on an interpretive paradigm, acknowledging multiple realities on *how* a transformational shift in the room can be achieved. However going through the memos it starts to emerge that the assumption about *if* a shift in the room occurs, appears to be more positioned around an absolute: true or false. The findings of this research strongly challenge this initial assumption and I came to understand I have been flexible in playing the game, but the rules set up at the beginning of the game are less flexible. It has only been over the course of this research I have been able to let go of this assumption and embrace a different perspective on the occurrence of a shift in the room. As it appears, while studying evolving transformational shifts, I have actually been provided with one myself.

DOUBLE LOOP LEARNING AND TRANSFORMATION

(Adapted from Yuthas et al 2004)

```
┌──────────┐      ┌──────────┐      ┌──────────┐      ┌──────────┐
│ Identity │ ───▶ │ Thinking │ ───▶ │ Actions  │ ───▶ │ Results  │
└──────────┘      └──────────┘      └──────────┘      └──────────┘
```

Acting – changing our behavior

Single loop learning – what to do (rules)

Reframing – changing our thinking

Double loop learning – what to do (insights)

Transforming – changing our perceptions

Triple loop learning – learning how to learn (principles)
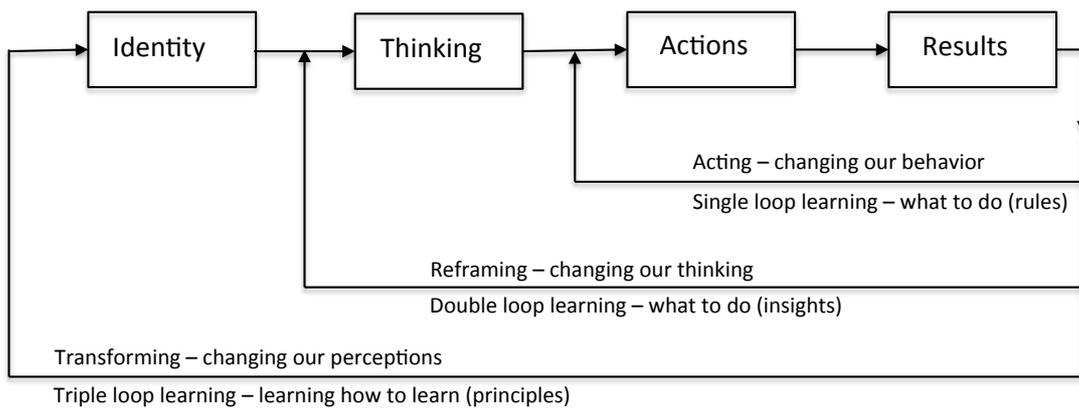
INTERVIEW GUIDE – COACHES FIRST GROUP

Interviewee number: XXX

(Notes for the researcher
- Curiosity/ clarify meanings/ terms used
- Ask questions slowly
- Leave Silence of reflection, do not keep on probing
- Use language of the participant to probe)

Introduction
1. Thank you for agreeing to participate
2. Ask permission to tape
3. Explain purpose of interview
4. Affirm that it is all about the participants views and experiences as these are important

Background coach
1. How long practicing as a coach?
2. What type of coaching (e.g. life coaching, executive coaching)?
3. What is your approach to coaching? What is your background? If any, which theories/ models underpin your practice?
4. Duration of coaching engagements (eg. 1 vs 10 session)?

Definition of Transformation
1. How would you define transformation? (different views on impact, timing)
2. You just described transformation, how would you characterise a transformation in a session?/ In comparison, how would you define a transformational shift, happening live in the room?
3. What are the benefits for the client of a shift in the room, what does it give them as opposed happening outside the room?
4. Something to add?

Interventions/ approach

<u>Setting the scene</u>:
Can you describe examples where you experienced that a client underwent a transformational shift, live in the coaching session?

Facilitation (exploring readiness for change, the process & elements that foster TL)

1. How did you know it was coming/ about to happen?
2. What did you see/ feel?
3. What did you say/ do?
4. How did you know what to say/ do?
5. What did you do to work through this moment?
6. What did you do different to achieve this moment compared with other coaching interventions/ goals?
7. What was it about you or your approach that made this moment happen?
8. Do you see a pattern?

9. If I would ask you to describe this experience as a process, how would you describe it? Do you recognise a **sequence**?
10. What are the different steps/phases and what did you do at each step/phase?
11. What are the (most important) elements that enable a transformational shift in the room?
12. What do you consider to be core intervention/ process/ element?
13. What are (the most important) elements that inhibit a transformational shift in the room?
14. How does your approach differ per client?
15. How has your experience on how to do this changed over time?
16. Anything to add?

Outcomes
17. How do you know you realised a transformational insight at the client?
18. What makes it transformational?
19. How do you assure the coach will act upon it outside the coaching session?
20. Anything to add?

Demographics
21. Age 20-30/ 31-40/ 41-50/ 51-60/ 61-70
22. Female/male
23. Origin/ country of residence

Round off of interview
24. What advice would you have for other coaches aiming to coach for transformational shifts in the room?
25. Is there something that occurred to you during this interview that you were not aware of before we had this interview?
26. Is there 'something' else I should know about a transformational shift in the room that I didn't ask?
27. Anything else?
28. Do you have any questions?
29. Can I contact you again for clarification and/or or further questions?

Thank you for participating!

INTERVIEW GUIDE – COACHES SECOND GROUP

Interviewee number: XXX

Introduction
5. Thank you for agreeing to participate
6. Ask permission to tape
7. Explain purpose of interview
8. Affirm that it is all about the participants views and experiences as these are important

Background coach
5. How long practicing as a coach?
6. What type of coaching (e.g. life coaching, executive coaching)?
7. What is your approach to coaching? What is your background? If any, which theories/ models underpin your practice?
8. Duration of coaching engagements (eg. 1 vs 10 session)?

Transformation
1. What is transformation?
2. How would you describe a shift in the room?
3. How do you know transformation took place?
4. What is it that transforms?

Emerging Categories
Contracting:
1. What role does contracting play in this context?
2. What do you contract about?
3. How do you use it for a shift in the room

Trust
1. What role does trust play in this context?
2. How does it help the client to develop/ to learn?
3. What do you do to build trust to allow a shift in the room to happen

Readiness for a shift in the room
1. How do you recognise the client is ready for a transformation/shift
2. What do you do to increase this 'readiness' (timing)
3. How do you get the coach to the point of a shift/ insight/ getting them ready.
4. Are you deliberately/ consciously preparing the client, if so, in what way?

Reflective space/ creative space
1. How do you move to this reflective space/ creative space
2. What are you trying to achieve in this stage, aiming for? What is the purpose of this reflective space
3. What do you do in this reflective space
4. What do you want the client to 'see', 'get'. Do you know upfront already what the client needs or does it pop up in the moment

Sensing the moment (Here it is happening!)
1. How do you sense the right moment/ the moment coming
2. How do you get there

3. What do you do next
4. How do you know what to do
5. What are you doing consciously? Deliberately?

Silence
1. Do you use it actively in your coaching when it comes to a shift in the room?
2. How?
3. How do you get to this silence?
4. What is happening during this silence in you/ in the client

Insight
1. How do you get to this moment of insight
2. What do you do after the insight
3. How do you capitalise on it
4. How important is it to connect it with what has been contracted

Action
1. How do you ensure altered behaviour afterwards?
2. When does it happen?

Overall reflection
1. What is it about you or your approach that made this happen?
2. If I would ask you to describe this experience as a process, how would you describe it? Do you recognise a sequence?
3. What are the (most important) elements that enable a transformational shift in the room? What do you consider to be core intervention/ process/ element?
4. What are (the most important) elements that inhibit a transformational shift in the room?
5. How does your approach differ per client?
6. How has your experience on how to do this changed over time?

Round off
30. What advice would you have for other coaches aiming to coach for transformational shifts in the room?
31. Is there something that occurred to you during this interview that you were not aware of before we had this interview?
32. Is there 'something' else I should know about a transformational shift in the room that I didn't ask?
33. Anything else?

34. Do you have any questions?
35. Can I contact you again for clarification and/or or further questions?
36. Could you introduce me to 1-2 of your clients

Thank you for your participation!

APPENDIX D

INTERVIEW GUIDE - CLIENTS

Interviewee number: XXX

- Thank you for agreeing to participate
- Ask permission to tape
- Explain purpose of interview
- Affirm that it is all about the participants views and experiences as these are important

Demographic questions:
- Age
- Residence
- Female/male

Background questions
- How familiar are you with coaching?
- How often have you been coached?
- What was the purpose of the coaching?
- What was the duration of the coaching engagement?

Topic questions

1. Could you describe your transformational experience?

2. What made it transformational? What made it so profound?

3. What was it that transformed?

4. How did you know it happened?

5. How did it change you (thinking vs behaviour)?

6. Where in the coaching journey did it happen?

7. How did it develop over time? (preparation/insight/behaviour)

8. If I would ask you to describe this experience as a process, how would you describe it? Do you recognise a **sequence**?

9. How would you describe the process in terms of a metaphor? (image, color, as a fairy tale, television show, object, peace of music etc)

10. What happened short <u>before</u>, <u>during</u> and <u>after</u> the insight/shift?

11. What was it that the coach did that helped in this process?

12. How does the notion of silence/ inner reflection time fit in?

13. What was happening during these moments?

14. What are the main elements to support a transformational insight to happen?

15. What would hinder a transformational insight to happen?

16. What advice would you have for coaches who aim to coach for transformational experiences?

17. Is there anything else I did not ask which you would like to tell me?

Thank you for participating!

APPENDIX E

ADVERT TO RECRUIT PARTICIPANTS

Invitation to participate in coaching research

I am conducting a research entitled **'A shift in the room – Myth or Magic?: How coaches can work towards a transformational shift in the room**.' Transformational coaching is widely referred to within coaching and this research sets out to explore how coaches can achieve such a transformation. However, considering the ongoing debate about the ROI of coaching and the need for immediate results, this research does specifically focus on how coaches can achieve a transformational shift live in the room, during one coaching session. The intention is to determine more accurately which interventions have the potential to realise transformational learning in a short time.

This research is being undertaken to complete my Masters Degree in Coaching and Mentoring Practice at Oxford Brookes University, and is being supervised by Dr. Elaine Cox.

I am currently looking for coaches who are willing to be interviewed about their experiences in transformational coaching. This could either be face to face at a place convenient for both (in England), or via Skype/telephone. Interviews will last approximately an hour and are planned for February and March 2015. After completion of my research, coaches who participate and are interested in this topic will receive a full overview of my research findings.

If you are interested in participating in my research, I will be most grateful if you could contact me directly on 12006673@brookes.ac.uk All data collected during the interviews will be held in the strictest confidence and findings will only be reported at aggregate level, unless you prefer to be mentioned by name.

I sincerely appreciate your cooperation in this project and I look forward to hearing from you.

Joyce Moons

Mind map created after interviewing coach C1.2

# EXAMPLES OF A MIND MAP - continued

Mind map created after interviewing coach C1.4

APPENDIX G

EXAMPLES OF BUILDING CATEGORIES AND ITS PROPERTIES
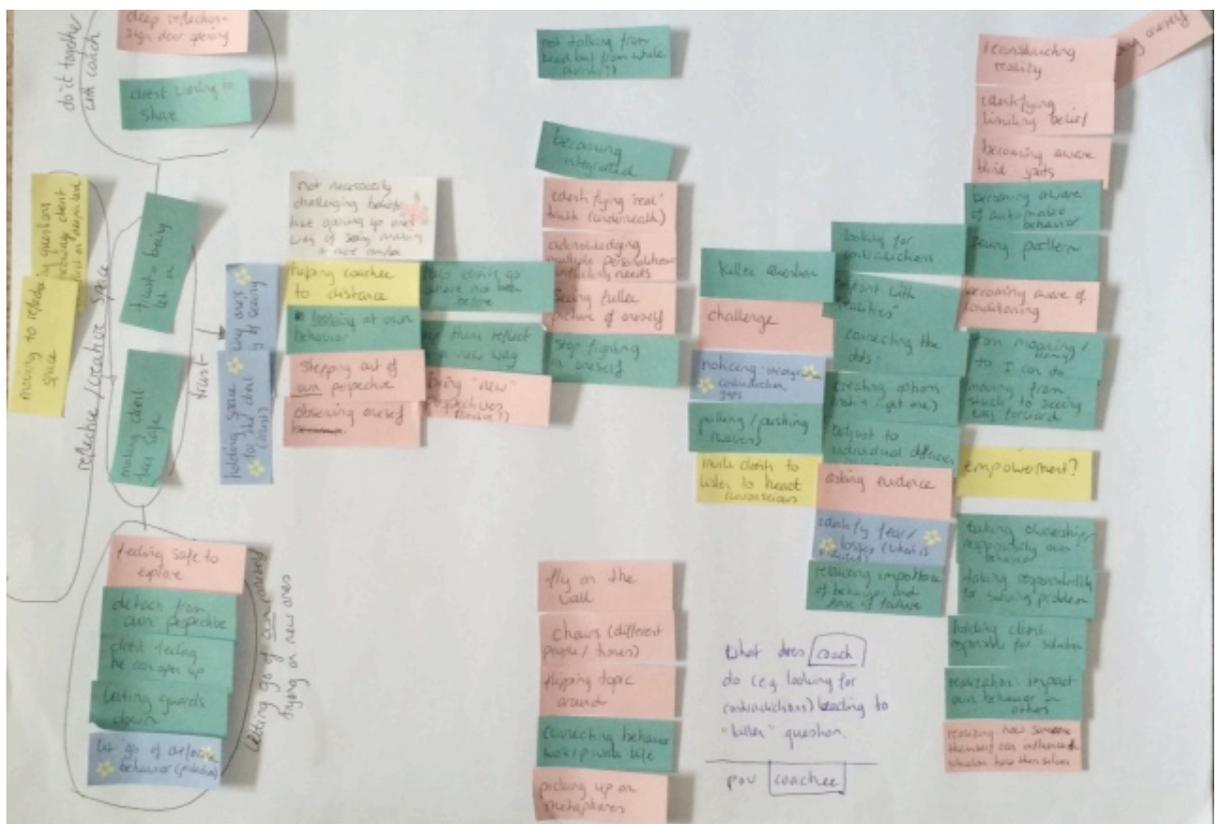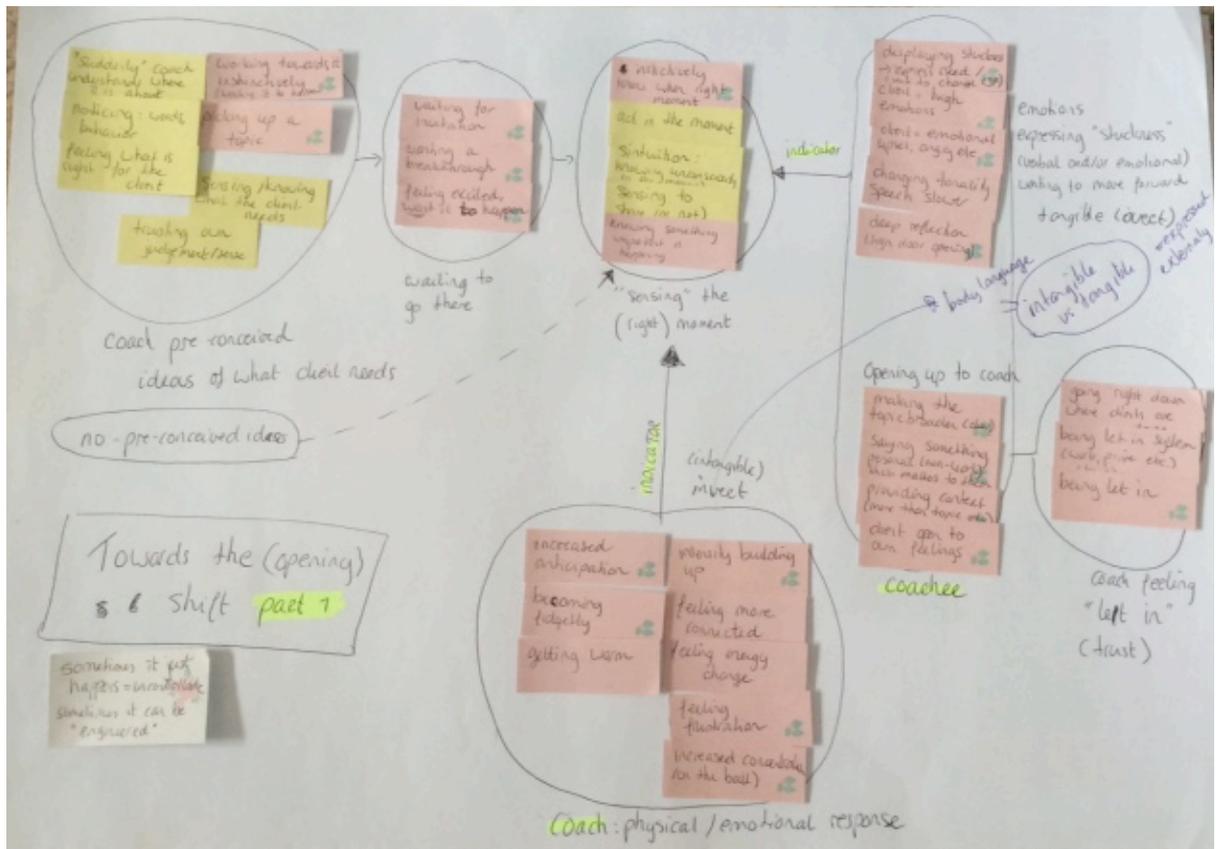
Memo 11 – Asking the horrible question

The tipping point, capitalising on the work done so far is to ask the horrible question.

The horrible question is about asking the question at the right time, in the right way and prompting the right sort of reflection.

The right *time* is discussed in other memos about timing/ seeing the moment coming.

The right *way* seems to be decided upon within the moment, 'sintuition'. Decisions on what will be the way to ask the client is decided within the moment. Asking permission, or just going in there. Asking friendly or being more challenging

The *content* of the question is still unclear. What is the question about? Based on C.1.2 it is about sharing with the client what she already 'diagnosed' and is helping the client to see now as well. Are this always questions from a certain 'family'; can one distil a pattern, type of question? Jackie's question is about confronting with reality (or at leas another reality than the client is seeing). **What is the goal of the question? What are you attempting to achieve?** – to have the client become aware of something, to let them see something they were unable to see before. But who says that what the coach is seeing is the 'right' picture. The question about becoming aware of how the client is part of the 'system', how they (partly) influence the situation in which they are. How does this resonate with the other interviews?

What does it do? *Consequences*: the question makes that the client goes quiet, looks away and will start to reflect deeply. It is processing: does this mean that for example new connections (mini-selves Bachkirova) are being made? New ways of seeing are made? Associative thinking stimulated? What exactly is happening within the person when he goes quiet and reflects/ thinks? Are they making contact with the unconscious? What actually happens when one reflects silently and how and to what extent does this involve the unconscious. And what is making the 'arrow striking'? new neural pathways which are made? See neurological research when it comes to aha moments: gamma waves etc.

APPENDIX I

PRELIMINARY MODEL OF A SHIFT IN THE ROOM
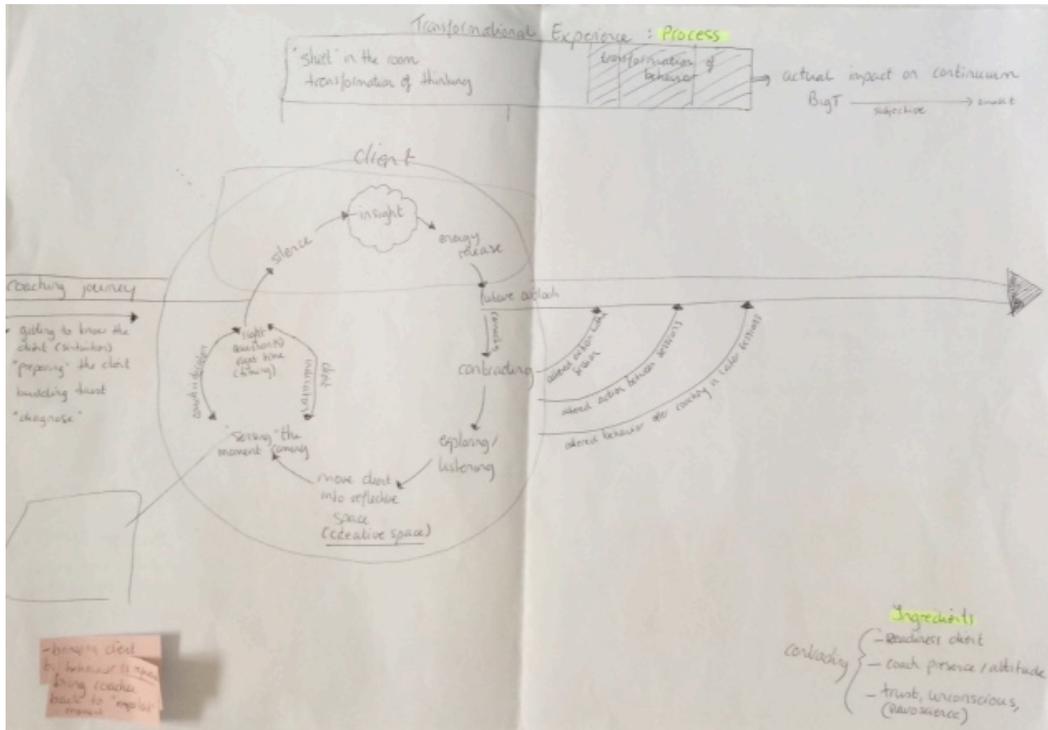
Initial draft
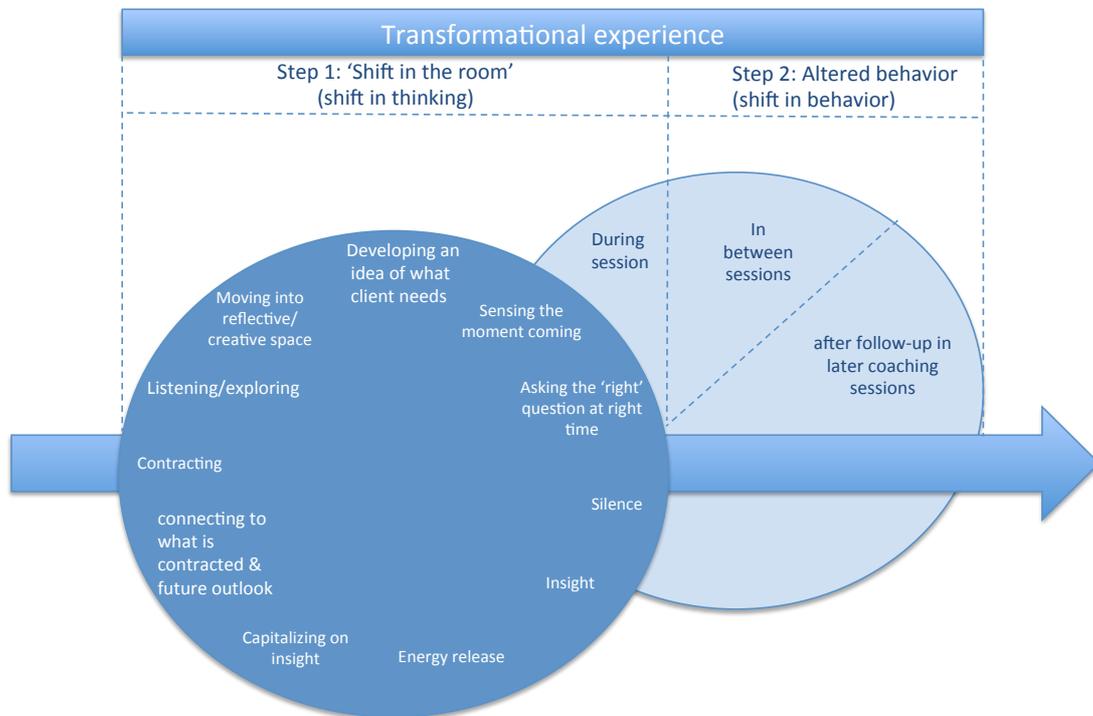
Initial draft translated into model to discuss with participants

APPENDIX J

ETHICAL REVIEW FORM FOR BUSINESS SCHOOL RESEARCH

Form E1

OXFORD
BROOKES
UNIVERSITY

Ethical review form for Business School Research

Students and staff members are required to observe the highest ethical standards when undertaking research. The Business School requires both students and staff undertaking research to comply with the University *Code of Practice Involving Human Participants*. The checklist below is intended to help you reflect on possible issues of ethical concern arising from your proposed programme of research. All students must attach the completed checklist to dissertations, theses, projects and relevant course work.

1. Working Title of Proposed Research
Shift in the room – Myth or Magic?
How do coaches coach for a transformational shift in the room?

2. Broad Research Objectives
    a. Executing a literature research to understand what is currently known about transformational learning in coaching
    b. Collecting empirical data to learn from coaches' experiences on how a transformational shift could be achieved within a coaching session/journey
    c. Contributing to a better understanding of this phenomenon and to determine more accurately determine which interventions have the potential to foster or support a transformational experience for the client.

3. Who are your proposed research participants?
Coaches with experience in transformational coaching
Coachees who experienced transformational insights/ learning during their coaching

4. How are you going to gather data from these participants?
Via semi-structured interviews

5. Does your proposed research involve any of the following:

• Deception of participants?	No
• Financial inducements?	No
• Possible psychological stress?	No
• Access to confidential information?	No
• Any other special circumstances?	No

6. If you have answered "yes" to any of question 5, how will you deal with these issues?
Not applicable

7. I have read and understood the University Code of Practice on research involving human participants

Name:____ELAINE COX J. Moons____ Signature:____J. Moons____
25/3/15

In my view, the student has considered the ethical issues involved in this piece of work
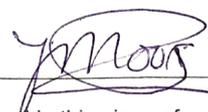
Name of tutor:____ELAINE COX____ Signature:____Elaine Cox____
1/4/15
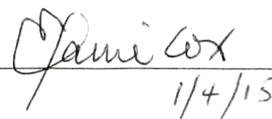
APPENDIX K

PARTICIPANT INFORMATION SHEET

Study title
'How can coaches realise a transformational shift in the room?'

You are being invited to take part in a research study. Before you decide whether you would like to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

What is the purpose of the study?
This study is designed to get a better understanding of what coaches do to realise a transformational shift that happens live in the coaching session. The research will run from February to September 2015.

Why have I been chosen?
You have been chosen to take part in this research because of your affinity with transformational coaching and your possible experience of a transformational shift in the room.

Do I have to take part?
It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason.

What will happen to me if I take part?
If you decide to take part you will be invited to take part in an interview (face to face or Skype) lasting approximately one hour. During this interview the phenomenon of a transformational shift in the room will be explored in more depth. You will be asked whether you would consent to the interview being taped.

What are the possible benefits of taking part?
By taking part in this study you will be helping educators, researchers and coaches to understand more about the phenomenon of a transformational shift in the room. It might help to develop a model that describes what coaches could do to increase the likelihood of a transformational shift to occur.

After you have participated in the study and I have completed my research project you are very welcome to access my research findings or the completed dissertation via email, made available upon request.

Will what I say in this study be kept confidential?
Information collected will be kept strictly confidential. No personal details will be revealed to any other participant or third party in this study. Confidentiality, privacy and anonymity are assured in the collection, storage and publication of research material. The data generated in the course of the research will be kept securely in paper or electronic form for a period of five years after the completion of the research project in accordance with the University's policy on Academic Integrity.

What will happen to the results of the research study?
The results of the research study will be published in thesis form. An executive summary of the research will be available to any participant who would like to receive a copy.

Who is organising and funding the research?
Joyce Moons (student no. 12006673) is a student at the Business School, Oxford Brookes University.

Who has reviewed the study?
The research has been approved by the University Research Ethics Process, Oxford Brookes University.

Contact for Further Information

Joyce Moons, Email: 12006673@brookes.ac.uk
My project supervisor is Dr. Elaine Cox, Tel: +44 (0) 1865 488350, Email: ecox@brookes.ac.uk
Should you have any concerns about the conduct of this research please contact the Chair of the University Research Ethics committee at Oxford Brookes University: **ethics@brookes.ac.uk**.

Thank you for taking time to read this information

Name and date ……….

OXFORD
BROOKES
UNIVERSITY

CONSENT FORM

**Research Dissertation for MA in Coaching and Mentoring Practice
Working Title**

'A shift in the room – Myth or Magic? How coaches can work towards a transformational shift in the room.'

Researcher	Joyce Moons
Email	12006673@brookes.ac.uk
Tel	07880 610109

Please initial box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions. ☐

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason. ☐

3. I agree to take part in the above study. ☐

Please initial box

	Yes	No
4. I agree to the interview being audio recorded	☐	☐
5. I agree to the use of anonymised quotes in publications	☐	☐

_____ _____ _____

Name of Participant   Date   Signature

Joyce Moons

_____ _____

Name of Researcher   Date   Signature

APPENDIX M

TABLE OF CODES

Key Category	Category	Focused Codes
Understanding a shift in the room	Transforming in two stages	Behaviour proof of transformation
	Scaling a shift in the room	Varying impact
		Shifting in and between rooms
	Expanding the client's ways of seeing	Becoming more aware of me
		Me and the wider system

Key Category	Category	Focused Codes
Setting the scene (enablers)	Creating an optimal learning vessel/ space	Feeling safe and secure
		Clients opening up
		Seeing and being seen (undivided attention)
		Creating trust: (non-judgemental, no-power, empathy, authenticity)
	Working on a client's ability to go there	Clients wanting to change
		Creating positive atmosphere
		Increasing ability to reflect
		Holding the client responsible
	Readiness of the coach	Coach being present
		Coach wanting to go there

Key Category	Category	Focused Codes
Working in the Reflective Space	Creating Resonance	Inviting clients to reflect
		In the moment sensing & intuition
		Experiencing increased connected-ness
		Sensing the moment
	Triggering the Shift in the room	Distancing
		Sensing what might help the client forward
		Acting upon sense & intuition (sharing observation)
		Persevering
		Believing the coach

Key Category	Category	Sub-categories	Focused Codes
The Happening of the actual shift in the room	The Arrow striking	Shifting in silence	Clients going silent (inner work)
			Coach holding the silence
		Illumination	Energy release
			Feeling empowered
	Supporting Behavioural change	Capitalising on the insight	Exploring the actual insight
			Connecting insight to what has been contracted
			Looking forward (defining action)
		Practising new behaviour	

Category	Focused Codes	*Examples of participants quotations*
Transforming in two stages	Behaviour proof of trans-formation	So they have the insight, yeah, and now we're putting it into practice. Yeah. C2.2.
		So, I think it's possible to see an insight happening in the session, but I think it [full transformation] needs to be born out of practice, i.e. habitual living with that insight and the change that comes, in order for it to become deeply engrained. You've got the grain of a transformational shift that might happen in a session, but I'm not convinced that you can have true transformation in a session. I think it needs to be lived in some way. C2.5
		'Actually, she did not do the things that she said she was going to do. But the transformational thinking which was "This is obvious. This is obviously what I should be doing. That is a transformation in one way, al light bulb moment, an aha, and this is my new way of being. But actually that way of being did not translate into action or even trial. It might have been a transformational insight, but it isn't about a transformative experience for the person. C1.1
Scaling a shift in the room	Varying impact	So, I think it is potentially the degree of realisation change that makes it transformational. C1.6
		For me, it would be a fairly fundamental change in a way of thinking or acting. A fairly simple example of transformation would be somebody who was terrified of public speaking, really not very confident, who was then able to go and give a really good presentation. A more profound one would be for example, one of my clients who became to realize she is deluding herself and by becoming aware of this, this changed more elements in her life C2.3
		There is a small t transformation, we've actually moved…we are all in a rut to some extent. So they have just stepped outside of that. 'That's great, I've helped them do that'. So I think that's small t transformation, but if you wanted the band playing, the lights flashing and capital T transformation, then there is only one I can come up with. C1.4
	Shifting in and between rooms	If I can't do it in one session, I won't be able to do it in a later session, but I wouldn't hold to that and say that's the right view, but I tend to develop that as a working hypothesis. C2.1
		I started to notice that you can start making very quick shifts, because when you move away from dealing with the conscious mind to dealing with the unconscious mind that basically runs the show, that's when the shifts really occur and the transformation happens, and it can happen extremely fast. Potentially it is possible in every session, but you have to me mindful of your own ego wanting that…because that might not be where the client is at. C1.5
		I also think that you can see insights. In the sense that you can offer observations which you feel very sure are important observations for that client to have and that can turn into insight at a later stage because they can come back and report, "I was doing X, Y and Z, or whatever, and this happened and it immediately made me think of you, something you said, when you said that…" C2.3
		She was still crying and upset when she left the third session, but on the forth session she'd taken herself to action, the shift had happened after the session…So, sometimes it's not even being there when it all happens, sometimes I think the slower processor still goes through it and the aha moment comes later. C2.5
Expanding the client's ways of seeing	Becoming more aware of me	Rather then thinking, well they see me that way, which is something I've perhaps decided ten years ago, I actually realised they did see me differently to how I perhaps perceived…my ideas were rather out of date with myself. I don't think I had that level of introspection. CL2
		Transformational coaching is about helping people to bring together parts within their own psyche, if you like, that have joined life, with the first person. He finally became to understand that there were ingredients in his situation he could not do anything about. He stopped trying to make it all perfect and make it all right. C1.2
	Me and the wider system	We were looking at some quite complicated situations he'd got himself into at work. There was a lot of emotion. After doing an exercise with transactional analysis, this then led to a whole series of realizations about how his behaviour was actually making the situation far worse and causing many more problems for him in the workplace, but also for everybody else as well. C2.3
		That was quite a revelation because my natural disposition I hadn't been aware of until then, so, I was certainly not thinking about the impact I was having on other people. CL5

Category	Focused Codes	Examples of participants quotations
Creating an optimal learning vessel/ space	Feeling safe and secure	*Transformation will not happen if there is no trust or not enough trust or the wrong kind of trust between coach and coachee. I really respected my coach. CL5*
		The relationship you have with your coach. That leads to trust, high levels of trust.
		I think my coach was just a very approachable person to go and see. He was just a comfortable and familiar person. CL1
		So, it's all around creating that safe space in the relationship for that work to happen C2.3
	Clients opening up	*By trying to create an atmosphere of trust and trying to create an atmosphere of sharing, trying to be something people felt that they could open up to. C1.2*
		Co-creating that space that allows people to have that safe space to explore themselves and their own thinking. C1.6
		Then there is a process of creating that relationship of trust, really, and have the person sense you and experience you in in such a way that they are prepared to open themselves in such a way and be vulnerable enough within, they feel supported enough that they can let themselves come to the point of having the insight. C2.3
	Seeing and being seen (undivided attention)	*So, I think the relationship of trust is something around being seen. I think if the client can know in all ways that they have been seen, then I think the trust… that's how you develop trust. C2.3*
		Continually have that curiosity and fascination about what's going on, people start to feel much more comfortable and much more okay that whatever it is that's going on for them is a fascinating, unique thing. C1.5
		He had got this time and his time was just for me. That makes its… knowing that you are not rushed and he's sat like that all day. CL1
	Creating trust: (non-judgemental no-power, empathy, authenticity)	*I almost, for the first half of the session I make myself very small. I'm not physically large, but I present myself as small and unintimidating and as unthreatening as possible….In practical terms you obviously make them a cup of tea and I'm usually dressed informally. It is often done in my home, or on the phone sometimes as well. Yeah, that's how I get people to feel okay. C2.1*
		I know she was doing it for me. There was no agenda on her part. That's why it worked, because I didn't feel she had any interest in one outcome over the other. CL5
		I trusted his feedback because at other times he had also picked me up on things that I hadn't gotten right. So, it wasn't though it was some sort of love fest at all. CL4
		It's a combination of that empathetic response, being, with having the client know, from everything that you say and everything that you are doing, that you are beside them. The relationship for me is holding hands and walking alongside somebody. C2.2.
		It felt like a really equal relationship. CL3
		So, again that trust thing comes into it, "Okay, I can open up to you and it doesn't matter that I had this little meltdown", or whatever. He has dealt with that, he's not going, "Oh lord, she's crying. What now?". CL5
		He was genuinely interested to help me and that made all the difference. CL1

Category	Focused Codes	Examples of participants quotes
Working on a client's ability to go there	Clients wanting to change	*Yeah, the timing needs to be right, the motivation needs to come from the client and if it doesn't coincide with it being on offer then you end up having a series of useful, quite pleasant conversations. C2.5*
		I just use an analogy of being in the field and having several gates, but they are all locked and I just tie myself in knots not knowing where to go, and I was dealing with a lot of things. That's why I went to see my coach. CL1
		Yeah, because I approached him, I think, and said that I could really use some help in getting my head…because I wanted to get out of this little hole that I was in. CL5
	Creating positive atmosphere	*Typically, I will have noticed two things. One is, there will be several things that they have done well, which they seem to be unaware of. I bring that in at the start. C2.1*
		She could see I was near breaking point about this and she changed track. I had told her when we contracted, she asked a very good question, she said, "If you are stuck, what do you need me to do to help you to get unstuck?" and I told her, "Use humour. Lighten it up", and that's exactly what she did. She made me laugh and I crumbled. There was something that just disintegrated, a resistance. She made me laugh and I accepted it. CL4
		Energize her [client] about something that she really enjoys doing and she has natural energy for and then using that to then drive other changes. C2.4
		She was constantly asking me to share my and demonstrate my expertise, my professional expertise. So, that made me feel confident. She was emphasizing what I was doing well. It supported the shift, because I came from a confident place. CL3
	Increasing ability to reflect	*I used an intervention that enabled her to take a more strategic look, instead of going over the same ground in each session, it helped her to start to reflect on what she feels she can do, rather than rushing about from one emergency to the other. C1.2*
		Well, right from the very outset the whole… the important thing while upfront is to have the client be more and more present to whatever it is that's going on for themselves. So, depending on how the client is in their whole way of being, there may be quite a lot of work that needs to be done for the client simply to be able to settle themselves and to know what it is that's really going on for them. So, that might be physically, cognitively, whatever. C2.3
	Holding the client responsible	*The bit of things being transformational, I've only thought of this as we are talking now, I think is about the coachee being prepared to see that the coach is there to help, but they've got to do the work themselves. C1.2*
		I would say 'we have contracted on this' and once we have contracted and talked it through I can refer back to it and invite them to be honest to themselves. C2.5
Readiness of the coach	Coach being present	*The coach needs to be in the right place themselves. So don't be running around in and answering emails, or making phone calls about totally different subjects when you've got, in the next minute, that person that you're going to be coaching and you've got to help them with this transformation. C2.2.*
		I think it's very, very much about your [coach] presence and being able to have the right environment for the conversations that you're having so that people feel held and supported. C2.3
	Coach wanting to go there	*When I am not successful this has to do with not exploring enough really, when you get that sense of there is something more to be looked at, but I just do not go there. C1.2*
		It is true, I did not capitalize fully on these moments. It could be tiredness, that I did not go there. I am thinking whether I wanted to or didn't want to go on and I think there are some coaches who are great in the moment, but they don't do a lot in between sessions. Maybe I had a view of the individual that was a lot less unconditional... C1.4

Category	Focused Codes	Examples of participants quotations
Creating Resonance	Inviting clients to reflect	*Within the moment I make decisions on how to phrase a question, how to position a question, voicing a question, using my physicality in a way I think is going to be helpful, to take them on a path to help them to make discovery or help them to do some more thinking about their situation. C1.1*
		Physically the way you create the space. Physically the way you would hold yourself. The way you would be, a tone of voice… the invitation in the questions that you might offer. To have them be more enquiring, have them be more curious, if you like, about what it is that they've just told you, or what it is that they think they're thinking. C2.4
	In the moment sensing & intuition	*I think I make a lot of decisions at one time; how I think we are today, how I think we are in the room, how I think they might react of behave, what I think the predominant issues are and what I think might be helpful in that moment. C1.1*
		I think I am making judgements in the moment. It is an immediate response to what is happening in the moment. It is not "I need a pause and think about these things'. It's a bit like rapid cognition and its' experience that kind of leads to a place that says "I think this is required now". C1.1
		To allow transformation to happen I would advice coaches to get in touch with their gut. So trust your own feelings. New coaches are trying too hard to do it by the book. They have lost touch with what is really happening, what is going on inside them, which is a really useful guide. C2.1
		By not having those pre-conceived ideas or pre-set up questions and techniques. So, its, just go in and listen because…it can go down completely a different route. C2.2.
	Experiencing increased connected-ness	*The people would feel and be different as a result of the interaction. Not necessarily because of you the coach, but as a result of the interaction, as a result of them engaging, you engaging, doing something, finding something together. C1.1*
		It's an energetic thing in the room, in the moment, which as much as anything allows the right questions to come. So, from me and being really in touch with what I'm sensing about what's happening. That translates, if you like, because there is a transference, if you like, of the energetic, the feel of what's going on. That is crucial, but it's very difficult to explain what's going on there other than being with the person. C2.3
		I feel like I am working in partnership and we are both, we are on the same level and we are working together for their good and they understand that and actually that we share the driving of the conversation. C1.1.
		We were very focused, almost like tunnel vision. CL1
	Sensing the moment	*Yes, my foot will start tapping, or I'll start drumming on the desk and I get really hot, it really rises up and my shoulders get really, really, and my chest gets really, really hot when we are approaching the moment. C1.3*
		So they might be complaining that they never get that promotion or they might say something like 'I'm really sick of this, I want to do something about it', which makes me think, this is a good time to raise it with them. C1.3
		I think when… if I look back just at me personally, grow model specialist back in the day, somehow I was more concerned about me and getting my questions out. I think an experienced coach who is listening really well, watching that person and their body language, the eye movement, little signs, you can see that coming up. C2.2

Triggering the Shift in the room	**Distancing**	*It was like, hang on a minute, now I am completely focused in on this, I don't know, nut or bolt or whatever, and I know need to walk a 100 yards away to see the perspective of the whole thing that somebody else is seeing and it completely made me change the way I looked at it. It absolutely made me stand back. CL5*
		What she did was, she was the outsider who said, "I see all these things and I think you may be going here or you may be going there and you've got this option. Are you seeing them as well?" ...Then I learned this and how much more there was to that. It was a lot more than that, and she knew this. That was my massive blind spot. CL3
		The exercise helped me to standing back from me, where I am now and seeing it from a new angle. CL1
	Sensing what might help the client forward	*From what they're telling, I can see what's happening. So, I can see….to me it's crystal clear. So the frustration from my side is, why can't they see this and I'm thinking, well, how do I get them to see that? C1.3*
		Yes, and it's definitely a gut thing and I know when it's arrived and when it hasn't. So, quite often I'll be scratching my head for the first half of the session trying to get… "Oh, I don't know, I don't know", and then something will become clear and I will know in my gut that that's it. C2.2
		I think a lot of coaches would be lying if they didn't have in their minds which way this should go. C2.2
		I think one of the distinctive things I do, I don't ask lots of questions to get them to tease out the answer. I ask them lots of questions so I can get a clear sense in my head about what the issue is and then I tell them straight, rather than using questions to help them uncover it. C2.1
		So, it may well be that you can be in advance of the client in knowing what it is they need. I also think that you can see insights. In the sense that you can offer observations which you feel very sure are important observations for that client to have. C2.3
		In our non-directive process, we are always making decisions as coaches about what to do, what to ask, what to say, what tools and techniques to use or what time to do them. It think that forms part of the build-up and the transformational moment. C1.1
	Acting upon sense & intuition (sharing observation)	*Most of the time I keep my mouth shut, because it's obviously about to unfold. So, it's part of their nervous system that when they're getting close to transformation, they will deflect it and they might just start talking. So, then I would be like "Oh, lets just go back and just…I really get the sense that something juicy was about to happen there. Let's just go back to where we were". So yes, I take somebody back to a moment. C1.5*
		Then I will just get this sense, this feeling, that it's now a good time to actually ask the horrible question [laughter]. I will draw their attention to the fact that they're behaving in one way and they're getting this outcome and ask them what they think that might mean. They go very quiet. They often look out of the window and they are reflecting and I just sit, I hold that stillness for as long as it takes…. C1.3
		So, I listen really hard and I'm very, very quiet for the first bit of it and I just tune into my gut. Then, when I feel I am clear about it, I pile in with my observational feedback. C2.1
		So, you are linking up the observation that you might have had in advance of the person having the insight, and at the right moment they were able to take that observation and link something that happened to create that moment of insight. So, it may well be that you can be in advance of the client in knowing what it is they need. C2.3
	Persevering	*He kept pushing me. He kept asking me the same question. So, he knew, he wasn't satisfied with the answer and whether it's how I was saying it or something else, but he just kept pushing just a little bit. CL1*
		I felt she was pushing me really hard. I felt it was… she was taking a risk. I felt resistant. I thought she was tough on me, not to be underestimated and….there was, pardon the phrase, no bullshitting. There was no way I was going to wiggle out of this. CL3
		So, there is this sense of the coach sticking with, keeping re-examining, but also sticking with and keeping making sure that that sense that you have of what it is that the client needs, you don't yourself go, "Well, I must be wrong". You don't go, "Oh, clearly this isn't working". C2.3
		The courage that you need to stay close to your intuition and understanding about what is useful, to follow up on it. C1.5
	Believing the coach	*I think that I just knew that I'd trust what he was saying. It was a complete buy-in from me to trust this person. CL1*
		So, I think that's one reason they take it. So, not just the insight, it's believing the person who is giving you the insight and trusting them. C2.1
		She was not doing it for any other reason that that I really needed to hear this. I needed to really understand this. CL3
		Because he [coach] is a completely authentic person in my eyes and in my relationship with him, I believed him completely and utterly. There was a complete and utter belief the moment he said it, whereas to be honest, I can imagine a lot of other circumstances I've been "oh yeah, you're spinning a line", or something. CL5

Sub-categories	Focused Codes	Examples of participants quotations
Shifting in silence	Clients going silent (inner work)	'I think, oh, something is going to happen, and usually the client has gone very quiet. They're usually looking out the window or looking away and then the arrow strikes. That's a brilliant feeling. It's a 'wow', 'great'. C2.3
		I paused, I needed to just collect everything and scatter my jumbled thoughts around, just let me gather a few up to give him [coach] my answer. CL1
		I think I probably heard it and didn't say anything for about five minutes. CL2
		Normally the coachee will pause, there will be a pause in their conversation and you can see them thinking and they're often looking up, and I can't remember if it's the right or left. It's like they're constructing something new. The, from that, often then they will say, "Oh, I hadn't thought about it like that before', or, "Oh, that really a good question", if it was a question that prompted it. So there is literally this pause for thought and pause for something that gets going on in the brain. C1.6
	Coach holding the silence	She knew when not to speak. So, she knew when to drop it into the conversation and then not say a word and wait for me to do my reflection. CL3
		Yeah, that's exactly what she did. Yeah. She would ask me something that would be a bit like 'BAM, where did that come from?' type question, leftfield stuff, and then just be completely silent and not give me any meaningful looks either. Intonation all very neutral. Body language, just… just quietly waiting for me to respond to that. CL5
Illumination	Energy release	I felt like a bit of a relief, unburdened. CL1
		And I looked at her and I thought… I just burst out laughing and I was kind of crying at the same time. We were literally rolling on the floor, collapsing in laughter. I have never laughed so loud about myself ever. That was such a light bulb moment. CL3
		It's often accompanied by tears or by changing breath or a very obvious change in skin temperature or some physical movements or whatever, and when that was happening and you realise that there was something going on there. C2.3
	Feeling empowered	I think they've made that insight. That in itself is very powerful. That's enough for people to go, "I've been thinking this way, or this negative way or pessimistic way for such a long time, just having this conversation now, something's clicked to say, I can. I can", and there's the two words. I can… whatever follows that. C2.2
		I knew that it had been transformational because she moved from somebody who couldn't cope and wanting to leave her job to somebody who said she was happy to now think about even going on holiday and delegate to people. C1.6
Capitalising on the insight	Exploring the actual insight	I would ask people to reflect on ..."So, were you aware of what was happening there? What was going on? Can you sense that? Can you get a more whole understanding of what was going on there?" So, pointing them into how that was feeling in their bodies and could they have an internal felt sense of that. C2.3
		So, it's getting them to link, if you like, when they've had that ah-ha moment, is then to link that bodily experience and they can trust that because it comes first. C1.3
	Connecting insight to what has been contracted	Understanding the insights will increase their capacity to work on the particular topic that they came to coaching about specifically. C2.3
		Certainly, what I would be offering there is some new practice or some new exercise or some new self-reflection that connects that obviously back to everything and also to have people specifically know that this is what is helping the outcomes that you had originally contracted to. C2.5
		To ensure that we address what they originally were looking at. Make sure they go home with something they came for… C1.4
	Looking forward (defining action)	The only thing we do then is saying, "Right, what are you going to do as a result?" Yeah. So, I don't just leave it, it would be, "Alright, what exactly does this mean in practice?" C2.1
		… we had sessions after that, of course. So, we built on that. CL3
		I will be asking them [clients] to take their awareness to their place of inner strength and to come up with what actions they are going to take so they are inspired actions rather then just head. C1.5
Practising new behaviour		So We started by rehearsing the situations with the manager of which he felt more able to put the point of view of his team, and we did some role plays around that. C1.2
		From my understanding and studies the brain, particularly the unconscious, hasn't got a clue what you tell it. So whether it is good or bad, it is habit forming. So yeah, visualisations. So you've got them to go "yeah, that is where I need to go". Now lets really engrain that into your brain and start a new habit. C2.2

REFERENCES

Aldous, C. R. (2007). Creativity, Problem Solving and Innovative Science: Insights from History, Cognitive Psychology and Neuroscience. *International Education Journal*, 8(2), 176-187.

Askew, S., Carnell, E. (2011). *Transformative coaching: A learning theory for practice.* London: Institute of Education, University of London.

Bachkirova, T. (2011). *Developmental coaching: Working with the self*. New York: McGraw-Hill International.

Bachkirova, T., Cox, E., Clutterbuck, D. (2011) 'Introduction' In: Cox, E., Bachkirova, T., Clutterbuck, D. *The Complete Handbook of Coaching*. Londen: Sage

Berger, J. G. (2004). Dancing on the Threshold of Meaning Recognizing and Understanding the Growing Edge. *Journal of Transformative Education*, *2*(4), 336-351.

Blaikie, N. (2007). *Approaches to social enquiry: Advancing knowledge*. Cambridge: Polity.

Blakey, J., Day, I. (2009) *Challenging Coaching: Going beyond Traditional Coaching to Face the FACTS.* London: Nicholas Brealey Pubslishing

Boyd, R., Myers, J.G. (1988) Transformative education. *International Journal of Lifelong Education*, 7(4), 261-284

Brockbank, A. and McGill, I. (2006). *Facilitating reflective learning through mentoring and coaching*. London: Kogan Page Publishers

Brookfield, S. D. (2000). 'Transformative learning as ideology critique'. In: J. Mezirow and Associates (Eds), *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco, CA: Jossey-Bass

Brooks, A. K. (2004). Transformational learning theory and implications for human resource development. *Advances in Developing Human Resources*, *6*(2), 211-225.

Bryman, A. (2008). *Social research methods*. New-York: Oxford university press.

Caine, G. (2004) Getting it! Creativity, Imagination and Learning. *Independent School*. 63(2), 10-18

Caine, G., Caine, R. N. (2006). Meaningful learning and the executive functions of The brain. *New directions for adult and continuing education*, 2006(110), 53-61.

Cavanagh, M.J., Grant, A.M. (2011) 'The Solution-focused Approach to Coaching' In: Cox, E., Bachkirova, T., Clutterbuck, D. *The Complete Handbook of Coaching*. Londen: Sage

Charmaz, K. (2000). 'Grounded theory: Objectivist and constructivist methods'. In: N. K. Denzin, YS. Lincoln (Eds.), *Handbook of qualitative research*. Thousands Oaks, CA: Sage

Charmaz, K., Belgrave, L. (2012). 'Qualitative interviewing and grounded theory analysis'. In: Gubrium, J.F., Holstein, J.A., Marvasti, A., Marvasti, K.M. (eds) *Handbook of interview research.* Thousand Oaks, CA: Sage

Charmaz, K. (2014). *Constructing Grounded Theory*. London: Sage.

Claxton, G. (1997). *Hare Brain Tortoise Mind: Why Intelligence Increases When You Think Less.* London: Fourth Estate Ltd.

Cooke, B. (2011). 'The person-centred approach in coaching supervision'. In: P.J. T. Bachkirova, P. Jackson, D. Clutterbuck (Ed), *Coaching And Mentoring Supervision: Theory and Practice*. Maidenhead: Open University Press

Cox, E. (2013) *Coaching Understood: A Pragmatic Inquiry into the Coaching Process.* London: Sage Publications

Cox, E., Bachkirova, T. and Clutterbuck, D. (eds.) (2011) *The Complete Handbook of Coaching.* London: Sage.

Cox, E. and Jackson, P (2011). 'Developmental Coaching'. In: Cox, E., Bachkirova, T., Clutterbuck, D. *The Complete Handbook of Coaching*. Londen: Sage

Cozolino, L. (2002). *The Neuroscience Psychotherapy: Building and Rebuilding the human Brain.* New York: WW Norton & Company.

Cranton, P. (2006). *Understanding and promoting transformative learning* (2nd ed.). San Fransisco, CA: Jossey-Bass

Cranton, P. Taylor, E.W. (2012) 'Transformative Learning Theory: Seeking a More Unified Theory' In: Taylor, E. W., Cranton, P., *The handbook of transformative learning: Theory, research, and practice.* San Francisco: John Wiley & Sons

Cranton, P. and Wright, B. (2008). The transformative educator as learning companion. *Journal of Transformative Education*, *6*(1), 33-47.

Creswell, J. W. (2007) *Qualitative Inquiry & Research Design: choosing among five approaches*. London: Sage

Creswell, J.W. (2013) *Educational research: planning, conducting, and evaluating quantitative and qualitative research.* Essex: Pearson Education Limited

Cutcliffe, J. R. (2000). Methodological issues in grounded theory. *Journal of advanced nursing*, *31*(6), 1476-1484.

Damasio, A. R. (2000). *The feeling of what happens: Body, emotion and the making of consciousness*. London: Random House.

Davidson, J. E. (2003). 'Insights about insightful problem solving'. In: J.E. Davidson, R. Sternberg (Eds). *The psychology of problem solving*. Cambridge: Cambridge University Press

Dick, B. (2003). 'AR and grounded theory'. Paper presented at the conference Australian and New Zealand ALARPM/SCIAR*,* Gold Coast, May

Diener, E., Suh, E. M., Lucas, R. E., Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological bulletin*, *125*(2), 276.

Diener, E., Biswas-Diener, R. (2005) 'Psychological Empowerment and Subjective Well-Being' In: Narayan-Parker, D. *Measuring Empowerment: Cross Disciplinary Perspectives*. Washington: The World Bank

Dirkx, J. M. (1998). Transformative learning theory in the practice of adult education: An overview. *PAACE Journal of Lifelong Learning*, *7*, 1-14.

Dirkx, J. M. (2000). *Transformative learning and the journey of individuation*. ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, College of Education, the Ohio State University.

Dirkx, J. M. (2001). The Power of Feelings: Emotion, Imagination, and the Construction of Meaning in Adult Learning. *New Directions For Adult & Continuing Education*, (89), 63.

Dirkx, J. M., Mezirow, J., Cranton, P. (2006). Musings and Reflections on the Meaning, Context, and Process of Transformative Learning A Dialogue Between John M. Dirkx and Jack Mezirow. *Journal of transformative education*, *4*(2), 123-139.

Duckworth, A., de Haan, E. (2009). What clients say about our coaching. *Training Journal Online,* August, 64-67.

Duhigg, C. (2012). *The Power of Habit: Why We Do what We Do and how to Change*. London: Random House.

Eisen, M. J. (2001). Peer-based professional development viewed through the lens of transformative learning. *Holistic Nursing Practice*, *16*(1), 30-42.

Elkins, S. L. (2003). Transformational learning in leadership and management positions. *Human Resource Development Quarterly*, *14*(3), 351-358.

Fahrenkamp, P. (2001) 'Developing coaching in a consulting context.' In: West, L and Milan, M. *The Reflecting Glass*, London: Palgrave

Fisher, D., Rooke, D., Torbert, B. (2003). *Personal and Organisational Transformations: Trough Action Inquiry*. Edge/Work Press.

Foss, C., Ellefson, B. (2002). The value of combining qualitative ad quantitative approaches in nursing research by means of methodological triangulation. *Journal of Advanced Nursing*, 40, 242-248

Frank, J.D. (1986) Psychotherapy – the Transformation of Meanings: discussion
paper, *Journal of the Royal Society of Medicine*, 79(6), 341–346.

Freire, P. (1973). *Education for critical consciousness*. New York: Seabury

Gendlin, E. T. (2003). *Focusing. How to gain direct access to your body's
knowledge*. London: Random House.

Glaser, B., Strauss, A. (1967). The discovery of grounded theory. *London:
Weidenfeld and Nicholson*.

Goleman, D. (1996). *Emotional Intelligence: why it can matter more than IQ*. London:
Bloomsbury Publishing Plc.

Gollwitzer, P. M., Schaal, B. (1998). Metacognition in action: The importance of
implementation intentions. *Personality and Social Psychology Review*, *2*(2),
124-136.

Guba, E. G., Lincoln, Y. S. (1994). 'Competing paradigms in qualitative research'. In:
N.K. Denzin, Y.S. Lincoln (Eds) *Handbook of qualitative research*. Thousand
Oaks, CA: Sage

Hademard, J. (1945) *An essay on the psychology of invention in the mathematical
field*. Princeton, N.J.: Princeton University Press.

Hallberg, L. R. (2006). The "core category" of grounded theory: Making constant
comparisons. *International journal of qualitative studies on health and well-
being*, *1*(3), 141-148.

Hammersley, M. (1992). *What's wrong with ethnography?* London: Routledge.

Hanssmann, E. (2014). Providing safe passage into a larger life: supporting clients'
transformational change through coaching. *International Journal of Evidence
Based Coaching & Mentoring*. Special Issue 8, 24-38

Harper, D. (2002). Talking about pictures: A case for photo elicitation. *Visual studies*,
17(1), 13-26.

Hart, T. (2004). Opening the contemplative mind in the classroom. *Journal of*

transformative education, *2*(1), 28-46.

Hawkins, P., Smith, N. (2011) 'Transformational Coaching' In: Cox, E., Bachkirova,
T., Clutterbuck, D. *The Complete Handbook of Coaching*. Londen: Sage

Hawkins, P., Smith, N. (2013). *Coaching, mentoring and organizational consultancy:
supervision, skills and development (2nd edition)*. Maidenhead: McGraw-Hill
International.

Heath, H., Cowley, S. (2004). Developing a grounded theory approach: a
comparison of Glaser and Strauss. *International journal of nursing studies*,
41(2), 141-150.

Henschke, J. and Elsey, M. (2011) Andragogy and Transformative Learning:
Imagination meets Rationalism in College Classrooms. *Paper presented at*:
*30th Annual Midwest Research-to-Practice Conference in Adult, Continuing,
Community, and Extension Education*, St. Charles Missouri, 21-23
September. Available at:
http://www.lindenwood.edu/mwr2p/docs/ElseyHenschke.pdf [Accessed 8
January 2015]

Holland, R. W., Aarts, H., Langendam, D. (2006). Breaking and creating habits on
the working floor: A field-experiment on the power of implementation
intentions. *Journal of Experimental Social Psychology*, *42*(6), 776-783

Iveson, C., George, E., and Ratner, H. (2012). *Brief coaching: A solution focused
approach*. East Sussex: Routledge.

Jacobs, N. (2014) *The Aha Moment! A Perspective from Neuroscience*. Available
from: http://www.ysc.com/our-thinking/article/the-aha-moment-a-perspective-
from-neuroscience [Accessed 17 December 2014**]**

James, D. M., Collins, L. C., Samoylova, E. (2012). A Moment of Transformative
Learning Creating a Disorientating Dilemma for a Health Care Student Using
Video Feedback. *Journal of Transformative Education*, *10*(4), 236-256.

Jay, M. (2003). Understanding how to leverage executive coaching. *Organization Development Journal*, *21*(2), 6-19.

Johnson, S. (2006). The neuroscience of the mentor-learner relationship. *New Directions for Adult and Continuing Education*, 2006(110), 63-69

Jung-Beeman, M., Bowden, E. M., Haberman, J., Frymiare, J. L., Arambel-Liu, S., Greenblatt, R., ... Kounios, J. (2004). Neural activity when people solve verbal problems with insight. *PLoS biology*, *2*(4), e97.

Karp, D. A. (2009). 'Learning how to speak of sadness'. In: Puddephatt, A.J., Shaffir, W., Kleinknecht, S.W. (Eds). *Ethnographies revisited: Constructing Theory in the field*. New-York: Routledge

Kegan, R. (1994). *In over our heads: The mental demands of modern life*. London: Harvard University Press.

Kets de Vries, M. F. (2013). Coaching's 'good hour': creating tipping points. *Coaching: An International Journal of Theory, Research and Practice*, (ahead-of-print), 1-24.

Kiely, R. C. (2002). *Toward an expanded conceptualization of transformational learning: A case study of international service-learning in Nicaragua*. Cornell University Dissertation Abstracts International, 63 (09A), 3083

Kiely, R. (2005a). A transformative learning model for service-learning: A longitudinal case study. *Michigan Journal of Community Service Learning*, 12(1), 5-22

Kiely, R. (2005b). Transformative international service-learning. *Academic Exchange Quarterly*, 9(1), 275-281.

Kline, N. (1999). *Time to think: listening to ignite the human mind*. London: Hachette Book Group.

Knowles, M., Holton, E., Swanson, R. (2011) *The Adult Learner, (7th Edition),* London: Elsevier

Kounios, J., Frymiare, J. L., Bowden, E. M., Fleck, J. I., Subramaniam, K., Parrish, T. B., Jung-Beeman, M. (2006). The prepared mind neural activity prior to

problem presentation predicts subsequent solution by sudden insight. *Psychological Science*, 17(10), 882-890.

Lawrence, P., Whyte, A. (2014). Return on investment in executive coaching: a practical model for measuring ROI in organisations. *Coaching: An International Journal of Theory, Research and Practice*, 7(1), 4-17.

Lempert, L. B. (2007). 'Asking Questions of the Data: Memo Writing in the Grounded Theory Tradition'. In: Bryant, A., Charmaz, K. (Eds.). *The Sage handbook of grounded theory*. London: Sage

Lichtenstein, B. M. (1997). Grace, magic and miracles: A "chaotic logic" of organizational transformation. *Journal of Organizational Change Management*, 10(5), 393-411.

Longhurst, L. (2006). The "aha" moment in co-active coaching and its effects on belief and behavioural changes. *International Journal of Evidence Based Coaching and Mentoring*, 4(2), 61-73.

Lyon, C. R. (2001). Hear Our Stories: Relationships and Transformations of Women Educators Who Work Overseas. *Studies in the Education of Adults*, 33(2), 118-26.

McCann, T. V., Clark, E. (2004). Grounded theory in nursing research: part 1–methodology. *Nurse researcher*, 11(2), 7-18.

McLeod, A. (2002) The Power of Silence: Coaching by Quality, not Content. *Effective Consulting*. 1(8), 31-32

McWhinney, W., Markos, L. (2003). Transformative education across the threshold. *Journal of Transformative Education*, 1(1), 16-37.

Merriam, S. B. (2004). The role of cognitive development in Mezirow's transformational learning theory. *Adult education quarterly*, 55(1), 60-68.

Mezirow, J. (2000) 'Learning to Think Like an Adult: Core Concepts of Transformation Theory' In: Mezirow, J. & Associates *Learning as Transformation*. San Fransisco: Jossey-Bass

Miller, W.R., 'de Baca, J.C. (2002) Quantum Change: When Epiphanies and Sudden Insights Transform Ordinary Lives, *The American Journal of Psychiatry,* 159(9): 1620-1621.

Moyes, B (2009) Literature review of Coaching Supervision. *International Coaching Psychology Review*. 4(2), 162-173

Nohl, A. M. (2009). Spontaneous action and transformative learning: Empirical investigations and pragmatist reflections. *Educational Philosophy and Theory*, 41(3), 287-306

Nonaka, I., Takeuchi, H. (1995) *The Knowledge-Creating Company*, New York: Oxford University Press

Norton, L. (1999). The Philosophical Bases of Grounded Theory and their Implications for Research Practice. *Nurse Researcher*, 7(1), 31-43.

Phillips, J. J., Phillips, P. P. (2005). Measuring ROI in executive coaching. *International Journal of Coaching in Organizations*, 3(1): 53-62.

Polanyi, M. (1962) *Personal Knowledge*, Chicago: The University of Chicago Press

Ritchie, J., Lewis, J., Elam, G. (2012) 'Designing and Selecting Samples' In: Ritchie, J. and Lewis, J. *Qualitative Research Practice: A Guide for Social Students and Researchers*, London: Sage

Rock, D., Schwartz, J. (2006). A brain-based approach to coaching. *International Journal of Coaching in Organizations*, 4(2), 32-43.

Rock, D., Page, L. J. (2009). *Coaching with the brain in mind: Foundations for practice*. Hoboken, New Jersey: John Wiley & Sons.

Rogers, J. (2008) *Coaching Skills, a handbook* (2nd edition) Maidenhead: Open University Press

Rostron, N. L. (2006). *Interventions in the coaching conversation (thinking, feeling and behaviour)* (Doctoral dissertation, Middlesex University).

Sammut, K. (2014). Transformative learning theory and coaching: Application in

    practice. *International Journal of Evidence Based Coaching & Mentoring*.

    Special Issue 8, 39-53.

Schmitt, R. (2005). Systematic metaphor analysis as a method of qualitative

    research. *The Qualitative Report*, 10(2), 358-394.

Schreiber, R.S. (2001). 'The 'How to' of Grounded Theory: Avoiding the Pitfalls'. In:

    Schreiber, R.S., Stern, P.N. (Eds), *Using Grounded Theory in Nursing*. New

    York: Springer Publishing

Seale, C. (1999). Quality in qualitative research. *Qualitative inquiry*, 5(4), 465-478.

Silverman, D. (2000). *Doing Qualitative Research: A Practical Handbook*. London:

    Sage.

Smith, J. A., Osborn, M. (2003). Interpretative phenomenological analysis.

    Qualitative psychology: A practical guide to research methods, 51-80.

Stake, R.E. (1995). *The art of case study research*. Canada: Sage.

Stake, R. (1998). 'Case studies'. In: N. Denzin, Y. Lincoln, Strategies of qualitative

    inquiry. Thousand Oaks, CA: Sage

Straus, A.L., Corbin, J. (1990) *Basics of Qualitative Research: Grounded Theory*

    Procedures and Techniques. London: Sage

Strauss, A., Corbin, J. (1998). *Basics of qualitative research: Techniques and*

    procedures for developing grounded theory (2nd ed.). Canada: Sage

    Publications

Stuckey, H. L., Taylor, E. W., & Cranton, P. (2014). Developing a Survey of

    Transformative Learning Outcomes and Processes Based on Theoretical

    Principles. *Journal of Transformative Education*, 11(4), 211-228.

Szabó, P. (2009). Coaching reloaded–assumptions of a Brief Coach. *InterAction-The*

    Journal of Solution Focus in Organisations, 1(2), 26-40.

Taylor, E. W. (1997). Building upon the theoretical debate: A critical review of the empirical studies of Mezirow's transformative learning theory. *Adult Education Quarterly*, 48(1), 34-59.

Taylor, E. W. (2007). An update of transformative learning theory: A critical review of the empirical research (1999–2005). *International Journal of Lifelong Education*, 26(2), 173-191.

Taylor, E. W., and Cranton, P. (2012). *The handbook of transformative learning: Theory, research, and practice*. San Francisco: John Wiley & Sons.

Taylor, E.W., Snyder, M. (2012) 'A Critical Review of Research on Transformative Learning Theory, 2006-2010' In: Taylor, E. W., Cranton, *The handbook of transformative learning: Theory, research, and practice*. San Francisco: John Wiley & Sons.

Taylor, E. W., Laros, A. (2014). Researching the Practice of Fostering Transformative Learning Lessons Learned From the Study of Andragogy. *Journal of Transformative Education*, 12(2), 134-147.

Tesch, R. (1991). *Qualitative research: analysis types and software tools*. New York: Falmer press

Thornberg, R. (2012). Informed grounded theory. *Scandinavian Journal of Educational Research*, 56(3), 243-259.

Tisdell, E.J. (2012) 'Themes and Variations of Transformational Learning: Interdisciplinary Perspectives on Forms That Transform' In: Taylor, E. W., Cranton, P. *The handbook of transformative learning: Theory, research, and practice*. San Francisco: John Wiley & Sons.

Torbert, W. R., Torbert, B. (2004). *Action inquiry: The secret of timely and transforming leadership*. San Fransisco: Berrett-Koehler Publishers.

Tsoukas, H. (2005). Do we really understand tacit knowledge? *Managing Knowledge: An Essential Reader*, 107-126.

Wheeldon, J., Ahlberg, M. K. (2011). *Visualizing social science research: Maps, methods, & meaning*. London: Sage.

Willig, C. 2008., *Introducing Qualitative Research In Psychology. [online].* Open University Press. Available from:<http://www.myilibrary.com?ID=178561> 27 April 2015

Wilson, V. E., Gibney, K. (2004). The 'Aha' Experience with Somatics: Demonstrating Mind and Body Unity. *Somatics*, 14(2), 4-7.

Wood, C. (2015). Structured interventions in coaching: Theory-based 'seeding' as a coaching practice and learning paradigm. *International Journal of Evidence Based Coaching & Mentoring*. Special Issue 9, 45-62

Wylie, M. S., Turner, L. (2011). The attuned therapist. *Psychotherapy Networker*, 35(2), 19-27.

Yin, R.K. (2003). *Case study research design and methods (3rd ed.)*. Canada: Sage

Yorks, L., Kasl, E. (2006). I Know More Than I Can Say A Taxonomy for Using Expressive Ways of Knowing to Foster Transformative Learning. *Journal of Transformative Education*, 4(1), 43-64.

Yuthas, K., Dillard, J. F., Rogers, R. K. (2004). Beyond agency and structure: Triple-loop learning. *Journal of Business Ethics*, 51(2), 229-243.

Zaltman, G. (2003). *How customers think: Essential insights into the mind of the market*. Boston: Harvard Business Press.

Zull, J. E. (2002). *The art of changing the brain.* Sterling, VA: Stylus.