COACHING THE ADULT LEARNER: A FRAMEWORK FOR ENGAGING THE PRINCIPLES AND PROCESSES OF ANDRAGOGY FOR BEST PRACTICES IN COACHING

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COACHING THE ADULT LEARNER: A CONCEPTUAL FRAMEWORK FOR ENGAGING THE PRINCIPLES AND PROCESSES OF ANDRAGOGY FOR BEST PRACTICES IN COACHING

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(ABSTRACT)

Coaching is an actionable way for adults to learn. For purposes of this study, learning was conceptualized by UNESCO's five pillars of learning to know, do, live together, be, and learning to transform oneself and society. The practice of coaching was defined as a social enterprise where, through a process of inquiry and reflection, coaches help coachees achieve their personal and professional goals through learning, self-awareness and behavior change. As an application of learning for adults, coaching may be considered a reflection of andragogy "…the art and science of helping adults learn" a la Knowles. The following questions guided the inquiry:

1. To what extent is there a relationship between *andragogy in practice* and *coaching in practice* as demonstrated by coaches?
2. Specifically, which principles and processes of andragogy are reflected in the practice of coaching?
3. What are the best practices of coaches who use andragogy in their practice?

Using a mixed method, sequential explanatory strategy, business and life coaches were surveyed, with follow-up interviews to high scorers, to see which principles and processes of andragogy informed their coaching practices. An instrument, originally developed by Henschke (1989) for teachers, was modified for use with coaches, and measured the extent to which coaches used the philosophy of andragogy in their practices. Knowles' six principles and eight processes of andragogy formed the operational framework. Findings indicated that 98% of the coaches reported using andragogy on an average or above basis, with 48% of the group at above

average or high above average levels. Andragogical elements of empathy, trust and accommodating coachee uniqueness were revealed at above average or high above average levels. Of those interviewed, 100% of the coaches reported using the principles and processes of andragogy in their practices. Based on their stories, best practices (88) for engaging andragogy in the practice of coaching were developed. The overarching themes from the study were: Andragogy is a way of being in coaching; the processes of andragogy go beyond the context of coaching; and an emergence of a conceptual framework that embraced the pillars of learning, andragogy and the practice of coaching.

DEDICATION

To my husband, Neil. Your true love, unwavering support and belief in me always kept me going. Without you, none of this would have been possible. Together, Forever.

And to my son, D.C. You bring pure love and joy to my life. Now, I know about the rainbow connection—and what's on the other side.

This is for you.

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CHAPTER ONE

Study Overview

In the 21st Century, the practice of business and life coaching is an actionable way for adults to learn in today's global environment. Individuals seek coaches for a variety of reasons to learn—from how to improve their on-the-job performance, to enhancing their personal relationships with others to learning how to make a greater contribution to the world. Coaches strive to be skilled listeners who employ intuition, inquiry and reflection to help their clients—the coachees—make better decisions to transform their lives. Competent coaches ask thought provoking questions that let the coachees explore the answer for themselves; for the philosophical underpinning of coaching supports the position that the answer resides within the coachee, not the coach. Coaches vary in expertise, from executive, leadership and management coaches, to life and spiritual coaches, to name but a few. Many organizations are employing coaches, either internally within their company or externally through consultants, to help develop and improve the skills of their associates.

Coaching, as an area of professional practice, is still emerging and new research is unfolding to show it to be a successful approach for embedded learning and application of skills, reflective practice, and professional development. Coaching, then, as an application of learning for adults, may be considered a reflection of andragogy "…the art and science of helping adults learn" (Knowles, 1990, p. 54). While there is evidence of the positive impact of coaching in practice and there is research to support the efficacy of andragogy, based upon my review of the literature, it seems the two have never been linked by an empirical study. The purpose of this study is to find evidence that directly aligns the concept of coaching as an application of andragogy. By gathering the collective wisdom of business and life coaches, I sought to find if and where the principles and processes of andragogy informed their coaching practices.

Conceptualization of Learning

Before delving into the relationship of andragogy and coaching, it is relevant to explore the conceptualization of learning I chose to use for my study. Learning, from cradle to grave, is a human phenomenon. The ways in which we learn varies throughout the stages of life. Babies begin the process of learning informally through their budding relationship with their parents and caregivers; toddlers enjoy formal educational opportunities through structured experiences in daycare and preschool. Young children continue the journey of learning in non-formal ways through associations with friends, extended family and through their individual and group experiences in sports, music and the arts. From adolescence through adulthood, the content of what individuals seek to learn continues to shift throughout life phases as the context in which they live changes. Merriam, Caffarella and Baumgartner (2007) proposed that what learners seek to learn and what education is available at the time is in large part based on the society in which we live. This suggests that the availability and accessibility of education is influenced by the individual's current economic, social and cultural world view. Learning, then, is a personal experience that continues to evolve throughout one's lifetime. Yet life is not experienced in a bubble and learning is not explored in isolation; it is shaped by the context of the learner's life, the people he or she interacts with and the interpretation of an individualized perspective.

Lifelong learning affords individuals a continuous way of learning throughout their life-span. Yeaxlee (1929) first used the term lifelong learning in his book *Lifelong Education,* suggesting a utopian, societal world view where an individual has access to education over a lifetime. In *How Adults Learn,* Kidd (1959) suggested "man must be seen as a whole, in his lifelong development. Principles of learning will apply…to all stages in life" (p. 18). Boucouvalas (1980) noted at the turn of the 20th Century, "the concomitant knowledge explosion created a situation in which information that an individual learned when young became obsolete

by mid-age; skills acquired early often became outdated without continual updating" (p. 41). Learning, then, throughout adulthood includes the advantage of life and work experience, enabling individuals to build upon and expand their body of knowledge. Scholars (Boucouvalas, 1980; Candy, 1991; Ekholm & Härd, 2000; Faure et al., 1972; Field, 2006) agree that the concept of lifelong learning as a movement did not receive wide appeal until the 1970's in response to the emerging educational demands of societies around the globe. In *Learning to Be,* Faure et al. (1972) presented lifelong learning as an all-encompassing approach for opening and broadening access to education for the gratification and success of all humankind. Boucouvalas (1980), Candy (1991), Ekholm & Härd (2000), Hallenbeck, (1964), and Kidd (1959) have considered lifelong learning through vertical and horizontal lenses. Starting with her early work, and expanded over the decades since[1], Boucouvalas (1980) distinguished vertical learning as the "length of the movement in terms of its duration in an individual's life" and the horizontal dimension as the "width or breadth of the movement" (p. 328). Boucouvalas (1980) inspired by Roby Kidd, also introduced the dimension of *lifedeep* learning, illustrating the concept of depth as a complement to vertical and horizontal learning. The concept of vertical learning implores the elimination of barriers to education so that individuals have access to the process of learning at any time throughout their lives. Horizontal, or lifewide learning, suggests the relevance for individuals to seek formal, non-formal and informal learning in a wide array of formats throughout life (Boucouvalas, 1980; Candy, 1991; Delors et al., 1996; Ekholm & Härd, 2000; Faure et al., 1972; Hallenbeck, 1964; Yeaxlee, 1929). Beginning with her doctoral dissertation, *An Analysis of Lifelong Learning and Transpersonal Psychology as Two Complementary*

[1] Just to mention a few of the publications that are accessible by and relevant to both scholars and practitioners: Boucouvalas, M. (2009). Re-visiting the concept of "self" in self-directed learning: Toward a more robust construct for research and practice in a global context. *International Journal of Self-Directed Learning, 6*(1), 1-10 and/or (2008). Human development and adult education: Personal, interpersonal, and transpersonal. In J. Athanasou (Ed.), *Adult education and training* (pp. 19-34). Sydney, Australia: David Barlow Publishing.

Movements Reflecting and Contributing to Social Transformation, Boucouvalas (1980) explored the relevance of formal, nonformal and informal agents on lifelong learning in society and the importance of planned as well as unplanned learning as a way of being . While knowledge garnered through formal education—such as primary and secondary schools, colleges and universities—enables adults to build a foundation for learning throughout life, "a revision of their structure and function is called for so as to promote self-directed inquiry and develop a collaborative relationship with other educational agents in the community" (p. 330). Two other agents—nonformal (workforce training and development, online learning, libraries etc.) and informal (peer groups, family, social connections etc.) can provide adults with the avenues of collaborative learning needed to foster a holistic view of lifelong learning. Adds Candy (1991):

> …people learn in a wide variety of contexts and settings, and that at any given stage of life—whether they are enrolled in formal educational activities or not—people are learning: from friends and family; from libraries; at work; in clubs and societies; in churches and other religious bodies; from radio television, newspapers, and so on (p. 77).

Reischmann's (1986) perspective on lifelong learning incorporated the term lifewide, as well, meaning learning which includes both intentional and unintentional or *en passant* experiences. As Reischmann explained, *en passant* or "hidden, small scale, incidental learning" (p. 3) assumes the learner is actively involved in the process, and "that important learning takes place interrelated to other activities, not only in classes, but in the 'school of life'" (p. 2). As Boucouvalas (1980) encapsulated: "All forms of learning and education have a place within the lifelong learning ideology" (p. 330).

For the United Nations Educational, Scientific and Cultural Organization (UNESCO), Delors et al. (1996) reviewed the relevancy of lifelong and lifewide learning, where the breadth and depth of education can be pursued throughout an individual's life. This global perspective of

learning promotes "…whole human beings—their knowledge and aptitudes, as well as the critical faculty and the ability to act" (Delors et al., p. 21), suggesting enhanced self-awareness within the individual's life and greater contributions within the individual's community and social structure. Delors et al. (1996) proposed that the world view on lifelong education "…with all of its advantages in terms of flexibility, diversity and availability at different times and in different places" (p. 21) must continue to evolve as learners seek opportunities throughout their life span to discover the creative talent, knowledge, skills and self- and social-awareness necessary to live a productive and fulfilled life. Ekholm and Härd (2000) emphasized the shift in responsibility of learning from educators to the learners themselves to actively seek their own learning opportunities in their lifetime. In the words of Reischmann (1986), "we have to widen our concept of learning. Learning is not only an activity related to specific educational enterprises but is a life strategy (as eating and breathing) that enables men to survive as individuals as well as a species" (p. 6). Within the context of lifelong learning, this concept of self-directed learning is supported by scholars in adult learning (Brookfield, 1993; Candy, 1991; Dewey, 1938; Knowles, 1975; Lindeman, 1926; Smith, 1982; Tough, 1971).

Adults are living and working longer than ever before and their expectations and needs for learning are changing. Scholars (Delors et al., 1996; Faure et al., 1972; Field, 2006; Merriam et al., 2007) articulate lifelong learning benefits for society-at-large including global economic growth, higher living standards, increased literacy and empowerment for people of all nations. Ouane (2008) reported that lifelong learners are engaged in their communities; they question the status quo and strive for better decision making for individual contribution and societal benefits. Field (2006) suggested that the emergence of a knowledge- and information-based society, the convergence of new technologies and ways of communications, and the impact of globalization on economic, social and cultural aspects will continue to shape the scope of lifelong learning.

Stewart (2007) concurred that the four trends adult learners face are the globalization of economies, advances in science and technology, heightened awareness of health and security issues, and changing demographics. In response to these accelerated changes, learners around the globe are "reinventing" themselves in numerous ways—from keeping up with changes in science, technology and industry in their current jobs, to learning new skills to pursue second careers, and enhancing their personal development for pleasure activities in retirement (Delors, 1996; Faure, 1972; Field, 2006; Merriam et al., 2007; Yeaxlee, 1929). This educational push requires both new ways of learning and practical application of skills and knowledge. In the words of Delors et al. (1996):

> Acquiring knowledge is a never-ending process and can be enriched by all forms of experience. In this sense, it is increasingly interwoven with the experience of work, as work becomes less routine in nature. Initial education can be regarded as successful if it has provided the impetus and foundation that will make it possible to continue to learn throughout life, while working but also outside work. (p. 88)

This overarching belief that learning is an enriching experience that continues to evolve over one's lifetime resonates with numerous scholars (Boucouvalas, 1980; Brookfield, 1993; Dewey, 1938; Jarvis, 2009; Knowles, 1973, 1975; Knox, 1986; Smith, 1982).

The conceptualization of learning for this study will be informed by UNESCO's pillars of learning. UNESCO's conceptualization was chosen because it provided a broad foundation of learning reflecting a research base gathered from scholars and practitioners around the globe; this holistic, global approach to learning complements the interests of andragogy scholars and expert coaches, many of whom conduct research and practice their profession around the world. In *Learning: The Treasure Within* (1996), the report to UNESCO of the International Commission on Education for the 21st Century, the Commission, Delors et al. (1996) presented the four pillars of learning: learning to know; learning to do; learning to live together; learning to be. These four

pillars provide the basis for the concept that learning is a lifelong, lifewide, lifedeep process and is not fixed in a single phase of an individual's life.

> If it is to succeed in its tasks, education must be organized around four fundamental types of learning which, throughout a person's life, will in a way be the pillars of knowledge: *learning to know*, that is acquiring the instruments of understanding; l*earning to do*, so as to be able to act creatively on one's environment; *learning to live together*, so as to participate and co-operate with other people in all human activities; and *learning to be*, an essential progression which proceeds from the previous three" (Delors, p. 86).

Each pillar has equal relevance throughout an individual's learning lifespan and when taken holistically, individuals can "…discover, unearth and enrich his or her creative potential, to reveal the treasure within each of us (Delors et al., p. 86). In doing so, the focus of education can take on a broader scope that goes beyond basic skill development to development of the whole person or *learning to be* (Delors et al., 1996, Faure et al., 1972;). In the UNESCO Medium-Term Strategy for 2008 – 2013 (Ouane, 2008), new pillars were suggested for inclusion in the future: learning to change and to transform, learning to endeavor and to take risks and learning to become. In 2009, the pillars were further clarified and presented at the sixth international UNESCO conference on adult education (Confintea VI; Living and Learning for a Viable Future: The Power of Adult Learning) in The Belem Framework for Action document (Hencshke, 2010). In 2012, the pillars were coalesced into five: learning to know, learning to do, learning to live together, learning to be, and learning to transform oneself and society (www.unesco.org). Therefore, I chose UNESCO's five pillars of learning as the conceptualization of learning in my study.

Background of Andragogy

The demand for lifelong, lifewide and lifedeep learning is matched by the concept of andragogy, providing a means for individuals to facilitate their own learning. Knowles (1973)

traced the term andragogy back to German teacher Alexander Kapp (1833) in his book *Platon's Erziehungslehre*. Stewart (1987) researched that Eduard Lindeman first referred to andragogy in the journal *Workers' Education* in 1926. Then, in his book *The Meaning of Adult Education*, although Lindeman (1926) never used the actual term *andragogy*, he devoted a chapter to adult learning methods, including the use of the discussion method when teaching adults:

> When discussion is used as method for adult teaching, the teacher becomes group-chairman; he no longer sets problems and then casts about with various kinds of bait until he gets back his preconceived answer; nor is he the oracle who supplies answers which students carry off in their notebooks; his function is not to profess but to evoke—to draw out, not pour in; he performs in various degrees the office of interlocutor (one who questions and interprets), prolocutor (one who brings all expressions before the group), coach (one who trains individuals for team-play), and strategist (one who organizes parts into wholes and keeps the total action aligned with the group's purpose). (pp. 188-189)

According to Henschke (2008), Lindeman "… laid the earliest groundwork in the U.S.A., for a major practical application of andragogy as the method for teaching adults" (p. 59).

Malcolm Knowles (1913-1997) first presented the concept of andragogy in his address at the *Delbert Clark Award* banquet in 1967. Titled *Andragogy, Not Pedagogy,* Knowles (1968) stated that andragogy—"the art and science of helping adults learn" was distinct from pedagogy—"the art and science of teaching children" (p. 351). While he acknowledged that andragogy could also be applied in learning situations with children, he introduced what he believed to be three overarching assumptions that differentiate the ways adults learn from children. These assumptions—self-concept of the learner, the role of experience and orientation to learning—became the basis for his eventual development of the six principles and eight processes to support his philosophy of andragogy. These principles and processes of andragogy will be defined and explored in Chapter Two. As his research and practice unfolded, Knowles' understanding of andragogy went beyond strategy, technique or method; he viewed andragogy,

not as the antithesis of pedagogy, but rather as a flexible, enhanced, inclusive mode of learning that promoted a positive environment for learning in classrooms of both children and adults. "The andragogical model is a system of assumptions which includes the pedagogical assumptions" (Knowles, 1990, p. 64). In his publication *International History and Philosophy of Andragogy: Abbreviated for 2012 with Newer Perspectives and Insights*, Henschke (2012) investigated 400 works—from 1833 to 2012—to show a linkage between the research, theory and practice of andragogy. His exhaustive research, organized and presented in 14 time periods, provided the following chronological history and philosophy of andragogy:

- *Early Appearance of Andragogy: 1833-1927* (p. 44);
- *Andragogy's Second American Appearance and its Foundation Being Established: 1964-1970* (p. 45);
- *Movement toward Applying Andragogy to Human Resource Development: 1971-1973* (p. 45);
- *Emergence of Self-Directed Learning Skills As a Major Way To Implement Andragogy: 1975-1981* (pp. 45-6);
- *Strengthening the Numerous Uses of Andragogy Along With Growing Controversy and Resistance Toward It: 1981-1984* (p. 46);
- *Identifying the Stronger European Base of Andragogy in Comparing it with the American Base: 1985-1988* (pp. 46-7);
- *The Foundation of Trust Undergirds Andragogical Learning Despite the Andragogy Debate: 1989-1991* (p. 47);
- *Scientific Foundation of Andragogy Being Established Amid Skepticism and Misunderstanding: 1991-1995* (pp. 47-8);
- *Momentum Gained Against Andragogy While Counter Arguments Assert Its Value: 1995-1998* (p. 48);
- *Antecedents to an Historical Foundation of Andragogy Being Extended and Broadened: 1998-2000* (pp. 48-50);
- *Empirical Research Being Pressed for Investigating Andragogy's Value While Objection Remains: 200-2003* (pp. 50-1);
- *Bringing European and American Andragogy Closer Together As Distance Education Emerges: 2003-2004* (pp. 51-2);
- *The Hesitation Concerning Andragogy Continues While Many Still Stand By Andragogy: 2005-2006* (pp. 52-3);
- *Knowles' Prominent Long Range Contribution to Andragogy's Continuance into the Future: 2006-2012* (pp. 53-7).

This chronology of scholarship shows the emergence, evolution, resistance and expansion of andragogy within a global context over time. In an effort to join this global contribution and support the continuance of andragogy in practice and scholarship, I chose Knowles' philosophy of andragogy as the operational framework for my study.

Background of Coaching

In 1556, in the Hungarian town of Kocs, large horse drawn carriages were built with four wheels, doors on the side and an elevated seat up front for the driver to sit on (Merriam-Webster, 2009). The term *kocsi* or *coach* first appeared at this time and was used to describe both the driver and the carriage itself (Berg & Karlsen, 2007; Merriam-Webster, 2009).

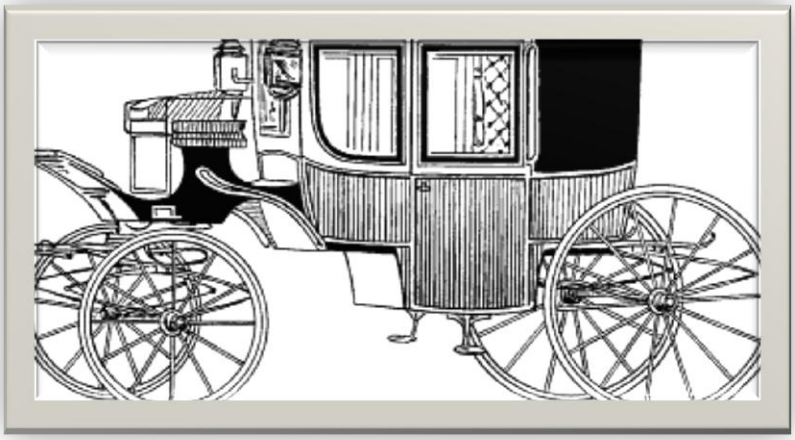

Figure 1: Coach (Source: Merriam-Webster Dictionary. (2009). Retrieved from http://www.merriam-webster.com/dictionary/coach)

"The word took on a symbolic meaning in the sense of transporting people from one place to another, more desirable place" (Berg & Karlsen, 2007, p. 4). This symbolism helps the reader envision the positive impact. By the nineteenth century, coaching was used in education and sports in the context of improving performance; in 19th century England, for example, students referred to their private tutors as coaches and by the early 1900s, the term coach was being used

in the sales profession (Berg & Karlsen, 2007). "There is some historical evidence that coaching was also about reflection and the development of life skills" (Garvey, Stokes, & Megginson, 2009, p. 22). By the 1950s, coaching began showing up in management literature (Berg & Karlsen, 2007; Evered & Selman, 1989). "It was viewed as part of the superior's responsibility to develop subordinates through a sort of master-apprentice relationship" (Evered & Selman, 1989, p. 20). Coaching at that time usually involved a hierarchical relationship between the supervisor and their subordinate(s) and was usually limited to annual reviews. In 1958, Myles Mace used the term coaching; "he looked at coaching as a leadership tool for developing employees' skills in the firm" (Berg & Karlsen, 2007, p. 4). "Coaching became synonymous with job skills development, in contrast with counseling, which dealt with an employee's personal problems that interfered with job performance" (Evered & Selman, 1989, p. 20). Management began using coaching techniques with their employees as a positive alternative to counseling for skill development.

Problem Statement

As coaching continues to emerge as a field of practice there is a need for a theoretical underpinning to support it. Stober and Grant (2006) state "the movement toward an informed-practitioner model requires that professional coach training programs explicitly address the theoretical and empirical foundations of coaching" (p. 4). Because coaches possess a variety of educational and professional backgrounds, the practice of coaching is not informed by one theory. Therefore, the need for empirical research to support theories that inform the practice of coaching will empower practitioners to expand the profession of coaching. According to Stober and Grant (2006),

> At this point in the emergence of coaching as a distinct discipline, our best available knowledge comes primarily from extrapolating from related areas

> which gives us some clear directions for future development. One of the areas for growth in coaching lies in the investigation of relevant models to coaching and their use as theoretical and research foundations (pp. 28 -29).

While theoretical exercises exist, the question of whether coaching is an application of andragogy and if so, how the two concepts practically and logically fit, does not appear to have been explored through an empirical study. Knowles' principles and processes of andragogy reflect the art and science of how adults learn; the practice of coaching provides a model that supports learning, self-awareness and behavior change. Yet, in my review of the literature, a research study was not discovered to link the principles and processes of andragogy with the practice of coaching. As a researcher, I wanted to explore if a connection existed and if so, to what degree. Therefore, I surveyed and personally interviewed professional coaches, employing both quantitative and qualitative protocols, to understand their perspectives. Through soliciting their collective insight, I satisfied my curiosity and discovered if and where the principles and processes of andragogy were reflected in their responses.

Without a theoretical premise, it appeared the practice of coaching emerged without a theory or theories to support it. Coaches, therefore, seemed to be guided by elements within the context of the situation, such as the personality and agenda of the coachee, the issues discussed and the professional background and educational discipline of the coach. Isenberg and Titus (1999) argued that while the traditional research to practice model is deductive in nature, "in reality, practice to research, which is an inductive approach where conclusions lead to premises, also occurs" (p. 5). Therefore, it seemed cogent to start with the practitioners in the context of their profession to better understand how adult learning theories are used and if so, where. Consequently, I proposed that there is a logical extension from andragogy to coaching because coaches do so intuitively with no systematic approach or empirical data to support them.

The Purpose of the Study

Building upon the conceptualization of learning encapsulated in UNESCO's five pillars of learning and using Knowles principles and processes of andragogy as an operational framework, I examined: To what extent is there a relationship between andragogy in practice and coaching in practice as demonstrated by coaches? Specifically, which principles and processes of andragogy are reflected in the practice of coaching? What are the best practices of coaches who use andragogy in their practice? Figure 2 provides an illustration of a model for andragogy and coaching in practice.

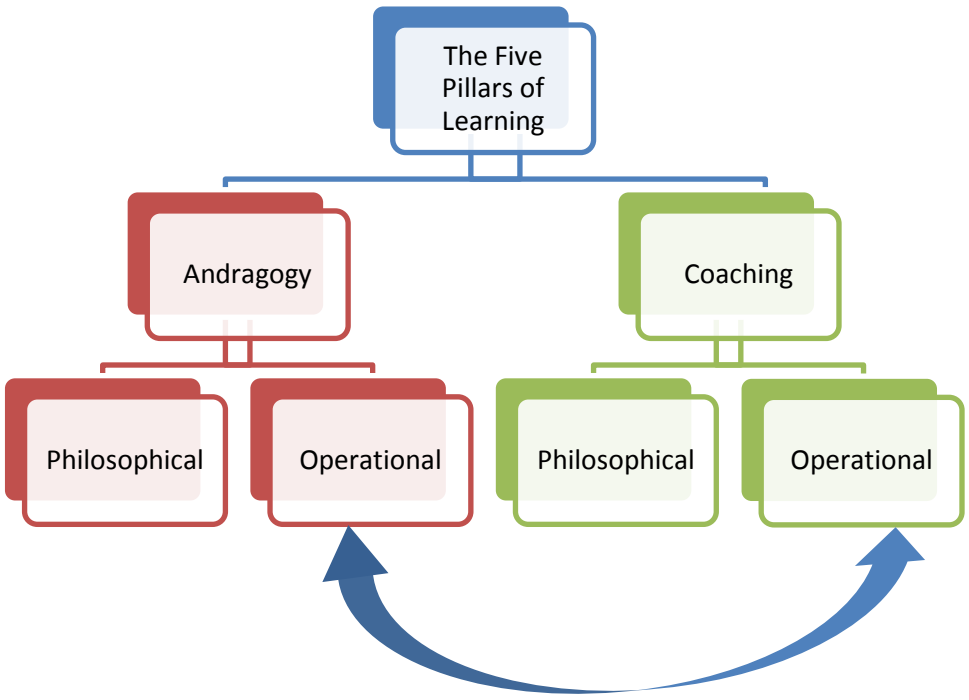

Figure 2. A Model for Andragogy and Coaching in Practice

Research Design and Approach

After reviewing the characteristics of quantitative and qualitative research, summarizing the advantages and disadvantages of both and crafting the research questions, I chose to engage

in a mixed-method approach in this study. When a mixed-method approach is employed, the researcher uses both quantitative and qualitative strategies to gather and analyze data (Creswell, 2003). According to Patton (1990):

> One important way to strengthen a study design is through triangulation, or the combination of methodologies in the study of the same phenomena or programs. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches. (p. 187)

First, I began with a quantitative approach by administering a survey to a group of selected coaches. This survey, a modified version of Henschke's (1989) Instructional Perspectives Inventory (IPI) for teachers, explored the extent to which coaches used andragogy in their practices. To build upon the findings garnered from the survey participants, I followed up with a qualitative phase of research by conducting in-depth interviews with selected participant-coaches scored highest on the survey. By choosing the participants who scored highest, my intent was to discover and delineate the best practices of those coaches using andragogy in their practices. Through the convergence of the two data collection methods, I integrated the findings and drew conclusions in Chapter Four and developed implications for future study in Chapter Five.

My personal and professional experience in the practice of coaching and the principles and processes of andragogy, coupled with my interest in the potential of discovery in the interview process with a diverse group of scholars and practitioners, buoyed me through the process. As a coach and member of the coaching community, both locally and internationally, I had access to the participants—coaches—that I was interested in studying. Likewise, as a graduate student in the field of adult learning, I had personal connections to international scholars in andragogy. As a participant-observer in coaching *and* andragogy, I had a unique advantage to delve into the arduous process of sorting through quantitative and qualitative data, coding and categorizing the findings and distilling the emerging themes from the study that

sought to answer my research questions. A more detailed discussion of the design and method of the study is the central focus of Chapter Three.

Significance of the Study

As the benefits of lifelong learning expand across the globe (Delors, 1996; Faure, 1972; Field, 2006; Merriam et al., 2007; Yeaxlee, 1929), the profession of coaching as an application of learning has the potential to substantially grow to meet the needs of inquiring minds. This study was significant because as this interest and practice in professional coaching expands, so will the need for understanding the processes used in the practice, and determining what processes are informed by scholarly research. Grant & Cavanagh (2007) challenged:

> The coaching world is urged to gather solid evidence as to the effectiveness of coaching through well-designed outcome studies. The second challenge is for coaching leaders, researchers, and practitioners to look beyond the demands of this immediate research agenda, to develop a vision of the role of coaching as an emerging discipline in enhancing the lives of individuals and the sustainability of organizations and the world as a whole. (p.243)

Further research in the practice of coaching must be conducted to better educate all of the potential stakeholders in the coaching process on exactly what coaching is and the impact the practice has on human development. In addition, a thorough understanding of the phenomenon is needed to identify ways of standardizing the practice to ensure that quality, ethics and integrity are inherent in the field of coaching. Furthermore, research is crucial to continue to justify the value of coaching in the professional and personal sector. From a practical perspective, this study has significance because it can raise a coach's level of awareness of the principles and processes of andragogy and how they can be incorporated into their coaching practices to benefit the coachees. Moreover, from a scholarly view, by delving into how the process of coaching is

informed from a theoretical perspective, I have contributed to the limited, existing scholarly body of knowledge on this topic.

CHAPTER TWO

Literature Review

As presented in Chapter One, the purpose of this study was to determine if and how Knowles' principles and processes of andragogy inform the practice of coaching. The overarching research questions explored were:

> *To what extent is there a relationship between andragogy in practice and coaching in practice as demonstrated by coaches?*
>
> *Specifically, which principles and processes of andragogy are reflected in the practice of coaching? What are the best practices of coaches who use andragogy in their practice?*

The organization of this literature review presents an overview of the principles and processes of andragogy, the practice and processes of coaching, and the link that exists between the two. The review begins with a discussion of UNESCO's five pillars of learning and how they provided the foundation of learning for this study. The next section reviews the principles and processes of andragogy that provided the philosophical and operational framework for this study. The review continues with sections on the definitions of coaching, the emergence of coaching, the process of becoming a coach, developing a coaching style and distinctions from other professional functions. In these sections, I positioned the foundation for what coaching is within the context of adult learning and described the relevant aspects of the practice of coaching and the coaching community. The review concludes with a presentation of various approaches to coaching that were found in the literature and the limited scholarship directly connecting andragogy to coaching. In this section, I established a connection between andragogy and coaching and identified a gap in scholarly research, providing the opportunity for this study.

The Pillars of Learning

Before launching into an overview of andragogy and coaching, I begin my review with a discussion of the definition of learning chosen for this inquiry. From the Medium-Term Strategy 2008-2013 for the UNESCO Institute for Lifelong Learning, then-director Adama Ouane (2009) stated:

> Everyone is a learner, with learning needs varying according to the different roles they play – as wage earner, self-employed or unemployed worker, manager, parent, citizen, volunteer, migrant, neighbour, religious believer or consumer. The wider and more diverse the provision of learning opportunities, the greater the likelihood that the learning journey will prove a fulfilling one, the broader the range of options and opportunities afforded the individual throughout life, the more extensive the possibilities for empowering the disempowered, and the better citizens' capacity and ability to cope with the changes that they will inevitably encounter in the course of their lives. (Ouane, 2009, p. 8)

Learning, then, begins at the individual level and when developed can broaden in scope to benefit the individual's community, society and the world. Although the concept of learning is explicitly stated in the definition of andragogy—"…the art and science of helping adults learn" (Knowles, 1990, p. 54), it is merely implied in the practice of coaching. Skiffington & Zeus (2003) proposed that "learning is at the heart of coaching," yet an explanation of how learning is inherent in the practice of coaching is warranted. UNESCO's five pillars of learning: *learning to know, learning to do, learning to live together, learning to be, learning to transform oneself and society* was chosen as the conceptualization of learning for this study because it provided an expansive approach to learning that complements both the international scholarship of andragogy and the practice of coaching from around the world. Figure 3 illustrates the five pillars of learning.

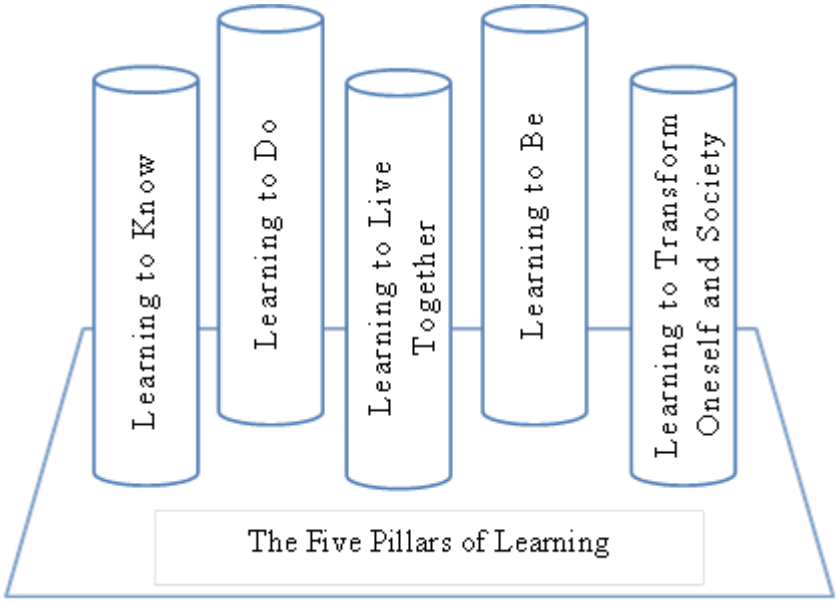

Figure 3. The Five Pillars of Learning

In the words of Delors et al. (1996):

> A broad, encompassing view of learning should aim to enable each individual to discover, unearth and enrich his or her creative potential, to reveal the treasure within each of us. This means going beyond an instrumental view of education, as a process one submits to in order to achieve specific aims (in terms of skills, capacities or economic potential), to one that emphasizes the development of the complete person, in short, *learning to be.* (Delors, p. 86)

A deeper understanding of the individual pillars may further clarify the foundation of learning used for this study.

> *Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime*—Maimonides (1135-1204)

Learning to Know

In *learning to know*, the acquisition of knowledge means more than the learner gaining an understanding of new concepts or techniques; it also implies the need for the learner to gain a command for how to find the information to continue the learning. At the beginning of the spectrum, learning to know enables an individual to

develop the skills necessary to lead a thoughtful and productive life. At the end of the spectrum, learning to know brings the rewards of deep understanding and discovery so that individuals can continue to learn and in partnership with other adult learners, collectively contribute to the needs of the global society (Delors et al., 1996). This concept of learning supports the practice of coaching, as coaches seek to help coachees—adult learners--discover the process of acquiring the never-ending knowledge they need to lead pleasurable, productive and meaningful lives.

Learning to Do

This second pillar of learning builds on the first, as the learner progresses to find ways to apply the knowledge acquired. Learning to do implores learners to turn knowledge into practice continually as life and work circumstances unfold. This pillar supports employers through workforce development:

> Instead of requiring a skill, which they see as still too narrowly linked to the ideal of practical know-how, employers are seeking competence, a mix, specific to each individual, of skill in the strict sense of the term, acquired through technical and vocational training, of social behavior, of an aptitude for teamwork, and of initiative and a readiness to take risks. (Delors et al., 1996, p. 89)

Transforming knowledge into practice can create heightened awareness and new opportunities, on an individual and group level. The workforce of the 21st century does not have the luxury of yesteryear by learning for a specific career role or task throughout their lifetime; modern day, global economies require learners to innovate their application to meet the demands of changing technologies and advances in production and service. In addition, learning to apply better communication, conflict resolution and interpersonal skills is critical in this pillar of learning (Delors et al., 1996). This pillar underscores the coach's purpose of working with adult learners to find ways to apply their knowledge and experiences to life and work situations, or *learning to do.*

Learning to Live Together

In this third pillar of learning, Delors et al. (1996) expressed that learners must seek empathy, inclusiveness and interdependence with others to reach full human potential. "Education must take two complementary paths: on one level, gradual discovery of others and, on another, experience of shared purposes throughout life, which seems to be an effective way of avoiding or resolving latent conflicts" (Delors et al., 1996, p. 92). As educators, coaches in modern day society can assist learners to live together by creating a space for dialogue that focuses on self and social awareness. Formal education provides the foundation for *learning to live together* early on, but "other educational organizations and voluntary bodies must take over where schools leave off" (Delors et al., 1996, p. 94). This is a place where coaching can provide a practical application of learning, as adults seek coaches to assist them in their leadership potential, conflict resolution skills and interpersonal skill development.

Learning to Be

Learning to be is an all-encompassing pillar that encourages the development of the whole person "…mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility and spiritual values" (Delors et al., 1996, p. 94). This foundational principle to learning promotes the necessity of critical thinking and sound judgment so that individuals can take responsibility for their own actions and respond creatively to all that life has to offer. In the words of Faure et al. (1972), "the aim of development is the complete fulfillment of man, in all the richness of his personality, the complexity of his forms of expression and his various commitments—as individual, member of a family and of a community, citizen and producer, inventor of techniques and creative dreamer" (p. vi). Adults often pursue coaching as an instrument to learn how to reach their highest potential in mind, body and spirit and offer a greater contribution to their society at large. As a tool in learning, coaching can provide the gateway for learners to apply this level of lifedeep learning in their lives.

Learning to Transform Oneself and Society

The fifth and final pillar of learning emphasizes the need for an individual's continuous ability to transform themself and society to continue the learning process. Learning from this pillar when transforming oneself shares the responsibility among educators and learners, where individuals are their own change agent and the educator provides access and connections for learners (Delors et al., 1996; Ouane, 2009). As the global environment continues to evolve and pose new challenges, adults must arm themselves with "…knowledge, competencies, capabilities, skills, values" (Henschke, 2010, p. 2) to exert their full human potential to address societal needs. Coaches can help adults learn how to make the shifts needed to move from the present to future state. *Learning to transform oneself* is an innate part of the coaching process. In addition, this pillar broadens the horizon of learning so that the impact can extend well beyond the individual. Whereas *learning to know* provides the basis for adult learning at the individual level, *learning to transform society* expands adult learning through collaboration, cooperation and dialogue on the global level. For decades, Boucouvalas has devoted much of her scholarship to what is now articulated as this fifth pillar. "It formed a focal point and framework for my Fulbright project as well: *Adult Learning for Societal Development in Greece*" (M. Boucouvalas, personal communication, March 8, 2013). Through societal transformation, humankind can learn to "…exercise our rights, to take control of our destines, to build and achieve equity, tolerance, inclusion, sustainability, alleviating poverty, and achieving a knowledge-based society" (Henschke, 2010, p. 2).

While adult learners seek coaches to assist them in adapting to change, coaches seek to create learning sustainability within the client so that the change can continue without them. Sustainability, while created on the individual level during the coaching process, can expand beyond the self as the adult learner applies their learning and becomes more socially aware. Thus, learning on all levels—learning to know, learning to do, learning to live together, learning to be, learning to transform oneself and society—is a solid foundation for adult learners in the coaching process. Therefore, my hope was to build upon the

foundation provided by the pillars of learning and seek the connection of adult learning theory and practice—andragogy and coaching.

The Philosophy of Andragogy

For the purpose of this study, it is relevant to review an understanding of andragogy. Building upon the introduction of andragogy in Chapter One, Knowles' presentation of the six principles and eight processes of andragogy provided the philosophical and operational framework for this study. A discussion of these principles and processes of andragogy follow in this section.

The Principles of Andragogy

Knowles (1973) interpretation of andragogy included the following six principles:

1. The need to know
2. The learner's self-concept
3. The role of experience
4. Readiness to learn
5. Orientation to learning
6. Motivation

Through the first principle, Knowles (1990) stated that adults *need to know* why they should learn something before they will engage themselves in learning it, emphasizing that "…real or simulated experiences in which the learners discover for themselves the gaps between where they are now and where they want to be" (p. 58) stimulate self-awareness and the need to know. For adults then, understanding the proverbial "what's in it for me" becomes a basis for learning. *Learning to know,* the foundational pillar, is explicit in this principle. In the second principle, *self-concept of the learner,* Knowles (1968) proposed that as humans mature they become more independent, increasing their desire to direct their own learning:

> At some point he starts experiencing the joy of deciding things for himself, first in little matters and then in more important ones, and by adolescence he is well along the way toward rebelling against having his life run by the adult world. He becomes an adult psychologically at the point at which his concept of himself changes from one of dependency to one of autonomy…At the point at which this change occurs, there develops in the human being a deep psychological need to be perceived by himself and by others as being indeed self-directing. (p. 351)

Pratt (1993) added, "…self direction has become a keystone in the arching methodology of andragogy; the needs and experience of the learner take precedence over the expertise of the instructor" (p. 19). According to Brookfield (1993):

> Adults can be seen realizing their potential in making self-directed, well informed choices from a range of possibilities. One of these choices could be to place themselves, for a time, under the external direction of an expert, a mentor, or a role model—in effect, to surrender their own external sense of self-direction. Provided this choice is freely made on the basis of the fullest information possible, and is not force or coerced, it is entirely consistent to see this as an act of self-directed learning. (p. 8)

Knowles was of the position that a key element in facilitating self-directed learning was for the teacher to create a positive climate conducive to self-discovery. According to Knowles (1975, p. 10), "I see my role to be that of a guide for, and facilitator of, your inquiry, as well as being a source of information about facts, ideas, and other forms of help." The five pillars of learning are woven throughout this principle of andragogy: *learning to know, learning to do, learning to be, learning to live together and learning to transform oneself and society*; self-direction becomes an application of learning.

In the third assumption, Knowles (1968) examined the *role of experience* in adult learning. Regarding this principle, he proposed that youth view experience as something that happens externally to them and, therefore, form their identity based on what has been given to them by family, school and community. Adults, on the other hand, view experience differently.

Because they have lived longer and as a consequence, have accumulated more experiences over a longer period of time, they can draw upon their resource of experience when learning. As a result, "an adult will define himself in terms of his experience. His self-identity is derived from what he has done" (Knowles, 1968, p. 352). Lindeman (1926) suggested "the resource of highest value in adult education is the learner's experience" (p. 9). Jarvis (2009) supported this point of view, adding:

> Human learning is the combination of processes throughout a lifetime whereby the whole person—body (genetic, physical and biological) and mind (knowledge, skills, attitudes, values, emotions, beliefs and sense)—experiences social situations, the perceived content of which is then transformed cognitively, emotively or practically (or through any combination) and integrated into the individual person's biography resulting in a continually changing (or more experienced) person. (p. 25)

As Brookfield (1993) summarized, "Honoring adults' experiences by making them the focus of serious study is a value proclaimed by most adult educators" (p. 8). While all of the pillars resonate within this application of andragogy, *learning to transform oneself and society* emanates profoundly.

In the fourth principle, Knowles (1970) explained how the concept of *readiness to learn* evolves from youth through adulthood. "Whereas the developmental tasks of youth tend to be the products primarily of physiological and mental maturation, those of the adult years are the products primarily of the evolution of social roles (Knowles, 1970, p. 46). Adults are driven to learn new skills or understand new concepts based on the ever-changing demands of work and life, so timing the learning to correspond with the tasks at hand is at the heart of this principle of adult learning. *Learning to transform oneself and society* resonates within this principle of adult learning. In the next principle, Knowles (1968) presented the *orientation to learning* as an assumption built upon the different perspectives of time that adults have from children. For

example, youth learn a range of subject categories accumulated over time to help them prepare for future application. However, for adults, learning is often sought for immediate application and is focused on managing or resolving problems. Therefore, Knowles (1973) found that "…children have been conditioned to have a subject-centered orientation to most learning, whereas adults tend to have a problem-centered orientation to learning" (p. 47). Lindeman (1926) suggested that as educators:

> The aim should be, not to teach adult students that, e.g., a subject called economics exists and needs to be studied but rather that there are economic factors in his total situations and that he must somehow come to know how to deal with these. (p. 74)

Added Knowles, "Adults are motivated to devote energy to learn something to the extent that they perceive that it will help them perform tasks or deal with problems that they confront in their life situations" (Knowles, 1990, p. 61). While all of the pillars are inherent, *learning to do* may be the most prominently expressed pillar in this andragogical principle.

In the sixth assumption, Knowles (1990) stated, "While adults are responsive to some external motivators (better jobs, promotions, higher salaries and the like), the most potent motivators are internal pressures (the desire for increased job satisfaction, self esteem, quality of life, and the like)" (p. 63). Knowles (1990) credited Lindeman (1926) for laying the foundation for the theory of adult learning, including this motivation to learn insight: "Every adult person finds himself in specific situations with respect to his work, his recreation, his family-life, his community-life, et cetera—situations which call for adjustments" (p. 9). Maslow's hierarchy of needs (1943)—physiological, safety, belongingness, esteem and self-actualization—supported this concept of intrinsic motivation. In this model, Maslow suggested that once the two, lower-level, extrinsic needs are met individuals are motivated more intrinsically to satisfy their needs.

In *The Farther Reaches of Human Nature*, Maslow (1969) conceived of a higher, transpersonal level that went beyond self-actualization—a level of motivation that transcended one's individual personal self. Informed by this research, Boucouvalas (1983) reconceptualized Maslow's Hierarchy by superimposing upon it the triangle of self-transcendence; this indicated that transpersonal experiences could occur at any level of the hierarchy, but a key is integrating them into one's further development. Boucouvalas described transpersonal self "…as a center of pure awareness that both observes and transcends ego conflict and which is independent of the day-to-day fluctuations in feelings and thought. While the ego self perceives things as separate, the transpersonal self perceives the unity and interconnectedness of all things, and often causes one to view the personal ego as a useful but limited satellite, rather than as an axis upon which ones' world turns" (Boucouvalas, 1983, p. 8). [2] The fifth pillar of learning—*learning to transform oneself and society*—is expressed in this principle. While it appears evident that the five pillars of learning provide the basis for learning in andragogy and coaching, what remains to be seen is the direct connection between andragogy and coaching. The implications of the six principles of andragogy and how they apply to coaching are examined later in this chapter.

The Process of Andragogy

Knowles' (1995) process of andragogy was based on two frameworks: learning theory and design theory. Merriam (2001) explained that "Knowles proposed a program-planning model for designing, implementing, and evaluating educational experiences with adults" (p. 5).

[2] Boucouvalas researched and produced the first systematic conceptualization of the transpersonal orientation as part of her dissertation. For further inquiry, see: Boucouvalas, M. (1980). Transpersonal psychology: A working outline of the field. *Journal of Transpersonal Psychology*, *12*(1), 37-46; Followed by Boucouvalas, M. (1981). Transpersonal psychology: Scope and challenge. *Australian. Journal of Transpersonal Psychology, 1*(2), 136-151 and (1996). Transpersonal psychology: Scope and challenges re-visited. In E.M. Neill & S. Shapiro (Eds.), *Embracing transcendence: Visions of transpersonal psychology* (pp. 1-25). Stafford Heights, Australia: Bolda-Lok Publishing. Later publications also followed, focusing on the transpersonal dimension of many other disciplines.

Specifically, Knowles (1973) suggested that traditional, pedagogical teaching involves focusing on the content of the program which "…is concerned with transmitting information and skills whereas the process model is concerned with providing procedures and resources for helping learners acquire information and skills" (pp. 102-103). Knowles viewed the content model as pedagogical in nature and the process model as andragogical.

According to Knowles (1973):

> The andragogical teacher (facilitator, consultant, change agent) prepares in advance a set of procedures for involving the learners (and other relevant parties) in a process involving these elements:
> (a) establishing a climate conducive to learning; (b) creating a mechanism for mutual planning; (c) diagnosing the needs for learning; (d) formulating program objectives (which is content) that will satisfy these needs; (e) designing a pattern of learning experiences; (f) conducting these learning experiences with suitable techniques and materials; and (g) evaluating the learning outcomes and rediagnosing learning needs. (p. 102)

In *Designs for Adult Learning: Practical Resources, Exercises, and Course Outlines from the Father of Adult Learning,* Knowles (1995) expanded his earlier thinking by adding a foundational element to the process: preparing the learners for the program. In this element, Knowles (1995) argued that while the program announcement should include the basics, such as course objectives, logistics and costs, it should also include the "…participatory nature of the program" (p.5) so that learners know up front what the expectations are and can come better prepared for the session. In the second element, Knowles (1973, 1995) suggested how setting a physically and psychologically positive environment is paramount to effective learning. Physical comforts include easy access, lighting and color of the room, seating arrangement, acoustics and refreshments. A psychological climate that promotes learning includes mutual respect, collaboration, mutual trust, support, openness and authenticity, pleasure and humanness (Knowles, 1995). Mezirow (2000) agreed, stating:

> …the crucial role of supportive relationships and a supportive environment in making possible a more confident, assured sense of personal efficacy, of having a self—or selves—more capable of becoming critically reflective of one's habitual and sometimes cherished assumptions, and of having the self-confidence to take action on reflective insights. (p. 25)

Henschke (1998) furthered the thinking, "To be effective an adult educator needs to have trust in the ability and potential of learners (emerging adult educators) to understand the learning process and make the right choices" (p. 12). In the next element of the process, Knowles (1973) emphasized the importance of mutual planning in the program; this supports the assumption that adults are self-directing. Knowles suggested, "One of the basic findings of applied behavioral science research is that people tend to feel committed to a decision or activity in direct proportion to their participation in or influence on its planning and decision-making" (p. 109). Knox (1986) concurred stating:

> …this preference for active involvement reflects their self-images as independent people, their natural inclination for informal learning, the importance of their active involvement for learning how to learn, and the major contribution of personal interest to lasting and pervasive learning. (p. 35)

Billington (2000) supported mutual planning and self-directed situations "…where students take responsibility for their own learning. They work with faculty to design individual learning programs which address what each person needs and wants to learn in order to function optimally in their profession" (p. 2).

In diagnosing their own learning needs, Knowles (1995) suggested self-diagnostic techniques to help the learner identify areas of development. According to Knowles (1973), "…the critical element in this phase is the learner's perception of the discrepancy between where he is now and where he wants to be" (p. 111). In the last elements (forming the learning objectives, designing learning plans, carrying out learning plans, and evaluating learning

outcomes), Knowles (1995) emphasized the use of the learning contract to promote learning. "Learning contracts are the most effective way I know to help learners structure their learning" (p. 8). Knox (1986) agreed, stressing the importance of including the learner in both the needs assessment and goal setting process beforehand to satisfy their need for being actively involved in the process. Knowles' processes of andragogy are an operational application of the five pillars of learning; each pillar is woven throughout the process, not as a strategy or technique, but as a way of being. After a review of the literature, while I found a theoretical link between the *principles* of andragogy to coaching, I could not find reference to using the *processes* of andragogy in the practice of coaching. A connection will be introduced later in this chapter.

The Practice of Coaching

Definitions of Coaching

It is relevant to review the conception of what coaching is to better understand how the practice is operationalized. Without a solid foundation of research, scholars and practitioners agree that definitions of coaching range from broad to narrow in scope and are often a reflection of an individual's own discipline. Kampa-Kokesch & Anderson (2001) explained that defining coaching is a challenge because coaches range in expertise and are influenced by a variety of disciplines. Exploring the definition from both a broad and narrow perspective, can bring clarity and focus to the topic so that the essence of the meaning can be discovered (M. Boucouvalas, personal communication, May 5, 2009). In general terms, Pitrowski (2003) defined coaching as a strategy that businesses employ to assist senior leaders within their organization improve their effectiveness and better manage their careers. Similarly from a practitioner approach, Coach U, a coach training and development firm, stated that "coaching is a catalyzing relationship that

accelerates the process of great performance; it's about individuals' and/or organizations' identifying purpose and living out of that purpose" (*The Coach U Personal and Corporate Coach Training Handbook,* 2005, p.10). From another professional practitioner view, as defined by the International Coach Federation, coaching is "partnering with clients in a thought provoking and creative process that inspires them to maximize their personal and professional potential" (*International Coach Federation Annual Report,* 2007, p. 9). From a scholarly perspective, Stone (1999) stated, "coaching refers to continually developing employees so that they do their jobs well" (p. 2). These broad definitions emphasize that coaching is a business strategy that through partnership helps employees identify their purpose, maximize their performance and continue their professional and personal development. Grant's (2003) scholarly view of life coaching fits alongside these definitions, focusing more on the coachee as individual, rather than an employee. "Life coaching can be broadly defined as a collaborative solution-focused, result-oriented and systematic process in which the coach facilitates the enhancement of life experience and goal attainment in the personal and/or professional life of normal, nonclinical clients" (p. 254). The addition of collaboration, results orientation and a systematic approach enhance this broad view of coaching.

Other scholars clarified the role of the coach and/or coachee in more specific language in their definitions of coaching. According to Kilburg (1996),

> …executive coaching is defined as a helping relationship formed between a client who has managerial authority and responsibility in an organization and a consultant who uses a wide variety of behavioral techniques and methods to help the client achieve a mutually identified set of goals to improve his or her professional performance and personal satisfaction and, consequently, to improve the effectiveness of the client's organization within a formally defined coaching agreement. (p. 142)

In this definition, the term executive implies the role of authority and responsibility, with a focus on mutual satisfaction for both the coach and coachee and the rigor of a coaching agreement to support the relationship. Hall, Otazo & Hollenbeck (1999) stated, "coaching is meant to be a practical, goal-focused form of personal, one-on-one learning for busy executives and may be used to improve performance or executive behavior, enhance a career or prevent derailment, and work through organizational issues or change initiatives" (p. 40). This definition emphasizes a practical, yet personal, one-on-one approach to coaching that assists not only in performance improvement, but preventing the coachee from getting off task.

In addition, Joo's (2005) definition of executive coaching targeted behavior change, self-awareness and learning. "Executive coaching is defined as a process of a one-on-one relationship between a professional coach and an executive (coachee) for the purpose of enhancing coachee's behavioral change through self-awareness and learning, and thus ultimately for the success of the individual and organization" (p. 468). Dunn (2009) emphasized the power of questioning in coaching and focuses on the definition of the process, itself. "With inquiry, the coach uses a process of open-ended questioning to help the client explore possibilities, develop broader awareness, and then make choices and take personal responsibility for specific actions to move forward. With advocacy, the coach takes a position and speaks in favor of specific actions" (Dunn, p.26). In a phenomenological study I conducted for a qualitative research class in my doctoral program, I proposed coaching as a social enterprise, where the coach helps to facilitate positive change in the life of the client; coaches are thought partners who help coachees find ways to achieve their goals (Lubin, 2008).

The definition of coaching continues to evolve and both scholars and practitioners agree that although there has been some increase in research, there is still no general agreement on the definition of coaching (Berg & Karlsen, 2006; Feldman & Lankau, 2005; Stober & Grant, 2006)

Based on my own experience as a coach and the collective definitions of the scholars presented in this review, I offer this definition of coaching for the purpose of this study:

> Coaching is a social enterprise that engages a coach and coachee, where the coach helps the coachee achieve their personal and professional goals through intentional learning, self-awareness and behavior change; the coach uses the process of inquiry, discovery, reflection and facilitation to help co-create positive change in the coachee's life so the coachee takes active responsibility for his or her own decisions, human development and fulfillment.

This holistic definition embraces the relevance of both content and process when describing the practice of coaching. The five pillars of learning: *learning to know, learning to do, learning to live together, learning to be, learning to transform oneself and society* are reflected in this definition.

Emergence of Coaching

To better understand how the practice of coaching emerged and evolved as a profession, I offer a chronology of relevant literature for review. According to Evered and Selman (1989), literature on the topic of professional coaching began to emerge in the 1950s, where "the articles on coaching at this time stressed the value of training supervisors in coaching skills to improve an employee's work skills" (p. 20). In the mid-1970s, articles began relating sports coaching to managerial situations and by 1980 coaching was referred to as a management development tool to train employees (Evered & Selman, 1989). Tobias (1996) suggested that executive coaching emerged in the business arena as an intervention method for senior leadership that was deemed less threatening than counseling. He further stated that coaching implies a refinement of skills rather than a total redevelopment of oneself. During the 1990s, the use of the term executive coaching became broader in scope to include coaching at the executive, senior management and other leadership levels within an organization (Baron & Morin, 2009; Kampa-Kokesch &

Anderson, 2001). "Although the use of executive coaching has been extended to lower levels of management over the past decade, the expression 'executive coaching' was kept because the objectives of the coaching interventions did not change" (Baron & Morin, 2009, p. 87). Therefore, for the purpose of this study, the term executive coaching is used interchangeably with coaching to describe the topic.

In the 1990s, while practitioner literature on coaching was beginning to emerge, there was little scholarly research on the subject (Feldman & Lankau, 2005; Kampa-Kokesch & Anderson, 2001). In 2005, Feldman & Lankau (2005) reported that there were only 20 qualitative or quantitative studies that explored the benefits of coaching and little empirical data to support coaching efficacy, behavior change and benefits to organizations. By 2009, the body of scholarly research on the topic of coaching continued to remain scant, and as a result concerns surfaced such as, "coaching still rests on weak foundations" (Griffiths & Campbell, 2009, p. 16). Despite the lack of a scholarly foundation on the subject, practitioners continue to develop their profession and publish their practical experiences (Bozer & Pirola-Merlo, 2007). While in the late 1980s the practice of coaching first appeared as a profession (Kampa-Kokesch & Anderson, 2001) it was in the early 1990s when coaching began to emerge as an industry in the United States (Brennan, 2008; Feldman & Lankau, 2005) and beyond. One explanation for this emergence is the "gradual breakdown of social networks" (Spence, 2007, p. 260) that had historically assisted individuals in making important decisions about their life and work. Naughton (2002) further developed this position, adding that the challenges of a modern world have propelled the need for paid coaching, in lieu of the lack of support from extended families that move on for life and work and no longer live together. With an estimated 47,500 coaches working in the profession worldwide (ICF Global Coaching Study, 2012), the addition of

scholarly research to provide foundational theories that inform the practice of coaching will enrich the profession of coaching.

Distinctions in Practices between Coaching and other Professional Processes or Practices

From a conceptual perspective, it is important to clarify the distinctions in meaning and practice between coaching and other professional processes or practices. Research suggests that there is a distinction between coaching and mentoring (Ellinger, Ellinger, & Keller, 2003), with the roots of mentoring tracing back to 3000 years ago. As acknowledged by most publications on mentoring, "the original mentor was a friend and advisor of Telemachus, Odysseus' son in Homer's epic poem *The Odyssey*. The Indo-European root 'men' means 'to think' and in ancient Greek the word 'mentor' means advisor. So, mentor is an advisor of thought" (Garvey, Stokes, & Megginson, 2009, p. 12). As mentioned earlier, the term *coaching* has a much more recent history of usage in the English language. Mentoring "…is a relationship in which you do more than train the employee to do his job well. Rather, your focus is to share your experience, wisdom and political savvy to enable your top performers to take on tasks beyond those designated in their job descriptions" (Stone, 1999, p. 161). As opposed to the coach, the mentor plays a deliberate, active role in the direction of skill development and guidance for goal setting for the individual, but "similar to the mentor, the coach is the skilled, more experienced or more knowledgeable person" (Garvey, Stokes, & Megginson, 2009, p. 22).

To further explore the distinction between mentoring and coaching, Grant (2001) stated:

> The key issue in comparing coaching to mentoring is that mentoring traditionally involves an individual with expert knowledge in a specific domain passing on this knowledge to an individual with less expertise. This transfer of knowledge can be accomplished in a number of ways—the relationship between mentor and mentored may be authoritarian or egalitarian, systematic and structured, or ad hoc. In contrast, coaching is a process in which the coach *facilitates* learning in the coachee. The coach need not be an expert in the coachee's area of learning. The coach need

> only have expertise in facilitating learning and performance enhancement. (pp. 6-7)

Research also distinguished the difference between coaching and therapy and/or counseling for personal and professional development. According to the International Coach Federation, Greater Richmond Chapter (2009), therapy

> …deals with healing pain, dysfunction and conflict within an individual or a relationship between two or more individuals. The focus is often on resolving difficulties arising from the past which hamper an individual's emotional functioning in the present, improving overall psychological functioning, and dealing with present life and work circumstances in more emotionally healthy ways . (What is coaching, 2009, *How is coaching distinct from other service professions,* para. 2)

Stone (1999) explained further that counseling is "…a nonpunitive disciplinary process, the most important step of which is one-on-one meetings with the problem employee in which your purpose is to get the employee to acknowledge the difference between actual performance and expected performance" (p. 82). Research supports that while counseling focuses on problems, coaching focuses on opportunities. Grant (2001) clarified "…coaching is about enhancing performance or one's life experience rather than treating dysfunction" (p. 5). Stone (1999) suggested that counseling is an ongoing process for development" (p. 82), whereas coaching is focused on a specific issue at hand.

The difference between executive and/or life coaching and coaching within the context of sports is also presented in the literature. While coaching in life and business focuses on the positive aspects of the individual in an attempt to empower, sports coaching is more directive and also can focus on what the athlete is doing wrong "This conception of coaching from an empowerment paradigm is considerably different from many of the control-dominate-prescribe paradigms often associated with sports coaching where, to achieve higher levels of performance,

the coach directs and defines goals and the behaviors of players" (Ellinger, Ellinger, & Keller, p. 438). Further,

> The athletic coach is often seen as an expert who guides and directs the behavior of individuals or teams based on his or her greater experience and knowledge. Professional coaches possess these qualities, but it is the experience and knowledge of the individual or team that determines the direction. (Overview & FAQ, 2012, *How is coaching distinct from other service professions,* para. 5)

The field of consulting is also discussed in literature as a distinction to the practice of coaching. Consultants are hired by organizations for their expertise in a range of areas ranging from conducting needs assessment, to facilitating strategic planning sessions to advising senior leadership to directly resolving a company's problem. "Consultants may be retained by individuals or organizations for the purpose of accessing specialized expertise. While consulting approaches vary widely, there is often an assumption that the consultant diagnoses problems and prescribes and sometimes implements solutions" (What is coaching, 2009, How *is coaching distinct from other service professions*, para. 3). Alternatively, coaches utilize the process of inquiry and reflection to enable the coachee to identify areas of improvement and create their own resolution to issues.

The term *coaching psychology* is beginning to appear in the literature as an area of study with roots in psychology. According to the *Australian Psychology Society Interest Group in Coaching Psychology* (2011):

> Coaching psychology, as an applied positive psychology, draws on and develops established psychological approaches, and can be understood as being the systematic application of behavioural science to the enhancement of life experience, work performance and well-being for individuals, groups and organisations who do not have clinically significant mental health issues or abnormal levels of distress." (para 1)

As in coaching, coaching psychology is a new area of study with little scholarly literature published on the subject. Grant & Cavanagh (2007) clarified that "…coaching psychology is a form of applied positive psychology and it can be seen as an emerging subdiscipline in psychology" (p. 239). Their understanding of coaching psychology as a subdiscipline was reinforced from the qualitative interviewing of eight experts in the fields of clinical psychology, coaching, positive psychology, organizational development and health psychology. Additional research in this arena can continue to contribute to better understanding the coaching psychology and its relationship to coaching in the context of business and life.

The Process of Becoming a Coach

How do coaches learn to coach? What is the normative process of becoming a coach? These concepts continue to be explored by scholars and practitioners in this emergent profession. As Joo (2005) suggested, "Executive coaching is one of the areas that the practice is way ahead of theory" (p. 463). In pursuing this topic, it is important to understand how an individual can become a coach. "One common theme that can be found in this literature is an ongoing debate about who should be conducting executive coaching and what training, experience , and credentials these individuals should have" (Bono, Purvanova, Towler, & Peterson, 2009, p.362). I examined the guidelines of a global credentialing program in the profession, the International Coach Federation. "Founded in 1995, the International Coach Federation (ICF) is the leading global organization dedicated to advancing the coaching profession by setting high standards, providing independent certification, and building a worldwide network of credentialed coaches" (*About ICF*, 2010). Representing over 100 countries, ICF has more than 20,000 members ("ICF Stats," 2012) and recommends a three step process for a consultant to become a coach: receive coach training, contract with a mentor coach and earn an ICF credential in coaching (*Is Coaching*

Your Next Career, 2010). "No matter what educational and professional experience you may have or what type of coach you want to become, you should receive coach-specific training," says ICF President Diane Brennan *(Is Coaching Your Next Career,* 2010). Brennan added, "If you are coached yourself, you can go into the arrangement with as many questions as you want answered and you get to see exactly what coaching is and how it's done. This experience will help you relate to your future clients in a more meaningful and effective way" (*Is Coaching Your Next Career*, 2010). Therefore, a coach who wants to learn how to coach can go through the process themselves to better understand the process; to learn by doing. Thirdly, ICF's Brennan recommended credentialing to add "credibility and validity to you as a professional and to the profession of coaching" (*Is Coaching Your Next Career*, 2010). ICF offers three levels of coach credentialing: associate certified coach (ACC), professional certified coach (PCC) and master certified coach (MCC). In 2010, 6,000 ICF members, representing 65 countries, were credentialed; this is a 20 percent increase from May of 2009 (*ICF Credential Holders Reach 6,000*, 2010). By 2012, the number of ICF credentialed coaches exceeded 9,000 ("ICF Stats," 2012). After a review of the literature, the question remains: what learning theory informs the practice of coaching?

Developing a Coaching Style

In the spirit of the principles of adult learning, coaches develop their own coaching styles in a variety of ways, including their own personal and professional experience, training, education and practice. According to Joo (2005), "…the most important qualifications for a coach are character and insight, distilled as much from the coach's personal experience as from formal training" (p. 476). Coach U (2005), suggested, "…coaching is a way of life and not just a methodology" (p. 34) and bases its training on nine guiding principles. "A guiding principle is

something fundamental about the human condition; a statement that a particular behavior or phenomenon typically occurs, a theory that consistently explains the facts" (Coach U, 2005, p. 45). These guiding principles suggest that people have inquiring minds, search for value in their lives, bring individual perception to their lives and can make their own choices (Coach U, 2005). Auerbach (2006) referred to his own style of coaching as "…holistic, values-based, action coaching (Auerbach, 2001) emphasizing the whole person, moving toward their most important goals, congruent with their vital values" (p. 103). Smith and Sandstrom (1997) suggested five areas for coaches to develop to enhance professional and personal competence: self knowledge, personal presence, professional excellence, personal organization, and extreme self care. "If your goal is the be the best coach you can be, you must first be the best person you can be" (Smith & Sandstrom, 1997, p. 1).

When developing a coaching style, Stein (2009) argued a coach learn how to incorporate a variety of roles in her coaching sessions. "The premise is that each sentence or phrase that a coach uses in conversation with a client can be associated with putting on a particular hat, or adopting a temporary 'conversational' identity" (p. 163). To support this concept, Stein (2009) identified 16 conversational identities that a coach can use when working with a coachee. For instance, in the *agenda facilitator* style, Stein (2010) suggested that by focusing on the process frame—specifically the agenda—at the beginning of the session, the coach sets the foundation for the coaching relationship. "A key characteristic of a coaching conversation, perhaps different than non-coaching interactions, is that the client's overall agenda sets the agenda for each coaching session—the coach helps to focus the conversation around the client's needs" (Stein, 2009, p. 167). To set the agenda, a coach can open up her session with the question: *What would you like to focus on today?* This is an example of using the agenda facilitator style to get the conversation started while keeping the coachee in charge of the content of the agenda. Stober

(2006) supports adding "Coaches need to be experts at the process of coaching but recognize their clients are the experts on the content of their own experience" (p. 20). Therefore, the coach facilitates the process and the coachee offers the content. Regardless of the coach's style, Flaherty (2010) cautioned that "coaching is not a collection of techniques to apply or dogma to adhere to, rather it's a discipline that requires freshness, innovation, and relentless correction according to the outcomes being produced" (p. 9).

Integrating Coaching within Internal Management

As adult learners themselves, coaches must find a way to operationalize their practice to match the needs of their coachees—who are also adult learners within business and industry. According to Joo (2005), "Learning, development, behavioral change, performance, leadership, career success, and organizational commitment are the issues related with executive coaching. These are all in the domain of HRD" (p. 463). Coaching, then, is integrated within the internal management of an organization through the Human Resource Department's identification and utilization of internal and external coaches. An internal coach is one who works within the same organization as the coachee and serves the client organization as well as the coachee. External coaches work independently of the organization and while paid by this client, serve to meet the needs of the coachee (Coach U, 2005).

Scholars and practitioners agree that depending on the context of the situation, there are benefits to having both internal and external coaches to serve the client organization and coachee. Internal coaches have the benefit of understanding the organizational culture, including insights into the management and political structure (Hall et al., 1999) and how the coachee is perceived within the organization (Dunn, 2009). Given their roles inside the organization, internal coaches are typically better positioned to observe the client's behavior in a variety of

circumstances (with bosses, peers, and staff members, in both high- and low-stress situations), and to solicit and share real-time feedback from key work partners" (Dunn, p. 26). Internal coaches are also beneficial "…when personal trust and comfort are at a premium" (Hall et al., 1999, p.40). Internal coaches must establish a balance between serving the needs of the client organization, as well as those of the coachee.

External coaches, on the other hand, serve the needs of the coachee above those of the client organization (Dunn, 2009; Hall et al., 1999). Dunn (2009) stated "external coaches may also find it easier than internal coaches to support clients' exploration and discovery through a balance of inquiry and advocacy" (p.26). External coaches are viewed by executives as confidents where their coaching sessions are considered completely confidential for deep personal and professional discovery. "When the 'unspeakable' has to be said, there is no question that external coaches offer a kind of safe haven, resulting from the confidentiality they provide" (Hall et al., 1999, pp. 41- 42). Because external coaches come from outside of the coachee's organization, they also can bring objectivity and a breadth of management experience to the coaching session (Dunn, 2009; Hall et al., 1999). "The 'out of the box' thinking that an external coach brings to the relationship can lead to real 'ahas' for the client" (Dunn, 2009, p.26). Recognizing that there are pros and cons of hiring an external or internal coach in different situations, companies often employ both types of coaches to develop their human resources.

Institutionalizing a Coaching Practice

In line with the philosophy of andragogical processes, a review of the literature revealed that coaches used many techniques, methods, strategies and tools to institutionalize their practice. To begin with, coaches use a variety of assessments to better understand the mindset of the coachee before the sessions begin. Kegan (Bachkirova, 2009, p. 14) developed the Subject-

Object Interview (SOI), a 90 minute interview to assess the mindset of the coachee; the SOI is "…so named because the complexity of a mind-set is a function of the way it distinguishes the thoughts and feelings we have (i.e., can look at, can take as object) from the thoughts and feelings that 'have us' (i.e., we are run by them, are subject to them). Hirsh and Kise (2000) recommended a four step process for coaches to use when utilizing the Myers-Briggs Type Indicator (MBTI) in coaching situations: assess type, determine strengths and challenges, evaluate individual needs, assess skills and interests, and develop an action plan. Through training and experience, coaches practice a set of competencies that are repeatedly used in their coaching sessions. ICF developed eleven core competencies as the foundation for the credentialing process; as a result, ICF approved coach training companies use these competencies as the basis for their training. According to Coach U (2005), "These competencies comprise the key features that define today's coaching environment, the elements that make up the coaching interaction" (p. 13). The core competencies are: Meeting Ethical Guidelines and Professional Standards; Establishing the Coaching Agreement; Establishing Trust and Intimacy with the Client; Coaching Presence; Active Listening; Powerful Questioning; Direct Communication; Creating Awareness; Designing Actions; Planning and Goal Setting; Managing Progress and Accountability (Coach U, 2005). Coaches also work with their coachees in developing an assessment tool that evaluates their progress from session to session. How these competencies are reflected in the principles and processes of adult learning will be explored in Chapter Four. How these coaching strategies, techniques and methods are employed will be explored further in the interviews with the coaches in Chapter Four.

A review of the literature on coaching sets the foundation for investigating if the practice is used within the context of adult learning. The meaning and emergence of the profession of coaching continues to evolve as the practice is ahead of theory. Coaching is a process of

learning, where one adult (coachee) chooses to work with another adult (coach) to move forward in a positive manner in their lives. Due to the limited scholarship linking the theory of adult learning to coaching, there is an opportunity for me to support the practice of coaching by investigating andragogy as a possible theoretical underpinning.

The Bridge between Andragogy and Coaching

Before delving into a possible connection between andragogy and coaching, it may be helpful to elucidate the variety of theoretical premises that may lend support to the practice of coaching. Peterson (2006) suggested a behavior-based approach to coaching, succinctly stating "the purpose of coaching is to change behavior" (p. 54). His model for coaching is founded upon the need for the coach and coachee to have a basic understanding of the elements needed to change behavior: insight, motivation, capabilities, real-world practice and accountability. Flaherty (2010) argued behaviorism does not bring about the accomplishments of coaching because:

1. When the stimulus stops, the behavior stops
2. Humans find ways of getting the desired reward, without performing the proposed action
3. Behaviorism proposes that humans respond to stimuli and are not self-correcting "…according to principles, desired outcomes, or values" (p. 6).
4. Behaviorism "…weakens people every time it's applied because it habituates people to taking actions only when someone else provides the stimulus" (p. 6).
5. Behaviorism eliminates self-generation because "all attention must be on only those actions that lead to the immediate cessation of the pain or the immediate acquisition of the reward" (p. 6).

Alternatively, Flaherty suggested a theory of coaching with roots in phenomenology that includes looking at behavior within the context of the coachee's life. "We account for behavior by understanding it as what follows from the way the world is showing up for someone. In other words, it's not events, communication, or stimuli that lead to behavior, it is the interpretation an individual gives to the phenomenon that leads to the actions taken" (p. 7). In support of this phenomenological approach, Flaherty (2010) asserted that coaching must have three accomplishments for the coachee: long-term excellent performance, self-correction and self-generation. In long-term excellent performance, the coachee "…meets the high objective standards of the discipline in which coaching is occurring" (Flaherty, 2010, p. 3). For self-correction to occur, coachees must understand when they are underperforming and learn how to make corrections themselves, without the direct help of their coach. Lastly, with self-generation, Flaherty (2010) emphasized the need for the coach to help the coachee learn how to build new skills and awareness so that development continues to sustain beyond the coaching experience. Auerbach (2006) suggested a cognitive approach to coaching to support clarity, depth and progress in the coaching relationship. "A cognition includes the way you interpret things—your perceptions, mental attitudes, and beliefs" (p. 104). Using concepts from cognitive therapy, Auerbach (2006) built a premise for coaching that helps a coachee unbundle distortions in their thinking to create new ways of thinking toward the future. In an exploratory study on the efficacy of life coaching, Grant (2003) presented an integrated, cognitive-behavioral model of coaching with roots in clinical psychology, self-regulated learning and solution-focused therapy: "Cognitive-behavioral approaches to counseling and coaching psychology recognize the quadratic reciprocity between the four domains of human experience: behavior, thoughts, feelings and the environment" (p. 254).

Berger (2006) explored the concept of adult development—specifically constructive-development—as a possible theoretical underpinning of coaching:

> As people develop, they become more and more able to understand and take into account the perspectives of others while, at the same time, becoming more aware of their own responsibilities for their emotions, life events, and so on. (p. 78)

He presented a comparison of the different roles, perspective taking and levels of authority adults construct throughout their lifetime to make sense of the world around them. Berger suggested that when coaches understand where their coachees are in their development, they can more appropriately target their coaching around the interventions the coachees need to move forward. Berger (2006) also asserted that "development for its own sake is not a good coaching goal" (p. 84) and emphasized the importance for coaches to focus on outcomes when intervening with a coachee.

Stober (2006) proposed how the elements of an overarching humanistic perspective to development—self-actualization, personal growth, a source of change, client/practitioner relationship, a holistic view of the learner—can be used as a model for coaching. "It is hard to imagine a method of coaching that does not contain the values of a warm working relationship, the uniqueness of each individual, choice and responsibility, and the inherent capacity for growth" (Stober, 2006, pp. 29-30). While research has been done to link humanistic perspectives to psychotherapy, Stober argued there is a need for humanistic-based research with specific applications to coaching. Knowles (1990) acknowledged the contribution of humanistic perspectives' influence on learning theory "it is the clinical psychologists, especially those who identify themselves as humanistic, who have concerned themselves most deeply with problems of learning" (p. 39). In delving deeper, what scholarly research connects the principles and processes of andragogy to the practice of coaching? Is there a relationship between the

conceptual and operational understanding of andragogy and the operational practice of coaching? Cox (2006) argued:

> …that andragogy has reached its zenith with the advent of coaching as a learning approach: Knowles' definition of andragogy in 1980 confirms the birthright; the learner is perceived to be a mature, motivated, voluntary and equal participant in a learning relationship with a facilitator whose role is to aid the learner in the achievement of his or her primarily self-determined learning objectives. (p. 195)

Henschke (1998) suggested, "andragogy is more than mere method; it is an attitude of mind and heart" (p.12). In *Adult Educations as HRD Trainer, Moderator and Coach,* Reischmann (2010) reviewed thirty years of andragogical research and teaching at Bamberg University. His findings show that the majority of the graduates from the andragogy programs:

> …work in business and industry, politics and churches, cultural institutions and media, and as freelance workers in their own 'training and consulting businesses', they moderate and coach, manage and solve problems, help to identify and solve conflicts and problems, help to find visions and directions. (p. 2)

Based on his personal observations, teaching and inquiry of graduates, Reischmann developed a program that included four competencies for andragogy students: (a) Trainer, (b) Planner and Organizer, (c) Moderator, Counselor, Consultant, Mediator, Coach, (d) Researcher and Evaluator. Throughout this process, he discovered that much of the learning continued informally, outside of the confines of the program, as students initiated dialogue and inquiry amongst themselves. Reischmann added, "this observation opened the insight into a new role of andragog[ue]s: not presenting/transporting knowledge (teaching), but helping persons or groups to find their way" (p. 6). His use of coaching as an application of learning before, during and after the andragogical program provided an intentional and direct link of andragogical principles and processes to coaching.

In *An Adult Learning Approach to Coaching,* Cox (2006), discussed eight theories or philosophies of adult learning and how they can be applied to the practice of coaching. The concepts of adult learning she reviewed were: andragogy, transformative learning, reflective practice, experiential learning, learning styles, lifecourse development, values and motivation and self-efficacy. In her discussion of andragogy, Cox provided a theoretical exercise showing the direct comparisons of Knowles' six principles of andragogy to specific coaching practices. "The influential theory of andragogy popularized by Knowles was taken as a starting point for the elaboration of an adult learning (informed) framework for coaching" (Cox, 2006, p. 214). It is relevant to share how Cox conceptually-linked each principle of andragogy to a practice in coaching. For the principle *need to know,* Cox (2006) pointed out that coaching can help coachees connect their inner desires to the goals they are trying to achieve. In *self-directed learning,* Cox confirmed how this principle is reflected in coaching through the responsibility of agenda setting being placed on the coachee. For the principle focused on *problem-centered* learning, Cox expressed how coaching provides a collaborative, goal-oriented way of learning to resolve issues in the coachees' lives. In the *role of experience*, Cox presented how coaching can help the coachee tap into their own resources to move forward in their development. In the principle *orientation to learning,* Cox presented that coaching provides an opportunity for coachees to identify ways to meet their imminent concerns. And for the principle of *motivation to learn,* Cox suggested that coaching can help coachees find their inner purpose and work toward an outcome to achieve that purpose. In Chapter Four, I will present findings from the data of my own study (participant surveys and interviews), lending credence to these theoretical suppositions linking the principles of andragogy to coaching.

Storberg-Walker (2003) said that individuals interested in building theory have personal experience and deep knowledge in the phenomenon they are trying to explain. Based on my experience of andragogy over the past 25 years, my professional experience in coaching over the past 17 years, and a review of the literature, I present that the processes of Knowles' andragogy are also conceptually interrelated with the practice of coaching, as shown in Table 1.

Table 1

Eight Processes of Andragogy as an Application of Coaching

Andragogy: Eight Processes of Andragogy (Knowles, 1973, 1995)	**Applications in My Coaching Practice (Human Harmonics, LLC, 2008-2013)**
Preparing learners for the program	• Coach asks coachees to complete a client information form (CIF) to prepare for the overall experience, assist coachee in reflection and where to focus each session
Establishing a climate conducive to learning	• Coach discusses the ICF code of ethics • Provide comfortable, nurturing and private setting to conduct sessions
Creating a mechanism for mutual planning	• Coach uses the CIF to involve coachee • Sessions are organic in nature, where the coachee sets the agenda and the coach moves with the coachee
Diagnosing the needs for learning	• Coach focuses on where the coachee is and where they want to be
Formulating program objectives that will satisfy needs	• Coach prepares a coaching agreement that helps the coachee set goals before during and after the sessions
Designing a pattern of learning experiences	• Coach uses inquiry and reflection to help coachee tell their story and move forward in their development
Conducting these learning experiences with suitable techniques and materials	• Coach completed coaching training program endorsed by the ICF and uses techniques learned in practicums

Andragogy: Eight Processes of Andragogy (Knowles, 1973, 1995)	**Applications in My Coaching Practice (Human Harmonics, LLC, 2008-2013)**
	• Coach has access to materials from ICF training and continuing education resources available in the field • Coach is certified to administer the Myers-Briggs Type Indicator (MBTI) and Emotional Intelligence instrument (EQ-i 2.0) • Coach is an associate certified coach (ACC) through ICF
Evaluating the learning outcomes and rediagnosing learning needs	• Coach follows ICF coaching competencies

In Chapter Four, I present findings from my quantitative and qualitative research that will support the conceptual ties made in Table 1 that links the processes of andragogy to coaching.

The review of the literature presented a conceptualization of learning that provided the basis for the inquiry of this study—UNESCO's five pillars of learning: *learning to know, learning to do, learning to live together, learning to be, learning to transform oneself and society.* The overview of Knowles' principles and processes of andragogy introduced the andragogical concepts and underscored their impact on adult learners. The sections on the definitions of coaching, the practice of coaching, the process of becoming a coach, developing a coaching style and distinctions from other professional processes or practices described who coaches are and what coaching is within the context of adult learning. At the end of the chapter, the review presented some overarching perspectives that support the practice of coaching and some limited scholarship that directly connected andragogy to coaching. After a review of the literature, gaps in the research are evident and questions remain:

- *Where is the empirical research to support an association between andragogy and coaching?*
- *Is there a relationship between andragogy and coaching as described or demonstrated by coaches?*
- *Is andragogy a relevant theory to inform coaching? If so, where are the connections and to what extent?*
- *Which principles and processes of andragogy are reflected in the practice of coaching?*
- *What are the best practices of coaches who use andragogy in their practice?*

According to Griffiths and Campbell (2009), "despite wide recognition of the inherent significance of learning in coaching, there appears to be little research which explicitly examines the learning process in coaching and only minimal literature which currently draws links between coaching and specific learning theory" (p. 17). Thus, to contribute to the body of knowledge that currently exists, I sought to fill the scholarship gap by investigating the extent to which coaches employ andragogy in their practice and, data permitting, develop a list of coaching best practices informed by andragogy.

CHAPTER THREE

Methods

The purpose of this study was to discern if the principles and processes of andragogy inform the practice of coaching and what are the best practices of coaches who use andragogy in their practice. Knowles' principles and processes of andragogy reflect the art and science of how adults learn. Coaching is a social enterprise, where the coach helps the coachees achieve their personal and professional goals through learning, self-awareness and behavior change. The foundation of learning for this study was UNESCO's five pillars of learning: learning to know, learning to do, learning to live together, learning to be, and learning to transform oneself and society. A review of the literature revealed limited research on the relationship between andragogy and coaching. Thus, my study provided an opportunity to add to the body of scholarly knowledge on the topic. This chapter presents the research design and approach, limitations of the study, methods and instrumentation, sample population, and procedures for data collection and analysis.

Based on a definition of learning encapsulated in UNESCO's five pillars of learning and the understanding of andragogy and coaching in practice, I explored the following questions:

1. To what extent is there a relationship between *andragogy in practice* and *coaching in practice* as demonstrated by coaches?
2. Specifically, which principles and processes of andragogy are reflected in the practice of coaching?
3. What are the best practices of coaches who use andragogy in their practice?

Research Design

Prior to reviewing the research design, it may be helpful to understand the worldview I brought to this inquiry. Guba (1990) defined worldview as "a basic set of beliefs that guide

actions" (p. 17); thus, my worldview influenced the type of design I chose for the research. Creswell (2009) presented four worldviews—post positivism, social constructivism, advocacy/participatory and pragmatism—that individual researchers can hold in shaping their studies. A post positivist view is a scientific method more commonly used in quantitative studies, where the researcher conducts empirical observations to examine a theory and measure cause and effect. In social constructivism, researchers are usually conducting qualitative studies that seek to explore deeper meaning and understanding of the world around them. An advocacy/participatory worldview can be found in both quantitative and qualitative studies, and is informed by a social or political agenda that seeks to give participants voice or change lives. In a pragmatic worldview, researchers focus on answering the research questions, by engaging in both quantitative and qualitative studies to seek applications and solutions to problems. In this study, I wanted to use the best and most appropriate methods, techniques and procedures to answer my research questions. My interests were both quantitative —*is there a relationship between andragogy and coaching?*—and qualitative—*how are the principles of andragogy enacted in the practice of coaching?* From my pragmatic worldview position, I sought to contribute to the scholarship of coaching by informing coaches of andragogical best practices to enhance the application of the practice. Thus, a mixed method approach allowed me to use both quantitative and qualitative forms of inquiry to enrich the potential discoveries found in this study. According to Creswell (2009), in a mixed method approach

> …the researcher bases the inquiry on the assumption that collecting diverse types of data best provides an understanding of a research problem. The study begins with a broad survey in order to generalize results to a population and then, in a second phase, focuses on qualitative, open ended interviews to collect detailed views from participants. (p. 18)

After reviewing the literature, crafting the research questions and bringing a pragmatic philosophy to the research, I used a sequential explanatory strategy to explore and describe the topic (Creswell, 2009). First, I began with collecting and analyzing the quantitative portion of the study. Next, building upon the initial findings from the quantitative data, I collected and analyzed the qualitative data and drew conclusions from interpretations of the entire analysis. In this type of mixed method approach, I sought to strengthen the study by converging findings from the two different phases of the inquiry. According to Creswell (2009), "…the mixing of the data occurs when the initial quantitative results *informs* the secondary qualitative date collection. Thus, the two forms of data are separate but connected" (p. 211). In my study, I distilled the information gathered from the quantitative portion to identify who would be the participants for the qualitative phase. First, I measured the overall survey scores of all of the participants and ranked them in order of highest to lowest score. Then, I selected to interview only those that scored one standard deviation above the mean. By limiting my interviews to those participants who scored highest on the survey, I sought to learn best practices from the coaches that were using andragogy the most in their practices. Therefore, I was able to further explore the results obtained from the quantitative section by following up with a qualitative interviewing process.

The intent of this mixed methods study was to discover if there was a relationship between the principles and processes of andragogy and the practice of coaching. In the first phase, quantitative survey questions addressed the relationship of the processes of andragogy and the practice of coaching, as demonstrated by coaches. Information from the first phase was explored further in a second, qualitative phase. In the second phase, qualitative interviews were facilitated to learn if the six principles of andragogy were reflected in the practice of coaching, as described in the best practices of the coaches.

Limitations of the Study

The concept of researcher as participant offered strengths and limitations to this study. As a strength, I own my own coaching practice and have first-hand experience with the practice of coaching and being coached; therefore, I am qualified to inquire about the subject and synthesize the findings. In addition, I am an active board member of the local International Coach Federation chapter that I chose for my sample population. As a result, I knew most of the coaches who participated in the study and my relationship with the coaches may have increased their willingness to participate in the study. According to Emerson, Fretz and Shaw (2011), "first-hand relations with those studied may provide clues to understanding the more subtle, implicit underlying assumptions that are often not readily accessible through observation or interview methods alone" (p. 3). As an additional strength, my committee co-chair, Paul Renard, Ph.D., owns his own consulting firm and provides executive coaching as one of the services for his clients. Thus, his professional knowledge and expertise brought clarity and perspective to my analysis in this study. As a limitation inherent with participant researchers, my own bias toward the significance of the practice of coaching could play into an unconscious filtering of the data. To help counteract this limitation, I filled out a survey to experience the process but did not include my results in the findings of the study.

As both a doctoral candidate in adult learning and human resource development and a training and development practitioner, I studied the principles of andragogy in my coursework and experienced the processes of andragogy in my profession. As an asset, I brought a personal understanding and appreciation of andragogy in theory and practice; as a liability, I may have brought preconceived notions about the benefits of andragogy on the process of coaching. Two of the members on my committee, Marcie Boucouvalas, Ph.D. (chair) and John Henschke, Ed.D. personally studied with Malcolm Knowles, Ph.D., and are world renowned experts in andragogy.

As a result, their deep understanding and knowledge of andragogy may have helped to offset any inherent preferences brought on by myself. Other limitations to the study included the use of a purposeful sample and qualitative interviewing, as the findings cannot be generalized to the entire population of coaches (Creswell, 1998).

Methods and Instrumentation

According to Patton (1990), researchers can use triangulation—the combination of methods to investigate the phenomenon—to strengthen their studies. In this study, I used two data collection methods: the administration of a survey and in-depth follow-up interviews with selected survey participants. My primary goal with administering the survey was to measure the extent to which the sample population of coaches was using andragogical principles and processes in their practice. Specifically, the survey asked the coaches how frequently they applied andragogical attitudes, beliefs and feelings in their coaching practice. For the qualitative portion, I chose those survey participants who reported using andragogical principles and processes most frequently in their practices. Through the interview process, my intent was to ask open ended questions to determine which principles were used in their coaching. Based on the findings from the interviews, I could then develop a list of andragogical best practices within the profession of coaching.

The survey used in this study was based on the instrument created by John A. Henschke, Ed.D., chair of the andragogy doctoral emphasis specialty at Lindenwood University, School of Education, St. Charles, Missouri. To date, the Instructional Perspectives Instrument had been used in 15 completed doctoral dissertations (J. A. Henschke, personal communication, February 21, 2013). Henschke (1989) developed the Instructional Perspectives Inventory (IPI) as an assessment tool to answer the question: “What beliefs, feelings and behaviors do adult educators

need to possess to practice in the emerging field of adult education" (Henschke, 1989, p. 86). The survey was a self-reporting, self-scoring instrument based on a four-point Likert scale. In 1995, Stanton (2005) modified the instrument from a four-point to five-point Likert scale; the five point scale was used as the basis for my survey. An example of this modified version of the IPI is included in Appendix A (Vatcharasirisook, 2011).

In his first study using the instrument, Henschke (1989) surveyed approximately 600 adult educators in the Chicago City College system. Within this sample population, 389 respondents were employed at the same institution; as a result, Henschke conducted a factor analysis among this subgroup of instructors and the following seven factors emerged from the study (as shown in Table 2, ranked in descending order by mean score):

Table 2

Seven Factors of the Instructional Perspectives Inventory (IPI)

Factors	Mean	SD
1. Teacher Empathy with Learners	3.79	0.29
2. Teacher Trust of Learners	3.53	0.46
3. Planning and Delivery of instruction	3.50	0.39
4. Accommodating Learner Uniqueness	3.28	0.24
5. Teacher Insensitivity Toward Learners	2.86	0.58
6. Learner-Centered Learning Processes (experienced-based learning techniques)	2.75	0.51
7. Teacher-Centered Learning Process	1.89	0.53

Note. Source: Henschke, J. (1989). Identifying appropriate adult educator practices: Beliefs, feelings and behaviors. In *Proceedings of the Eighth Annual Midwest Research-To-Practice Conference in Adult, Continuing and Community Education* (pp. 81-87). St. Louis, MO: University of Missouri. Reprinted with permission.

Based on the findings, Henschke refined the instrument and conducted a second factor analysis with 210 faculty members of the St. Louis Community College system. In this study, five factors emerged (as shown in Table 3, ranked in descending order by mean score):

Table 3

Five Factors of the Instructional Perspectives Inventory (IPI)

Factors	Mean	SD
1. Teacher Empathy with Learners	3.82	0.46
2. Teacher Trust of Learners	3.45	0.66
3. Teacher-Centered Learning Process	3.10	0.79
4. Learner-Centered Learning Processes (experienced-based learning techniques)	2.70	0.82
5. Teacher Insensitivity Toward Learners	2.42	0.68

Note. Source: Henschke, J.A. (1994). Development and use of the Instructional Perspectives Inventory in graduate adult education. In C.J. Polson & F.M. Schied (Eds.), *Proceedings of the Commission of Professors of Adult Education Conference* (pp. 74-80). Nashville, TN. Reprinted with permission.

In both factor analyses, teacher empathy with learners and teacher trust of learners scored the highest means by respondents. According to Henschke (1994), this finding is significant because it is "…important for theory and practice to be congruent in graduate adult education" (p, 76). I received permission from Henschke to use the IPI and to modify the individual items and factors in the instrument to target the sample population of coaches in this study. My modified IPI (MIPI), with changes for use in this study, is included in Appendix B. In addition, I also measured the seven factors that Henschke identified in his original study and modified them as follows:

1. coach empathy with coachees
2. coach trust of coachees
3. planning and delivery of coaching
4. accommodating coachee uniqueness
5. coach insensitivity toward coachees
6. coachee-centered learning processes (experience-based coaching techniques)
7. coach-centered learning processes

For factors five and seven, reverse scoring was used, so the meaning is the opposite of what the category indicates. Therefore, a high score on a question in category five means that the coaches are *not* insensitive to coachee learning needs; likewise, for category seven, a high score on a question means that the coaches do *not* believe in using coach-centered learning processes. Since

the survey questions were presented on a Likert scale, I had to recode the data into numerical values to calculate statistical measures such as sum, mean and standard deviation.

Stanton (2005) developed a scoring metric that ranked the participants' use of andragogy in their teaching based on their overall total score of the modified IPI. Based upon the elements of a bell curve, Table 4 shows the metric Stanton used in her study.

Table 4

Use of Andragogical Principles by Category Levels based on Total Score of the MIPI

Category Levels	Percentage	MIPI Total Score
High above average	89-100%	199-225
Above average	82-88%	185-198
Average	66-81%	149-184
Below average	55-65%	124-148
Low below average	≤54%	≤123

Note. (Source: Henschke, 2011, p. 31). Trust in learning—makes all the difference; if absent, nothing else makes a difference, *American Association for Adult and Continuing Education Conference,* (pp. 1 -94). Indianapolis, IN. Reprinted with permission.

Following Stanton's protocol, I developed a metric that ranked the use of the seven factors based on the total average score for each factor (as shown in Table 5). The use of this metric was relevant for my study for several reasons. First, by using a metric, I could broaden the analysis when comparing the results from my study to the results of Henschke's' 1989 and 1994 studies. Secondly, by categorizing the participants' scores on a scale from *low below average* to *high above average,* I could use these category descriptions when discussing the extent to which the participants scored on these factors within the MIPI. Thirdly, since I was interested in understanding the best practices of coaches, I could then readily determine those participants who scored in the *high above average* and *above average* range on specific factors within the MIPI.

Table 5

Use of Seven Factors Category Levels

Category Levels	Percentage	Total Average Score
High above average	89-100%	4.45 – 5.0
Above average	82-88%-	4.06 – 4.44
Average	66-81%	3.26 – 4.05
Below average	55-65%	2.75 – 3.25
Low below average	≤54%	< 2.75

Based on their overall total score on the MIPI, a ranking of the participants' reported use of andragogy in their coaching is presented in Chapter Four.

Validity and Reliability

When conducting a mixed-method study, Creswell (2009) advocated the importance of checking validity for both the quantitative and qualitative phases of the study. For a quantitative survey, it is relevant for the researcher to check content validity—does the survey measure what it is intended to measure (Merriam & Simpson, 2000). Henschke (1989, 1994), Stanton (2005) and Vatcharasirisook (2010) used factor analysis to measure validity of their survey instrument; in addition, Vatcharasirisook (2010), after translating the survey from English to Thai, piloted the instrument to confirm validity. To check content validity for the quantitative portion of my study, I piloted the survey with four experienced coaches who were not in my sample population. Three of the coaches I tested the instrument with were external coaches; one was internal. As a result, I modified two of the questions on the IPI before distributing the survey to the sample population. A thorough, explanatory discussion of this process follows later in this chapter.

Creswell (2009) explained that validity is a strong component of qualitative research because several strategies can be used to determine the authenticity of the researcher and

participant accounts. For the qualitative portion of my study, I employed four techniques to enhance validity. First, I piloted the interview process with two, experienced coaches—one an internal coach, the other an external coach—to confirm that each question was easy to understand and addressed the andragogical principle that I was seeking to explore. Secondly, I enriched the description of the interviews by including my own personal observations of the interviewees and the details of the setting where we met. Thirdly, based on findings from the quantitative data, I used triangulation to connect this information to the qualitative findings by (a) conducting in-depth interviews with selected survey participants, based on their total score and standard deviation measure on the MIPI; (b) using the demographic information garnered from each survey to develop a descriptive, yet anonymous, profile for each interviewee; (c) verifying findings from the demographic data, such as gender and years of experience, with the coaches' responses from the interviews; (d) connecting the seven andragogical factors measured in the survey to the thick responses given by the coaches in their interviews. Finally, to enhance the trustworthiness of the overall study, I enlisted a peer debriefer throughout the process to ask questions, clarify resonance and offer interpretations beyond my perspective.

To ensure reliability, meaning "stability or consistency of responses" (Creswell, 2009, p. 190), I employed both quantitative and qualitative processes in my study. From a quantitative perspective, I employed Cronbach's alpha coefficient technique to measure reliability. Nunnally (1978) determined .70 as the minimum reliability coefficient standard needed to measure a high level of internal-consistency. Pedhazur and Schmelkin (1991) argued that while the higher the coefficient the better, "it is for the user to determine what amount of error he or she is willing to tolerate, given the specific circumstances of the study" (p. 110). Henschke's instrument had been tested for reliability using Cronbach's alpha technique in several dissertations (J. A. Henschke, personal communication, October 19, 2011), including Stanton (2005), McManus (2007), Moehl

(2011) and Vatcharasirisook (2011). Stanton (2005) and Moehl (2011) calculated an overall measure of reliability for all 45 items on the MIPI. The Cronbach's alpha calculated in both of their studies was high at .88 (Stanton, 2005, p. 211) and .90 (Moehl, 2011, p.203). Using Nunnally's .70 coefficient as the standard for my study, I conducted Cronbach's alpha for all 45 items of the MIPI (presented in Chapter Four). In the qualitative phase of my study, I checked for reliability by (a) conducting all the data analysis myself, ensuring consistency in the coding and analysis of the interviews; (b) reading each interview transcript in its entirety, while listening to the digital recording, to ensure accuracy in the transcription.

Descriptive Statistics and Correlations

Once the relevant statistics were calculated for the total MIPI scores and each of the seven factors, I also ran descriptive statistics of the demographic data to gain deeper insight of the sample population. As with the responses to the MIPI, I had to recode the values from these questions to transform the data into measurable variables. The findings from these calculations are reported in Chapter Four. After learning more about the demographics of the sample population—such as the average age of the participants, their level of education and years of coaching experience—I became curious as to whether these factors had any impact on the participant's overall score on the survey. To answer this question, I conducted the Pearson correlation coefficient test which "assesses the degree that quantitative variables are linearly related in a sample" (Green & Salkind, 2003, p. 238). First, I ran multiple correlation coefficients to measure whether there was a significant relationship *between* total MIPI score and gender, internal or external coach, type of interaction, ethnicity, education, number of coachees, years of experience, credential, and age. Secondly, based on these findings, I ran ANOVAs on the correlations that were significant to better understand the phenomenon. The results from these

tests are presented in Chapter Four. Thirdly, I ran multiple correlations *among all of the variables* to determine if there was a relationship between any of them: for instance, were variables such as age and years of experience positively correlated, or was there a relationship between whether the coach had a credential and if they were an internal or external coach? After conducting the tests and analyzing the results, I determined that while interesting, these findings were peripheral to my research questions. For further review, the results from the multiple correlations among all of the variables are presented in Appendix G.

After administering and scoring the survey and calculating descriptive statistics of the findings, I conducted individual interviews with the participants who scored one standard deviation above the mean on the MIPI. By conducting personal interviews with coaches who scored in the *high above average* and *above average* categories, I was able to enrich the study by discovering best practices of the coaches that reported using adult learning principles and processes most in their practices. Creswell (1998, p.15) further stated the power of using qualitative interviewing as "the researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants , and conducts the study in a natural setting." I crafted open-ended interview questions to reveal how the principles of andragogy inform the practice of coaching. My interview questions are included in Appendix C.

Sample Population

I employed purposeful sampling by surveying coaches from the International Coach Federation, Greater Richmond (ICFGR) chapter in the Commonwealth of Virginia, United States of America for the study. In March of 2012, this chapter had 74 members (including myself) who coached full- and/or part-time, internally within an organization and/or externally through their own private practices, with a variety of coaching expertise and a range of coaching experience.

Through purposeful sampling, I focused my inquiry on participants that practice coaching "…to select information-rich cases whose study will [would] illuminate the questions under study" (Patton, 1990, p. 169). Upon compilation of the surveys, I used intensity sampling to select the coaches to be interviewed. As Patton (1990) suggested, "an intensity sample consists of information – rich cases that manifest the phenomenon of interest intensely (but not extremely)" (p. 171). To identify the participants who reported using andragogy the most in their practices, I calculated the mean score of the MIPI and chose the participants who scored one standard deviation above the mean, to be interviewed. The selected individuals consisted of six coaches: four scored in the *high above average* category and two scored in the *above average* category. By choosing this intensity sampling strategy, I sought to gain further insight into the best practices of coaches who reported using andragogy in their coaching practice.

Data Collection and Analysis

The Survey Process

I used several strategies and procedures to collect and analyze the data. First, I applied for permission to conduct the study from the Institutional Review Board (IRB) at Virginia Tech. Upon IRB approval, I initiated the data collection process by entering the modified IPI survey into *My Surveys*, a web-based survey tool offered to faculty and students at Virginia Tech. Next, I took the instrument myself, to ensure that the questions were understandable, the online system worked and in the spirit of researcher as participant, to see how I scored if I had been asked to participate (my overall total score on the MIPI was 201). Then, I distributed the survey link to a group of four coaches who were not in the sample population to pilot the instrument. Based on

their feedback, the wording in two questions was modified further to improve the understanding, as shown in Table 6:

Table 6

Survey Questions Modified After Pilot

Question Number	Original	Modified
17	Encourage coachees to solicit assistance from other adult learners?	Encourage coachees to solicit assistance from others?
20	Try to make your coaching interactions clear enough to forestall all coachee questions?	Try to make your interactions with coachees clear enough to forestall all questions?

After receiving Henschke's approval on both modifications (J. A. Henschke, personal communication, March 16, 2012), I electronically distributed the survey along with a recruitment letter to the sample population (excluding myself) on March 27, 2012. The recruitment letter that accompanied the electronic survey is in Appendix D. The survey remained open 17 days during which time I prompted the sample population twice to boost interest in participating in the study. As of April 12, 2012, I received 50 responses (out of 73 potential participants) and closed the survey.

In addition to the questions in the modified IPI, I included the following 10 questions to garner descriptive, demographic information, including name, gender, age, ethnicity, years of experience, coaching practice preferences and interactions:

1. What is your name?
2. What is your gender?
3. In what year were you born?
4. To which racial or ethnic group do you most identify?
5. What is the highest level of education you have completed?
6. On average, how many coachees do you work with in a given month?
7. Do you consider yourself an internal coach or external coach?

8. My coaching interactions are: face to face, over the phone, mostly face to face and occasionally over the phone, mostly over the phone and occasionally face to face, an equal combination of face to face and over the phone
9. How many years have you been coaching?
10. Do you have a coaching credential? Confidentiality of each participant's responses was ensured by providing pseudonyms to those referenced in the analysis.

I asked for the name of each respondent so that I could contact selected participants that scored high on the inventory to request an interview. Therefore, pseudonyms (Coach 1, 2, 3 etc.) were created for each participant who completed the survey to ensure their identity remained anonymous when sharing the analysis. Once all surveys were received, a summary report was generated from the web-based survey tool. I uploaded the data into SPSS and Microsoft Excel and prepared the data to calculate descriptive statistics. The questions on the modified IPI were arranged on a five-point Likert scale, with 1 = Almost Never; 2 = Not Often; 3 = Sometimes; 4 = Usually; 5 = Almost Always. This scoring was used with most of the questions, with the exception of items 3, 5, 1, 13, 18, 20, 25, 27, 32, 34, 36, and 41. In these cases, reversed scoring was used where 1 = Almost Always; 2 = Usually; 3 = Sometimes; 4 = Not Often; 5 = Almost Never. To ensure the data were imported into SPSS and Microsoft Excel correctly and that my coding and calculations were accurate, I enlisted the support of two, statistical collaborators with Virginia Tech's Laboratory for Interdisciplinary Statistical Analysis (LISA).

After recoding the data in SPSS and Excel, I ran descriptive statistics on the demographic data and survey questions. Then, I sorted the participants in descending order from highest overall score on the MIPI to lowest and categorized them based on the categorical metrics presented earlier in this chapter. Those who scored one standard deviation and above the average (a minimum total MIPI score of 195 and above) were selected to participate in the interview process. This included six participants who scored in either the *high above average* and *above average* categories.

The Interview Process

To develop and validate the interview questions, I vetted the proposed questions with my dissertation committee to gain further insight; then, I piloted the proposed questions with two coaches who also participated in the piloted survey but were not in the sample population. Based on their feedback, the wording in each question was changed to enhance clarity of the questions and draw responses targeting the six principles of andragogy. In Table 7, each original question, the modified version and the corresponding andragogical principle it was seeking to address is presented.

Table 7

Interview Questions Modified After Pilot

Principle of Andragogy	**Original**	**Modified**
Adults need to know why they need to learn something before undertaking it.	What strategies and/or techniques do you use in your coaching sessions to help a coachee discover for herself the gap between where she is now and where she wants to be?	A principle of adult learning is that adults need to know why they need to learn something before undertaking it. Based on your experience as a coach, how does this principle resonate within you and your practice? Possible probing question: What do you do to help a coachee see the benefits of learning something new or different?
Adults have a self-concept for directing their own learning.	What strategies and/or techniques do you use in your coaching sessions, to help a coachee become self-directed in her development?	How would you describe your coaching style—are you one who actively guides the coachee in their development or are you one who helps the

Principle of Andragogy	**Original**	**Modified**
		coachee become self-directing in her own development? Possible probing questions: Why do you take this approach? What do you do to help facilitate the coachee to become self-directing in her learning?
Adults bring a wealth of experience to their learning process.	What strategies and/or techniques do you use in your coaching sessions to help coachees find ways to leverage their own experience in their personal and professional development?	How do you view the role of the coachee's own life and work experiences when helping her learn something new or different? Possible probing question: What strategies and/or processes do you use to help facilitate the role of the coachee's experience in her personal and professional development?
Adults are problem-centered in their learning.	What are the primary reasons a coachee seeks your services?	In your experience as a coach, what are the primary reasons a coachee seeks your services?
Adults have a readiness to learn new things as they arise.	How does the sense of timing in the coachee's life possibly play a role in the reasons that a coachee seeks your coaching services?	How does an experience or event in the coachee's life influence when and why she seeks your coaching services?

Principle of Andragogy	**Original**	**Modified**
Adults are motivated more by intrinsic factors, than extrinsic ones.	In your coaching session, what core issues are most often found to be at the root of the coachee's problem?	In your experience as a coach, what core issues are most often found to be the root cause of the coachee's problem? Possible probing questions: Would you say that coachees are motivated more by intrinsic motivators—such as self-esteem, quality of life, prestige, job and life satisfaction or by extrinsic ones—like higher salary, promotion? How do you find this out in your interactions with the coachee?

After piloting the interview questions, I conducted face to face, one-on-one interviews with the six participants who scored one standard deviation above the mean on the survey. Numerical pseudonyms originally assigned to the selected interviewees (Coach 1, Coach 17, Coach 18, Coach 21, Coach 24, and Coach 43) were replaced with proper name pseudonyms (Kristen, Lana, Tom, Griffin, Natalie and Caroline) to personalize the respondent's identity, while keeping their anonymity intact.

I used a structured interview process that primarily focused on six overarching questions about the principles of andragogy. To model the processes of andragogy, I spent time up front to build rapport with the interviewee and intentionally created a warm and comfortable environment for our interaction. To prepare, I began each interview by concisely reminding the participant of the purpose of my study, sharing why he or she had been chosen to participate in

the interview process and revealing how many questions would be asked in the interview. During the interview, if the interviewee did not understand the question, I would restate or reframe the question to add clarity in the moment. If the coach answered the question in a way that did not fully answer my question, I would probe a little further to elicit more information. Since I recorded each interview, I could focus my attention during the interview on fully listening to the coach's responses and taking notes to reflect observations on body language and other contextual data. To encourage open responses, I displayed positive, attentive body language throughout the interview, such as providing visual and verbal affirmations. I remained cognizant that each coach was unique and needed a different amount of time to answer every question. Thus, after asking a question, I would intentionally remain silent until the coach began to speak; the silence could last a few seconds or close to a minute, depending on how long it took the coach to gather his or her thoughts. Likewise, I would hold the space of silence after each question was answered, to ensure the coach was done with his or her response, before moving onto the next question.

After the interviews were transcribed, I read through each transcript in its entirety, while at the same time listening to the recording, to clarify meaning, augment understanding, and correct any transcription discrepancies. To begin the coding process, I re-read each transcript, listening again to the recording, if necessary, for deeper awareness. To categorize the data, I used an electronic color-coding process in Microsoft Word to organize the responses by question. For instance, sometimes the interviewee would answer the question directly at the time it was asked; at other times, the interviewee would answer the question at a later point in the interview, when responding to another question. Each question referred to a different principle of andragogy; consequently, I used a different color for each question so that I could categorize all of the coaches' responses by the andragogical principle it represented. In addition, although I did

not ask specific questions that pointed to each process of andragogy, the coaches revealed how they incorporated the elements of andragogy in the coaching process; hence, I created a different category for responses that directly related to the processes of andragogy.

After color-coding and organizing the salient points, I used a frequency analysis to distinguish and better understand the relevance of each interview and began developing themes in the study. On average, it took me three hours per interviewee to go through the reviewing, categorizing and color-coding process. Griffin's took me by far the longest at four hours; Kristen's the shortest at an hour and a half. In all, I spent 18 hours over one weekend to listen, read, listen and read again, then to categorize the data into logical groups. By sequestering myself over a three-day period, my intention was to immerse myself in the data to fully distil and integrate the meaning of the responses. As a result of this focused, consecutive time, my findings continued to morph and develop, allowing the processing within me to occur at a deeper level. The process of conducting the frequency analysis—reading the transcripts again, taking time to reflect on my thoughts, making connections across all of the coaches' interviews and allowing concurrent and divergent points and themes to bubble up—took me much longer to conceive—countless hours, over a two-month period. During this inductive process, I tied the findings back to the research questions and began the write up of findings in Chapter Four. While writing Chapter Four, I continued to analyze the data, confirm and augment the themes emergent from my earlier analysis and prepared my thoughts for Chapter Five.

Embracing an Integrative Approach to Analysis

Although I could have approached my study from *either* a quantitative *or* qualitative research perspective, I chose to employ *both* methods to add rigor, enhance the breadth and depth of the analysis and strengthen the overall findings. To embrace the integrative process

inherent in a mixed-method study, I approached the data gathering, synthesis and analysis with thoughtful intention. Throughout the study, I consistently followed a pragmatic worldview; this helped me stay focused on seeking full, significant answers to my research questions. I timed the data collection in two, distinct phases to honor the unique, research protocols of each method, reflect on the findings, dive deeper into the analysis and find linkages between the two types of data. Since all of the researchers prior to me used Henschke's IPI in quantitatively-based studies, it was relevant for me to spend time analyzing the data from this perspective, as well, to add to the scholarship of the instrument and have relative points of comparison for my study. As a result, the findings from the surveys provided me with statistical measurements to draw conclusions and numerical outputs to objectively compare and contrast with other studies.

By adding a qualitative research method to my study, I was able to further explain the findings from the quantitative analysis by gathering and analyzing additional information from the qualitative interviews. The coaches' detailed accounts brought life to the statistics by giving voice and personality to the numerical conclusions. I gave equal weight to the quantitative and qualitative data and converged the data in several, meaningful ways to broaden the scope and make relevant connections. For instance, by using the overall score on the MIPI as a determining factor for who was chosen to participate in the qualitative phase, I was able to limit my interviews to those select coaches who reported using the philosophy of andragogy the most in their practices. In addition, after listening to their personal stories of how they applied the principles and processes of andragogy in their practices, I was successfully able to connect this information to the quantitative findings to triangulate the analysis. This enabled me to unbundle the quantitative and qualitative findings and merge them together to develop andragogical best practices in coaching. Thus, the convergence of these two research methods was truly at the heart

of my analysis and provided a holistic context for the findings reported in Chapter Four and the emergent themes presented in Chapter Five.

The intention of this mixed methods study was to explore the relationship between the principles and processes of andragogy and the practice of coaching. In this chapter, I reviewed the research design and approach, limitations of the study, methods and instrumentation, sample population, and procedures for data collection and analysis. In Chapter Four, I present my findings and interpretations; in Chapter Five, I discuss the emergent themes and offer implications for future study.

CHAPTER FOUR

Findings

Using a mixed method approach, I examined the following research questions:

4. To what extent is there a relationship between *andragogy in practice* and *coaching in practice* as demonstrated by coaches?
5. Specifically, which principles and processes of andragogy are reflected in the practice of coaching?
6. What are the best practices of coaches who use andragogy in their practice?

The data gathering process began with a quantitative survey to measure if and to what degree the processes of andragogy were reflected in coaching. Then, based on the responses, I interviewed a select number of participants who scored in the *above average* and *high above average* categories of use of andragogy in their coaching. This chapter begins with a description of the survey participants, followed by the participants' survey results for the modified Instructional Perspectives Inventory (IPI). The next section segues with an explanation of the convergence of the quantitative data collection and analysis with the qualitative data collection and analysis. The chapter concludes with a presentation of the qualitative findings garnered from the in-depth interviews and an integrated discussion of the entire interpretation.

The Survey Participants

Description of the Coaches

The sample population used in this study was the membership of the International Coach Federation (ICF), Richmond Chapter in the Commonwealth of Virginia, United States of America. At the time of the study, there were 74 members (including myself) in this chapter. On March 27, 2012, I sent out a recruitment letter with a link to the electronic survey via email to the entire chapter (excluding myself). The survey remained open 17 days, during which time I

prompted the sample population twice to encourage their participation in the survey. The survey closed on April 12, 2012, yielding 50 participants, representing a 68.5% response rate.

As shown in Figure 8, 64% (32) of the survey respondents were female, 36% (18) were male. These percentages represent the entire sample population of the ICF Greater Richmond chapter well, where 68% (50) were female and 32% (24) were male.

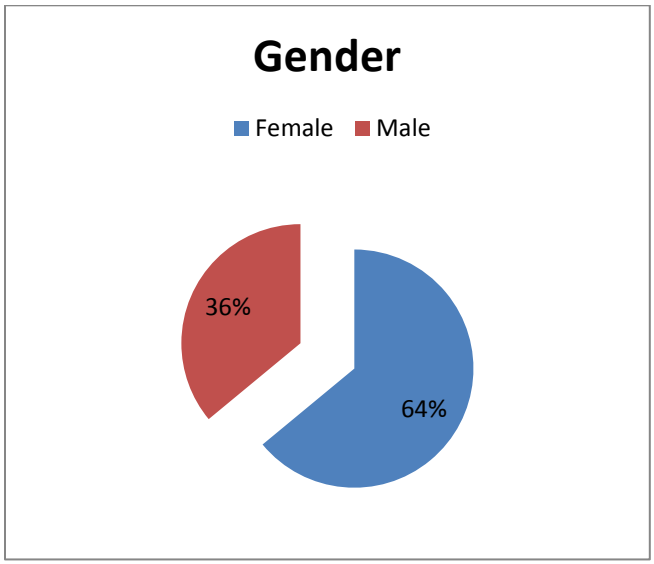

Figure 8. Gender of Participants. N = 50; Number of Females = 32; Number of Males = 18.

When asked which racial or ethnic group they most identified with, 86% (43) responded Caucasian, 10% (5) responded African American and 4% (2) did not respond. Figure 9 presents the ethnicity of the respondents.

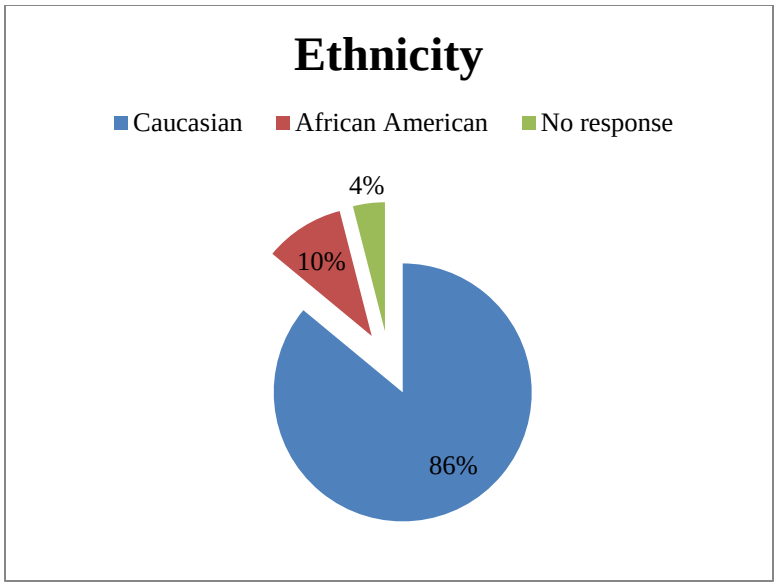

Figure 9. Ethnicity of Participants. N = 50; Number of Caucasians = 43; Number of African Americans = 5; Number of No Responses = 2.

As shown in Figure 10, the participant's age ranged from 34 to 73 years old, representing a life span of 39 years; the average age was 55, the mode was 58 and the median was 56.5.

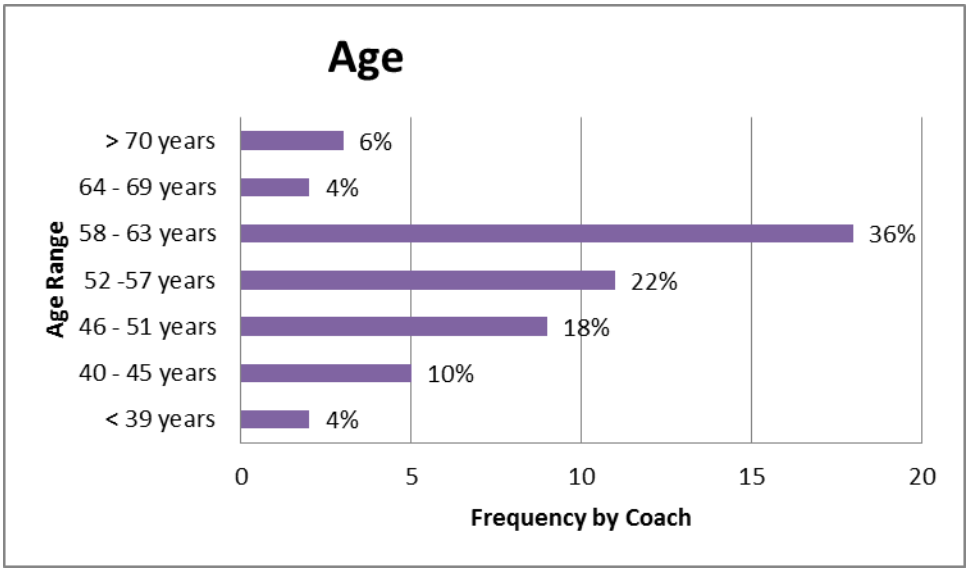

Figure 10. Age of Participants

In terms of highest educational level achieved, while all participants reported at least some college, 70% reported having earned a Master's degree or higher. Table 8 lists the complete range of educational levels reported by participants.

Table 8

Highest Educational Levels Achieved by Participants

Level	**Frequency**	**Percentage**
Some college	1	2%
Associate degree	1	2%
Bachelor's degree	11	22%
Bachelor's degree plus some graduate level coursework	2	4%
Master's degree	25	50%
Doctorate degree	8	16%
Professional degree (MD, JD)	2	4%

As shown in Figure 11, Thirty seven participants (74%) considered themselves external coaches, while 12 (24%) reported themselves as internal coaches. One participant (2%) did not answer the question.

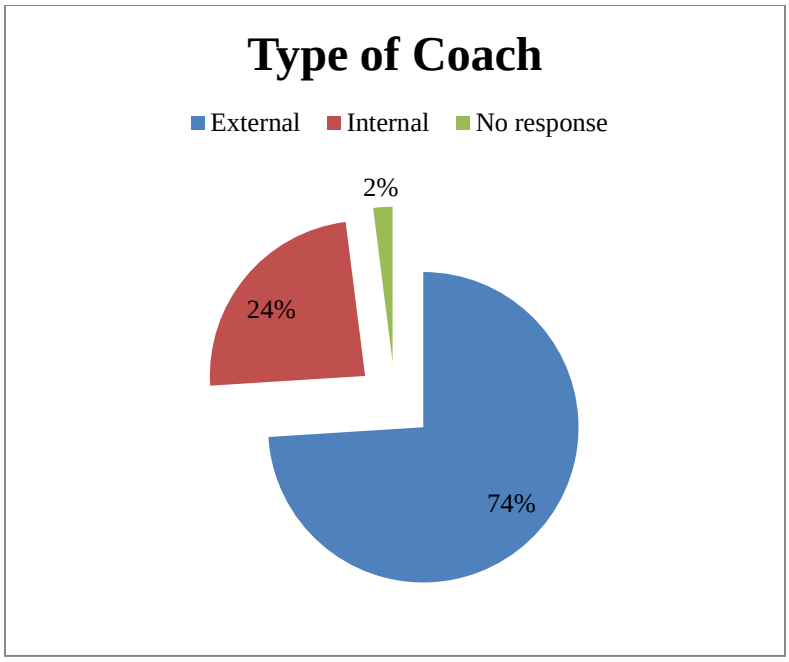

Figure 11. Type of Coach. N = 50; Number of External Coaches = 37; Number of Internal Coaches = 12; Number of No Responses = 1.

When asked, on average, how many coachees they work with in a given month, 64% of the respondents reported working with 4 or more coachees a month, with 40% of those respondents working with four - eight coachees; Table 9 reports the average number of coachees, by coach.

Table 9

Average Number of Coachees per Month

Average number per month	Frequency	Percentage
1 -3 coachees	15	30%
4 – 8 coachees	20	40%
9 – 14 coachees	9	18%
15+ coachees	3	6%
Not actively coaching	3	6%

The manner in which the participants' coached varied, but the majority (42%) interacted mostly face to face and occasionally over the phone. Table 10 summarizes these results.

Table 10

Type of Coaching Interactions

Interaction	Frequency	Percentage
Face to face	10	20%
Over the phone	4	8%
Mostly face to face and occasionally over the phone	21	42%
Mostly over the phone and occasionally face to face	6	12%
An equal combination of face to face and over the phone	9	18%

The years of coaching experience varied, with the highest percentage of coaches (38%) reporting two – four years. Figure 12 summarizes these data.

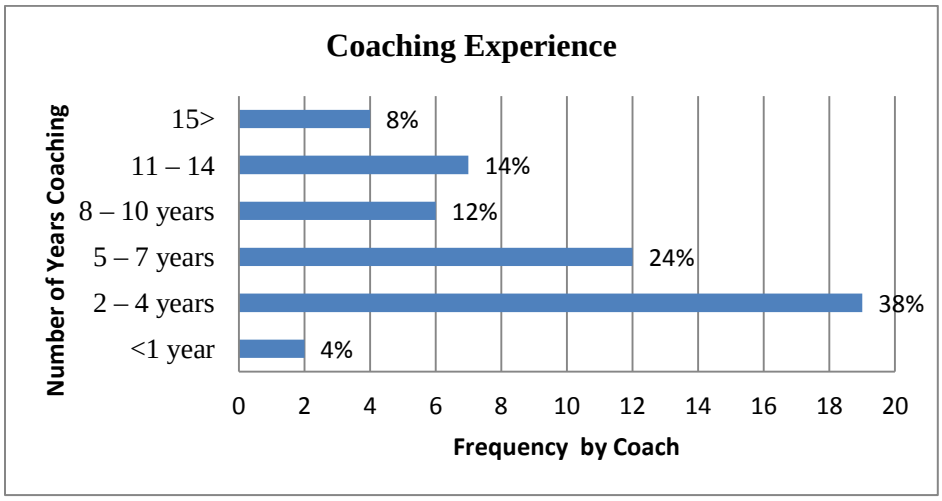

Figure 12. Years of Coaching Experience

Twenty coaches (40%) held a coaching a credential conferred by the International Coach Federation (ICF): Eleven coaches (22%) reported earning a credential at the first level, Associate Certified Coach (ACC); nine coaches (18%) reported earning a credential at the next level up, Professional Certified Coach; no coaches reported holding a credential at the highest level, Master Certified Coach (MCC) . Six participants (12%) reported earning a certificate in coaching

from a coaching association other than ICF or from a specific coach training institution. Twenty-three of the participants (46%) reported not having a coaching credential at all and one participant (2%) did not respond. Figure 13 illustrates these findings.

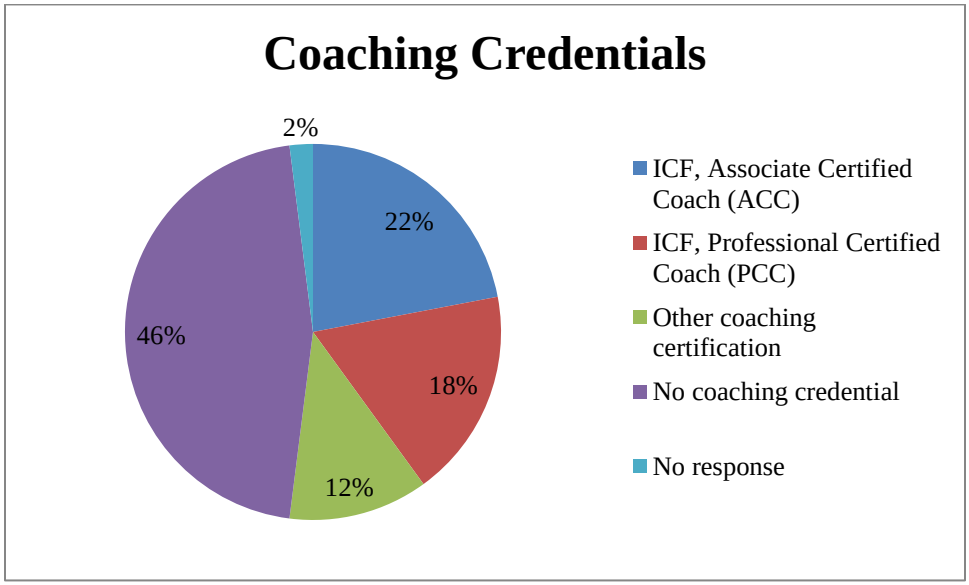

Figure 13. Credentials Earned by Participants. N = 49, as one participant did not respond. Number of ICF, ACC coaches = 11; Number of ICF, PCC coaches = 9; Number of ICF, MCC coaches = 0; Number of coaches with other coaching certificate = 6; Number of coaches with no credential = 23.

Modified Instructional Perspectives Inventory Results

The 45 questions on the modified IPI (MIPI) were arranged on a Likert scale: Almost Always, Usually, Sometimes, Not Often, and Almost Never. There were 50 participants, representing 2,250 individual items of response on the survey. After reviewing the data for missing items, 15 empty cells were found representing less than one percent (.6%) of the total respondents. Table 11 shows which questions were left blank, followed by frequency and the respective participant(s) who left it blank were:

Table 11

Survey Questions Not Answered, By Participant

Question not answered	**Frequency**	**Participant(s) who did not answer**
9	1	Coach 35
11	1	Coach 38
13	1	Coach 35
20	2	Coach13 & Coach 34
23	1	Coach 37
24	1	Coach 13
27	1	Coach 50
28	1	Coach 15
31	1	Coach 37
33	1	Coach 25
36	1	Coach 9
38	2	Coach 4 & Coach 46
42	1	Coach 13

No meaningful pattern or trend existed within the missing data and a mean for each of the respective participants was used to replace the data. To determine the mean, I evaluated how the participants with missing data responded to the related questions within the seven factor subscale and used that mean of the individual participant to replace the data.

The total possible score on the MIPI was 225. In this study, the scores ranged from 142 (min) to 200 (max). The mean was 182.84, the standard deviation 11.856, the median 183.5 and

the mode 186. Figure 14 shows the frequency distribution of the total MIPI scores for the survey participants.

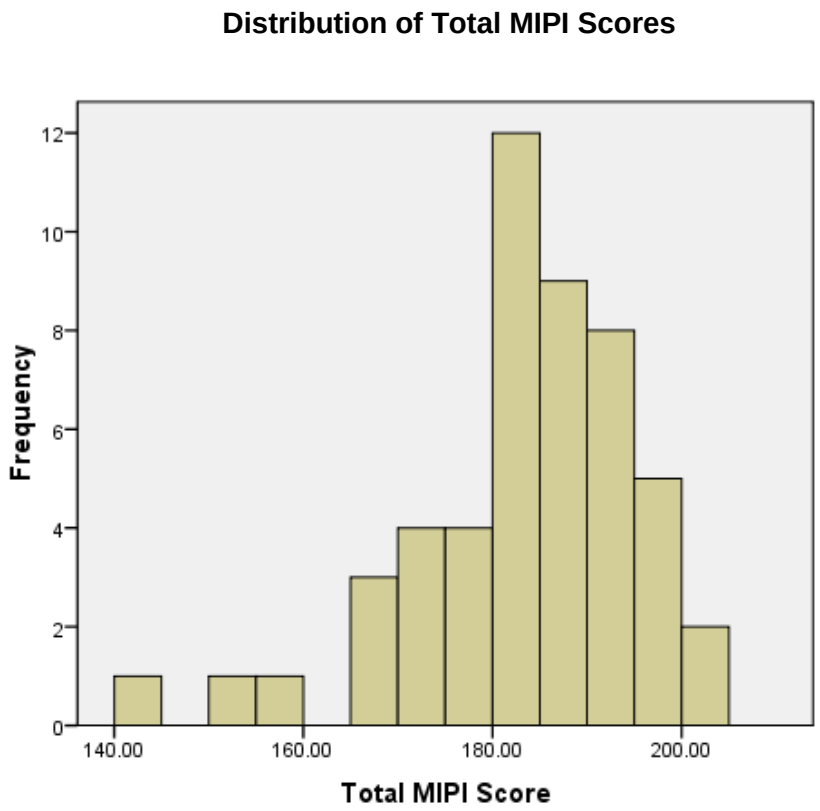

Figure 14. Distribution of Total MIPI Scores. N = 50. Mean = 182.84. Standard Deviation = 11.857.

Table 12 presents the total scores of the respondents, categorized on the metrics for the level of andragogical principles used in their coaching.

Table 12

Use of Andragogical Principles by Category Levels

Category Levels	**Percentage**	**MIPI Total Score**	**Frequency of Participants**	**Percentage of Sample**
High above average	89-100%	199-225	4	8%
Above average	82-88%	185-198	20	40%
Average	66-81%	149-184	25	50%

Category Levels	Percentage	MIPI Total Score	Frequency of Participants	Percentage of Sample
Below average	55-65%	124-148	1	2%
Low below average	<54%	<123	0	0%

The MIPI included 45 statements reflecting the attitudes, beliefs and feelings that coaches may or may not possess at a given moment in their practice. The participants were asked to indicate how frequently each statement referring to an andragogical element was applied in their practice. Therefore, the higher the coaches scored on the instrument indicated the regard to which they embraced the philosophy of andragogy and applied it in their practices. Using the metrics explained in Chapter Three and presented in Table 12, the findings show that 98% of the coaches surveyed reported using andragogical principles on an *average, above average* or *high above average* basis. Specifically, 48% of the coaches in my sample population reported using andragogy at an *above average* or *high above average* rate. This finding supported my overarching assumption that coaches were using andragogy in their practice. In conclusion, my first research question—*To what extent is there a relationship between andragogy in practice and coaching in practice as demonstrated by coaches*—was answered with significance: Based on the metrics I defined for this study, nearly 100% of the coaches indicated embracing the attitudes, beliefs and feelings of andragogy in their practices at an average or above average rate; in addition, nearly 50% of these coaches reported using these elements on an above average basis.

To delve deeper into what specific feelings, attitudes and beliefs the coaches were embracing in their practices, the MIPI measured the use of seven andragogical elements:

1. coach empathy with coachees

2. coach trust of coachees
3. planning and delivery of coaching
4. accommodating coachee uniqueness
5. coach insensitivity toward coachees
6. coachee-centered learning processes (experience-based coaching techniques)
7. coach-centered learning processes

Using the metrics presented and defined in Chapter Three for categorizing the average score of participants for each andragogical element, one factor scored in the *high above average* category: coach trust of coachees (4.563); two factors scored in the *above average* category: accommodating coachee uniqueness (4.437) and coach empathy with coachees (4.388). Table 13 summarizes the data for all seven factors.

Table 13

Average Total Score of Participants Based on Seven Factors

Factors	**Mean**	**Total**	**Possible Minimum**	**Possible Maximum**	**Category Level**
Coach empathy with coachees	4.388	21.94	5	25	Above average
Coach trust of coachees	4.563	50.2	11	55	High above average
Planning and delivery of coaching	3.875	15.5	4	20	Average
Accommodating coachee uniqueness	4.437	31.06	7	35	Above average
Coach insensitivity toward coachee	4.011	28.08	7	35	Average
Coachee-centered learning processes (experience-based coaching techniques)	2.516	12.58	5	25	Low below average

Factors	Mean	Total	Possible Minimum	Possible Maximum	Category Level
Coach-centered learning process	3.953	23.72	6	30	Average

In reference to my first research question, these findings add credence to the evidence that the andragogical factors of trust, empathy and accommodating uniqueness of the coachee are present at an above average extent in coaching. A closer look at how these attitudes, feelings and beliefs are enacted in coaching will be revealed in the qualitative analysis and discussion.

A frequency distribution for each question on the survey by total participants is presented in Appendix E.

Reliability

As explained in Chapter Three, I calculated the Cronbach's alpha reliability coefficient to measure internal-consistency for the 45 items on the modified IPI in my study. The Cronbach's alpha reliability coefficient was .838. This result exceeded the .70 coefficient standard set by Nunnally (1978) for determining a high-level of internal-consistency. As with Stanton (2005), α=.877 and Moehl (2011), α=.90 the MIPI in my study had a high level of reliability, as well.

Additional Findings

Since my study involved a small number of participants (n = 50), inferences drawn from correlations or analysis of variances (ANOVA) are not appropriate or applicable for generalization to a larger population. As a result, I have included these findings in this section as an enticement for future inquiry.

Correlations. To further investigate the data from survey participants, correlation coefficients were calculated to measure whether there was a significant relationship between

total MIPI score and gender, internal or external coach, type of interaction, ethnicity, education, number of coachees, years of experience, credential, and age. The correlation between total MIPI scores and number of coachees was positive and significant, $r(48) = .322$, $p<.05$. This finding supports a relationship between the degree that coaches use andragogy in their practice and how many coachees they worked with at any given time. A positive relationship suggests that the higher the coach scored on the MIPI, the more coachees he or she tended to work with. The correlation between total MIPI scores and years of experience was positive and significant, $r(48) = .348$, $p<.05$. This finding supports a relationship between the coach's score on the MIPI and his or her years of experience in coaching. A positive relationship suggests that those coaches with more years of coaching experience scored higher on the MIPI. The correlation between total MIPI scores and ethnicity was negative and significant, $r(46) = -.367$, $p<.05$. This finding may imply that scores on the MIPI were different based on the ethnicities reported from the respondents. Table 14 presents the Pearson correlation coefficients between total MIPI score and the nine demographic variables.

Table 14

Correlation between Total MIPI Score and the Nine Demographic Variables

Demographic Variable	Total MIPI Score
Gender	.000
Int./Ext.	.137
Interaction Type	.221
Ethnicity	-.367*
Education	.047
Num. of Coachees	.322*
Yrs. of Exp.	.348*
Credential	.180
Age	.082

Note. *p < .05.

Analysis of Variance. To further investigate the relationships of the three, significant, correlation coefficients, I conducted one-way analysis of variance tests (ANOVA) for each factor. These three factors were ethnicity, number of coachees and number of years of experience; the dependent variable for each factor tested was the total MIPI score. In Table 15, a one-way ANOVA was conducted to evaluate the relationship between the sample population's ethnicity and their score on the MIPI. The independent variable included two, reported types of ethnicity: white and black. The ANOVA was significant, $F(1, 46) = 7.168$, $p = .01$. Respondents who reported themselves as white ($M=184.40$, $SD=9.96$) on average scored higher than respondents who reported themselves as black ($M=170.00$, $SD=21.13$). The eta squared index indicated that 14% of the variance of means was accounted for by ethnicity. As mentioned before, when drawing inferences from the data, great caution must be used because the two ethnic groups represented are not the same size and one group is so small (5 respondents) that it may not be considered representative of the general population. I recommend further study to determine whether there is a meaningful relationship between a coach's ethnicity and his or her score on the MIPI.

Table 15

Means and Standard Deviations for MIPI scores based on Ethnicity

Ethnicity	Frequency	Mean	SD
White	43	184.40	9.96
Black	5	170.00	21.13

In Table 16, a one-way ANOVA was conducted to evaluate the relationship between the average number of coachees the coaches worked with and their total score on the MIPI. The independent variable included five levels: coaches who are actively coaching; coaches working with one – three coachees; coaches working with four – eight coachees; coaches working with

nine – 14 coachees; coaches working with 15+ coachees. The ANOVA was significant, F (4, 45) = 5.973, p = .001. The eta squared index indicated that 35% of the variance of means was accounted for by the number of coachees. Although I do not have the necessary longitudinal data to show a progression, the finding could suggest that as coaches worked with more coachees, their average score on the MIPI increased. This trend of increased scores continued until the highest level, where total average score began to taper off. This is consistent with the law of diminishing returns. As with ethnicity, discretion must be used when interpreting the data because the groups compared were unequal in size. In addition, several of the groups were small in size and therefore, may not be representative of the general population. I suggest further study to determine if there is a practical, significant relationship between the coaches' average total score on the MIPI and the number of coachees they are working with.

Table 16

Means and Standard Deviations for MIPI Scores based on Number of Coachees

Number of Coachees	Frequency	Mean	SD
Not actively coaching	3	159.67	21.079
1 – 3 coachees	15	181.20	9.762
4 – 8 coachees	20	185.45	8.249
9 – 14 coachees	9	189.89	7.096
15+ coachees	3	175.67	17.039

In Table 17, a one-way ANOVA was conducted to evaluate the relationship between the years of coaching experience of the coaches in the sample population and their score on the MIPI. The independent variable included six levels of experience: less than one year, two – four years, five – seven years, eight to ten years, 11 – 14 years and 15+ years. The ANOVA was significant, F (5, 44) = 3.093, p = .018. The eta squared index indicated that 26% of the variance of means was accounted for by the years of experience. The data could suggest that as coaches'

years of coaching experience increased, so did their average score on the MIPI. This trend of increased scores continued until the next highest level, where total average score began to decrease. This finding is consistent with the law of diminishing returns. As with ethnicity and number of coachees, caution must be used when interpreting the data because the groups compared were unequal in size. In addition, several of the groups were small in size and therefore, may not be representative of the general population. I advise further study to determine if there is an important and significant relationship between coaches' average score on the MIPI and their years of coaching experience.

Table 17

Means and Standard Deviations for MIPI Scores Based on Years of Coaching Experience

Coaching Experience	Frequency	Mean	SD
Less than 1 year	2	158.00	22.627
2 -- 4 years	19	180.53	10.890
5 – 7 years	12	183.67	12.637
8 – 10 years	6	189.50	5.244
11 – 14 years	7	187.43	7.569
15+ years	4	185.75	8.421

In summary, while claiming that there is a relationship between the coaches' scores on the MIPI and ethnicity, number of coachees and years of experience would be a bold assertion, the insight provided by the data collected and analyzed in my study offers a tantalizing reason for future inquiry. In addition, I found the relationships among all of the variables—gender, internal or external coaches, interaction type, ethnicity, education, number of coachees, years of experience, credential and age—interesting to explore and calculated correlation coefficients for all of them. After determining their relationships tangential to the research questions, I placed them in Appendix G for further review.

Although my findings confirmed that the coaches were demonstrating andragogical principles in their practices, I could not determine exactly how they were doing it. Were the coaches fully aware of the principles and processes of andragogy and applying them on an intentional level or was it happening intuitively? With limited research available to coaches that linked andragogical principles and processes to the practice of coaching, how could coaches learn how to apply andragogical principles and processes and develop best practices in coaching? Consequently, I still needed to address my two remaining research questions: which principles and processes of andragogy are reflected in the practice of coaching? What are the best practices of coaches who use andragogy in their practice? To answer these questions, I entered into the second phase of my study. Through qualitative interviewing, I asked a select group of coaches a series of questions that stimulated their thinking around how they used the principles and processes of andragogy in their coaching practice. Through their collective insights and experiences, my aim was to gather best practices that would make a contribution to the practice of coaching as an application of andragogy.

Distillation of Quantitative Analysis into Qualitative Data and Analysis

As discussed in Chapter Three, a sequential explanatory study strategy begins with a quantitative portion and based on the findings from that section, is followed by a separate, qualitative phase. The two types of data collection methods are mixed at the point where the quantitative analysis informs the qualitative phase of the study. In my study, the information gained from the quantitative portion—specifically, which participants had the highest total scores on the MIPI—was used to determine who would be selected for interviews—in my case, those participants who scored one standard deviation above the mean. By distilling the information gathered from the quantitative portion to identify who would be the participants for the

qualitative phase, I could focus on the coaches who were applying andragogical principles the most in their practice. In review, the quantitative section sought to primarily answer my first research question: *To what extent is there a relationship between andragogy in practice and coaching in practice as demonstrated by coaches*? The qualitative section sought to provide further insight into the first question and to answer the second two questions:

- *Which principles and processes of andragogy are reflected in the practice of coaching?*
- *What are the best practices of coaches who use andragogy in their practice?*

Building upon my quantitative analysis, the rest of this chapter focuses on the data collected and analyzed in the secondary, qualitative phase of my study.

The Interviewees

Description of the Coaches

After ranking the participants in order of highest overall MIPI scores to lowest, I identified six coaches who scored one standard deviation above the average (a total MIPI score of 195 and above) and interviewed them. These six coaches were demographically diverse and a representation of the surveyed population. Since this group represented only those coaches who scored one standard deviation above the mean, their overall average score on the MIPI was significantly higher (Mean = 198) as compared to the entire surveyed group (Mean = 182.84). In addition, their average scores on the seven factors were higher than the average scores of the surveyed participants, as well. Congruent with the surveyed participants, the means calculated for the factors coach empathy with coachees and trust of coachees was at the *high above average* level. In addition, the factors accommodating coachee uniqueness and planning and delivery of coaching scored at the *high above average* level. Likewise, the factors coach insensitivity to the

coachee and coach-centered learning processes also scored at the *above average* level. As explained earlier, these two factors were reverse scored, so a high score means the opposite of the factor: the coaches were not insensitive to coachees' learning needs and did not practice coach-centered learning processes in their coaching. Table 18 summarizes the means and category level for each factor.

Table 18

Average Total Score of Interviewees Based on Seven Factors

Factors	**Mean**	**Category Level**
Coach empathy with coachees	4.63	High above average
Coach trust of coachees	4.89	High above average
Planning and delivery of coaching	4.46	High above average
Accommodating coachee uniqueness	4.83	High above average
Coach insensitivity toward coachee	4.26	Above average
Coachee-centered learning processes (experience-based coaching techniques)	2.73	Low below average
Coach-centered learning process	4.36	Above average

Note. N=6; Mean Total Score on MIPI=198.

Introduction to the Coaches

Based on the information garnered from the MIPI and demographic survey, I included an introduction to the coaches I chose to interview in this section; to ensure anonymity, pseudonyms were used to protect their identity.

Griffin was the first participant I interviewed for my study. We met in my office on September 5, 2012 at 11:58 a.m.; our interview lasted the longest, at an hour and sixteen

minutes. Griffin was very curious about my study, eager to participate and animated during the interview. He is a white male, who was an internal coach for a large, Fortune 500 corporation. He was 52 years old, has a Ph.D. and had been coaching for eight to ten years. On average, he worked with nine to fourteen coachees on a given month, mostly face to face, with occasional over-the-phone interactions. Griffin did not have an ICF coaching credential. His overall score on the MIPI was 199.

Caroline and I met in my office on September 6, 2012 at 4:06 p.m.; our interview lasted 59 minutes. Caroline was excited about participating in the interview and quite forthcoming in the interview. She is a white, female who was an external coach within her own consulting firm. She was 62 years old, has a Master's degree and had been coaching for five to seven years. On average, she worked with nine to fourteen coachees on a given month, mostly over the phone, with occasional face to face interactions. Caroline did not have an ICF coaching credential. Her overall score on the MIPI was 200.

Kristen and I met in my office on September 21, 2012 at 10:21 a.m.; our interview was the shortest, at 20 minutes. Kristen was relaxed, confident and concise in her answers. She is a white, female who was an external coach within her own consulting firm. She was 59 years old, has a Bachelor's degree and had been coaching for two to four years. On average, she worked with four to eight coachees on a given month, mostly face to face with occasional over the phone interactions. Kristen had a professional certified coach (PCC) credential from ICF. Her overall score on the MIPI was 200.

Tom and I met for lunch at a restaurant in town on September 21, 2012 at 1:53 p.m.; our interview lasted 52 minutes. Tom was energized, focused and quite thoughtful in his responses. He is a white, male who was an external coach within his own consulting firm. He was 42 years

old, has a Master's degree and had been coaching for two to four years. On average, he worked with one to three coachees on a given month and his interactions were an equal combination of face to face and over the phone. Tom had an associate certified coach (ACC) credential from ICF. His overall score on the MIPI was 195.

Natalie and I met in my office on September 28, 2012 at 11:23 a.m.; our interview lasted 42 minutes. Natalie was delighted to be involved in the interview process, warm and articulate in her responses. She is a white, female who was an internal coach with a non-profit company. She was 50 years old, has a Master's degree and had been coaching five to seven years. On average, she worked with nine to fourteen coachees on a given month, mostly over the phone with occasional face to face interactions. Natalie had an associate certified coach (ACC) credential from ICF. Her overall score on the MIPI was 195.

Lana was the last participant that I interviewed. We met for coffee at a restaurant in town on September 25, 2012 at 4:05 p.m.; our interview lasted 36 minutes. Lana was pleased about being included in the study, attentive during the interview and tranquil in her responses. She is a white, female who was an external coach within her own consulting firm. She was 58 years old, has a Bachelor's degree and had been coaching for five to seven years. On average, she worked with four to eight coachees on a given month, mostly face to face with occasional over the phone interactions. Lana did not have a credential from ICF. Her overall score on the MIPI was 199.

The Interview Questions

To present the results from the interviews, I have organized the participants' responses by question and the principle it represents. When presenting my findings, I weave in my personal reflections and interpretations alongside the words of the coaches. This includes triangulating the

qualitative data with the quantitative results, such as pointing out when the seven factors measured in the modified IPI were expressed in the reflections of the coaches. In addition, I wove in the five pillars of learning to help frame the conceptualization of the analysis.

The Principles of Andragogy as Demonstrated in Coaching

As I embark on this section, I can successfully report: *All of the coaches I interviewed revealed in numerous ways how they embraced the six principles of andragogy in their coaching practices.* By focusing each question on a specific principle, I was able to unbundle the philosophy of andragogy and understand how they operationalized each principle in their practice. In most cases—as in the need to know—all six of the coaches shared the resounding perspective that—yes—their coachees need to know why they need to learn something before undertaking it. While in other situations—as in the motivation to learn—five of the coaches strongly agreed that their coachees were internally driven, while one remained metaphorically *on the fence* as to whether their coachees were more intrinsically or extrinsically motivated. The coaches' vivid, individual experiences frequently merged together, enabling me to draw overarching conclusions of how andragogy was applied in coaching and develop emergent themes for future inquiry. Likewise, the five pillars of learning were also expressed in their stories, providing solid reinforcement to how coaches apply learning in their engagements. As a result, through the specific, examples shared in their rich, expressive stories, I was able to develop best practices for applying andragogy in the practice of coaching.

Need to Know.

The first question I asked was:

> *A principle of adult learning is that adults need to know why they need to learn something before undertaking it. Based on your experience as a coach, how does this principle resonate within you and your practice?*

When needed, I asked the following probing question:

> *What do you do to help a coachee see the benefits of learning something new or different?*

All of the coaches agreed that understanding the why behind learning something new was an integral part of the coaching process. This principle was fully supported by the three pillars of learning—*learning to know, learning to do* and *learning to live together*, providing the coaches with a grounded starting point with their coachees. In fact, several coaches believed that having the conversation up front with the coachee was the key to setting the foundation for their relationship. Natalie said:

> Establishing a coaching relationship is making sure that the coachee really understands the depth and breadth of what they're curious about and what they want to focus on. So I think a good coaching practice that I try to have is really paying attention to how well that person has explained to themselves what is going on with them.

Tom emphasized the need for the coachee to understand purpose for "when we believe that there's significance and purpose to something, we become much more interested in it." Griffin added "for adults, to really know why they're about to engage in something is critical." Lana explained that adults need to know "how they're going to benefit from whatever it is that they're learning. How can they use it, how is it going to change their life and so why should they do it."

The coaches also talked about how important it was for them to relate the need to know with the goals that the coachee had set for themselves. Griffin explained:

> The most powerful statement to me comes from when they see the objectives of the program and immediately feel that I, I really can benefit from this. That's really why I'm doing this. Now the closer that this is—why I'm doing this—is in line with what we want the program to accomplish, or the experience to accomplish, the better.

By relating the need to know with their goal attainment, the coaches could assist their coachees in *learning to be.* The coaches talked about how adults do not like being told what to do. Kristen shared "I find that my clients—and I find it in myself, as well—that people don't like to be told what to do. They want to make the decision to do it …." Tom agreed: "If you just tell me I'm here to teach you listening, I'll be like, what are you? What's the reason? What's the reason you're teaching me? Why do I care? How am I going to use it?" He continued by sharing an analogy:

> Because the tool of listening is not important to me, the knowledge and learning of how to listen is not important to me until I understand (a) the reason you believe it's important and (b) I check my own internal compass and say—is that important to *me* [emphasis added], as well?

The MIPI factor of being coachee-centered throughout the process was exhibited by the coaches in this principle.

The need to know also resonated with coaches when they were working with a coachee to overcome an obstacle in their lives. Added Kristen:

> If they have something that's holding them back, some sort of a barrier, and they want to overcome it—you want to get around this, whatever it is that's holding them back—so what I will do is ask them how they see themselves without this barrier? How is their life going to be different? I let them work out the why and the benefits of going in that direction.

Natalie shared: "I want the coachee to demonstrate the rounded understanding of the impact that the issue is having and that very smoothly leads into why they need to go after it." The pillar of *learning to transcend oneself and society* resonated within this example.

Caroline emphasized how important it was for the coach to help the coachee relate the why behind overcoming the barrier to his or her own personal situation:

> There is such a good ROI when conflict is reduced in the workplace. So, I like to integrate lots of different assessment instruments that are appropriate to a particular situation that substantiates why this works. Why it helps to reduce the conflict and also to show statistically, logically, reasonably—look, you've taken the conflict dynamics profile and this is how you were 12 months ago and now you've taken it again and this is how it is.

By helping her coachees deal with conflict, Caroline is applying the pillar of *learning to live together.* Natalie shared her process for helping a coachee overcome a barrier:

> I might ask them questions that relate to how long they've been thinking about the issue, what are some different ways that it's showing up? How is it impacting them? Really helping them understand, in a robust way, what the concern is about.

Through this principle, all of the coaches showed great empathy with coachees, another attitude illuminated from the results of the MIPI.

Tom furthered the discussion of using the need to know to help a coachee overcome a barrier by continuing his analogy on listening:

> Once somebody tells me hey, this is what I believe. I believe that listening at a deeper level is an important aspect of being a better parent. Now all of a sudden I might be interested in listening. If you said listening is important because it will change the way you have a conversation with your daughter—and you will be able to move where you're stuck, to somewhere forward—if I have that belief that moving a conversation with my daughter to a different place is important to me, I am much more attentive on the reason that I'm learning listening. So yes, understanding why is important.

Kristen agreed, falling into a role play as if she were with a coachee: "it's like helping them get beyond. When I have a client that says—I want to figure out why I get so angry with somebody else"—Then, Kristen began talking to me as if I were the coachee—"What will that do for you? What will knowing why do for you?" And, Kristen responded back, as if she were now the coachee: "Well, then I'll know how to act in the situation." And again, Kristen acting as the coach asked "What will that do for you?" And, as the coachee she responded "Well, then I'll be

more calm." And so Kristen, the coach, reflected back to the coachee "Oh, okay, so what you want is to be more calm when you're facing this kind of situation". To summarize, Kristen ended with "but the whole underlying piece is why we're doing it. What is the benefit of doing this and that seems to allow them to (say)—yes, I will!" Tom and Kristen's stories brought life to the pillars of *learning to live together* and *learning to transform oneself and society.* The personal depth and quality of the conversations that the coaches were having with their coachees shows a great deal of trust between the two, another belief represented in the MIPI.

Lana emphasized how focusing on the positive can help a coachee understand the concept of need to know, as well:

> I usually start off with the question, 'what would make life more wonderful for you?' So, there's the why right there. I guess the way to look at it is instead of focusing them on their challenges; it's focusing them on what they really want. That would be the why and why are we doing this. It's not just to overcome a challenge; it's to have whatever is missing that they really want.

Learning to be is revealed in Lana's story. The coaches also talked about how they may assist the coachee in understanding the why behind something by offering up a suggestion or a tool to use for discovery. Tom said:

> Give a suggestion and then you really have to allow the person to explore how that is relevant to them, how that is important in their situation, why it might be a significant new action for them and they've got to go through all of that.

Kristen agreed, clarifying that it is up to the coachee to decide to accept the suggestion or tool:

> If you have an exercise they can do or a tool you want to use, you present it to them—I've got this exercise we can do or this activity that might help with what you're dealing with right now—This allows them to say—yeah, that sounds like fun let's do it—or no, I don't want to do that sort of thing.

The coaches agreed that helping the coachees figure out for themselves what the benefits to learning were, instead of telling them themselves, was critical. As Kristen concluded "having the client work out the benefits themselves is much more powerful." Remaining coachee-centered is a proponent of coaching and provides a perfect segue into the next question I asked in the interview process.

Self-directed. The second question I asked was:

> *How would you describe your coaching style—are you one who actively guides the coachee in her development or are you one who helps the coachee become self-directed in her own development?*

When needed, I asked the following probing questions:

> W*hy do you take this approach? What do you do to help facilitate the coachee to become self-directed in her learning?*

This question sparked enthusiasm in all of the coaches—the second most talked about principle of adult learning that we discussed in our interview (to learn which principle generated the most dialogue from the coaches, please read on). As a coach myself, I had a hunch that this principle would be reflected in the coaches' stories because the concept of self-directed learning is inherent in the definition of coaching. In addition, I felt the progression of the three pillars of learning, plus *learning to be* and *learning to transform oneself and society* would be ever-present in this principle. Recall the definition of coaching I developed for this study, as presented in Chapter Two:

> *Coaching is a social enterprise that engages a coach and coachee, where the coach helps the coachee achieve their personal and professional goals*

> *through intentional learning, self-awareness and behavior change; the coach uses the process of inquiry, discovery, reflection and facilitation to help co-create positive change in the coachee's life so the coachee takes active responsibility for his or her own decisions, human development and fulfillment.*

I was pleased to learn that all of the coaches believed in helping their coachees direct their own learning experiences. When first responding to the question, Griffin exclaimed "I'm a huge fan of self-discovery." Caroline stated "Utilizing the principals of coaching, I am not the expert, they are—and I'm very well aware of that*"*. Natalie summed it up by saying "one of the things I say [to the coachee] is—I have questions, you have answers." In the words of the coaches, the pillar of *learning to know* rings true.

What intrigued me most about their stories were the nuances of how they facilitated self-directed learning in their coachees. Some coaches felt that they were more directive as coaches in the beginning of the coaching relationship, but only if the coachee needed the support to get started on their own journey. For instance, Griffin shared that he is more directive early in the relationship.

> Where I am hands on and where they, where they probably get the most value from me is very early in the process, when we're doing that assessment because the assessment is where I'm more knowledgeable about that process and what it's likely to tell them.

Tom agreed, saying that he balances his use of guiding and facilitating self-direction in the coachee "much more in the beginning—it is a really good blend." Caroline talked about how she tries to start with the coachees, but will help guide them if they are struggling.

> I will guide *and* [with emphasis] let them be self-directed. I certainly try to let it come from within first and then if it's not, I try to phrase things in such a manner that it will help—help get it out of them, from their within, first.

Lana agrees adding she guides and facilitates self-directed learning depending on where the coachee is:

> I think that it's a little bit of both; just depending on where they are. I'm more of the latter [self-directed], you know I really want it to come from them. Some people seem to need a little bit more guidance than other people, but mostly it's—it's still coming from them. I might have more tips to give some than others. If I'm doing the guiding, it's more in helping them get in touch with what they really value.

These examples show how the coaches facilitated self-directed learning to help the coachees in *learning to do.*

Griffin also talked about how he starts with the coachee and asks questions to facilitate their thinking:

> *A*ll I'm doing is, I'm just prodding things to make them think, you know make them consider options that they might not consider. So that's what a good coach says, they're going to help you think through it. Then, only after that, would I say—Well, did you think about trying this? Would this be a possibility in the future?

Kristen surmised blurring the lines between the need to know and self-directed learning. "They want to know why. However, it's much more powerful when they figure it out, than if I tell them." As compared to being told what to do, Kristen said: "It's not going to be as relevant to them, as if they figured it out themselves." While the coaches would provide assistance in helping the coachee figure out how to move forward, their reason for doing so was to help facilitate the coachee's ability to direct their own learning. In other words, the coaches focused on how to help their coachees learn *to know*. While some coachees come fully prepared to direct their own learning, others need some assistance in getting started. As Lana said "you just kind of meet them where they are." The andragogical MIPI factors including a show of empathy, trust, and coachee-centered factors were evident in their responses.

Natalie drove home the point of facilitating self-directed learning, but with a caveat. "My rule is that I will provide suggestions, but only after they have come up with some of their own." She furthered her thought by telling of a potential conversation with a coachee.

> Often times I will get a response of—[acting as the coachee, looking at me with pleading eyes] I can't think of anything. What do you think? What do you think I should do? And unless they're just brutally stuck and suffering, what I will say is—I do have some ideas and I want you to come up with some first. So, I let them know that it's not going to be a dead-end.

Kristen agreed, adding:

> I will offer things. You know, you say [to the coachee] you don't know what you're doing in life, would it be of interest to you to map out your long term goals and how you want to get there? Some of them say—absolutely! In which case, that's something that we're going to do. If they say—no, I'm not really that interested, then I know not to do that. So I let the client make the decision as to where they want to go. I will offer things that I think might be helpful, based on what they told me.

Natalie concluded that when it comes to decision-making "I am unqualified to choose and that's a great place to be as a coach." Tom talked about when you allow coachees the space to develop an answer on their own "you notice a light bulb coming on. That's actually the feeling we get when we have a new synoptic connection, it's really powerful as the light bulb goes off. We actually sense that and go oh, I get it." As Lana explained:

> A lot of time people are just stuck in their head and in their self-talk and so it's more of a guiding process that I have, that's where my guiding comes in I guess, kind of guiding the conversation to that deeper place of what's really true for them". So, the coaches will help gently guide a coachee, but in the spirit of empathy and uniqueness of the coachee, and on the coachee's terms.

These were all good examples of how the coaches helped their coachee progress from the three pillars of learning to the fourth pillar *learning to be.*

The coaches agreed that while they may offer suggestions to facilitate self-direction, it was critical that the decision of whether to take it on remained with the coachee. Natalie cautioned:

> When I do make a suggestion, I'm always very careful to try to stay detached from it. Just recently I made a suggestion, and the client said okay, and I didn't believe him. I didn't believe that he thought it was okay and so I eased him back out of the suggestion because he didn't sound like he liked it. He sounded like he was trying to please me.

Griffin agreed that it was important for the coach to develop trust with the coachee so that he could speak openly with her regarding responsibility for directing her own learning. Falling into a role play as if I were the coachee, he said:

> Don't say you're going to do anything that you aren't going to do, because it doesn't matter to me in that regard. Because this is for you. Don't tell me something you think I want to hear because I want you to understand at the end of the day, it is about you. I'm your coach. I'm not your father or your brother or your sister or your spouse or whatever. If you don't do it, it's on you.

Holding the coachees accountable for their own learning supports the coachee's ability to remain self-directed and coachee-centered. In addition, this level of accountability focuses the coachee on achieving *learning to be.* It also requires the elements of trust between coach and coachee, a feeling of sensitivity to the coachee and an outreach of empathy.

In listening to the coaches' examples, it became evident that one of the reasons they encouraged self-directed learning in their coachees is because in Kristen's words "it works so darn well! I've seen such great results from using this approach. It's more effective when they design their own program." Said Caroline: "We know that if your brain goes to the energetic level of figuring out a solution to a problem yourself, you're probably going to be more engaged than if someone figured it out for you." Tom explained:

> It's the difference between telling somebody and them coming up with the context around it. When I tell you something as an adult—and as an adult learner—telling somebody something is missing all of the entire context and process to get to that answer. And if that person hasn't gone through the context and process to come to that answer, then the answer is not going to stick.

So, one of the benefits of self-directed learning in a coaching relationship is that if the process for how to move forward comes from the coachee, it has a much greater chance of working for them. This concept fits well with how the pillars progress from *learning to know* to *learning to do.* As Natalie exclaimed:

> One of the most common things that they [the coachees] say is—you helped me realize I can figure it out for myself. And I really didn't think I could. I think that's probably one of the most satisfying things for me is when, you know, they're so grateful for having the environment where they could discover for themselves.

As Natalie concluded, "there are lots of powerful things about coaching, but I think that's probably one of the most powerful things." As evidenced in their examples, facilitating self-directed learning helped the coaches reinforce the pillars of learning, build trust with their coachee and develop a positive relationship with their coachee.

The coaches expressed respect for the uniqueness of the coachee when facilitating self-directed learning and *learning to be*. According to Caroline:

> The clients come with all different levels of self direction. So, with some, you really didn't have to do much of anything, it's like—Ah Ha! You know, it's like the light switch came on from the very first session and, you know, they got it and you just keep rolling with it. They just got it.

Tom explained:

> Not all coachees come to you at the same level of awareness. So my focus is probably more on the process of how people see the world differently, of how people find new perspective, on how people identify and become self-aware of where they're stuck and then come up with new ways to self-coach themselves in order to find new solutions.

By appreciating coachee uniqueness and sustenance beyond the coaching engagement, Tom helps his coachees get to the heart of *learning to transform oneself and society.*

While all of the coaches fully embraced facilitating self-directed learning with their coachees, several of them admitted the challenges they sometimes face with actually doing it. Natalie revealed that it can be challenging for her to hold back from giving head-on advice. "I don't want to sound perfect. Seriously I mean, sometimes it's irresistible to say [to the coachee]—there's a gap here, a chasm and I got to call it." Caroline expressed how she had just lost a client two weeks before because she wanted him to be self-directed in his learning—and he did not. "Sometimes coaching clients are coming to you just primarily to whine, complain and hope that they get their weekly support. But, I'm really not interested in coaching those folks." What I also heard in her response was the importance for the coachees to come to the coaching relationship ready, willing and able to learn—a function of all of the pillars of learning. Kristen revealed how her philosophy of promoting self-directed learning was related to her own evolution as a coach:

> I've modified by approach over the years from the way I learned it to how I use it now. When I was first coaching I stuck pretty closely (pointing her index finger up in the air), I stuck very closely to this program. Today we're going to do this, tomorrow I'm going to do this, next meeting we'll do this. And I discovered it didn't always work. Some clients didn't care about (waiving her hands left to right) this or that and the other and I got enough confidence in myself as a coach to let that go. I no longer needed that framework, that structure. It's there if they want it but I found that the client is not only fully capable of designing their own program, but it is more—you get better results when they do.

So the pillars of learning resonated within Kristen herself as a coach: she *learned to be.* As Caroline said, "you always start with where the client is and in coaching, you really end where the client is, too." So, again accommodating coachee-uniqueness and remaining coachee-

centered are factors that are exhibited in this principle. Building upon this principle, how does the experience of the coachee play into the framework of the coaching session?

Role of Experience. The third question I asked was:

How do you view the role of the coachee's own life and work experiences when helping her learn something new or different?

When needed, I asked the following probing question:

What strategies and/or processes do you use to help facilitate the role of the coachee's experience in her personal and professional development?

As with the two principles just discussed, all of the coaches recognized the benefit of using the coachee's experience in their coaching interactions. In addition, all of the pillars of learning were supported by the coaches' application of this principle in their practices. Tom thoughtfully expressed:

> I believe that who I am right now is comprised of my experiences, my history, all of it shapes who I am. So as a coach, if I fail to take into consideration data which is their history, their previous processes, failures, successes, if I fail to take that into consideration and who that person is and how they're going to learn, then it's not going to work out. So, when it comes to a person and understanding the whole person and how they might learn or what's the best way for them to learn, we have to know their history and their previous ways of being so that we can use that in order to help them learn.

So, by understanding the coachees' rich resources of experiences, the coaches have the potential to help the coachees embrace all of the pillars of learning. Kristen shared, "I feel like they are the sum total of all of their experiences to date. So, they are who they are because of the experiences they had, with the beliefs they've built over the years and perceptions they have." Like some of

the other coaches, Lana has her coachees fill out a questionnaire so that she can learn about them even before they meet:

> I think it allows them the freedom to reflect and a lot of times they are surprised, just by completing the form. Things are uncovered before they even get there that help them to really appreciate why they are coming to me in the first place, I guess. Seeing some of their life patterns and that kind of thing.

By employing a self-assessment tool before the engagement occurs, Lana can help the coachees identify which—or how many—of the pillars of learning they want to focus on. As an internal coach, Griffin had access to a variety of pre-assessment tools to use to learn more about the coachee, plus he had the advantage of receiving feedback about the coachee from their manager. So, much of his first meeting with the coachee was built around understanding their experiences, to date.

> It's almost like a diagnostic interview of tell me about your educational background. Tell me about the jobs that you've had. Tell me about your level of accountability. [I] always get that from the individual, because then I get their perspective.

In doing so, Griffin could learn what the coachees' knew or did—or how they interacted with others—so that they could progress through to the pillar of *learning to be.* Caroline added:

> It's very important not to have expectations about the coachee's development, you know, whether they're really going to get it from coaching or how fast are you going to progress with it or anything because they're all coming from a different place.

Sensitivity to where the coachee is coming from, then, plays an important part in helping the coach set the stage for where the coachee wants to go. This coachee-centered approach enables the coaches to customize the planning and delivery of their coaching sessions, another factor represented in the MIPI, in a way that best supports the coachee.

The coaches also talked about how they would tap into the coachee's past experiences to help them resolve a current issue they were facing. Lana gives an example of a recent coachee:

> I had someone come who has recently lost their job and is my age and, you know, has had a long, kind of a difficult life. But, she's had a lot of success in her life. But, then something will happen and knock that away and so she's coming with a lack of self-confidence. And so yeah, to use those experiences to point her back to that and say, didn't you just tell me you were really successful at that?

Tom shared an example of how he had worked with a coachee who wanted to improve his presentation skills by taking them back to a past experience they had with learning how to play the guitar.

> It came into the conversation that they were a musician and I said great, I want you to go back to whatever grade it was, what instrument did you learn to play? They learned to play guitar. I said great. When you learn to play guitar, what were the things you did to learn to play guitar?

Then, role playing the coachee Tom responded:

> Oh, I got an instructor, I bought the guitar, I bought a beginner book, I practiced, I joined the band, you know the local band.

Tom as coach, said:

> I said great. Those are activities that you did. So, one question is, how do you apply that process to the experience today in order to learn how to give better presentations?

Continuing on with the guitar example, Tom also shared how when talking about previous experiences with a coachee, he would get them to remember how they felt back then and compare it to how they felt now:

> Can you remember how it felt to learn to play guitar? You know, were you excited, were you nervous, were you pensive, apprehensive, did you jump—like what was your emotional state when it came to learning to play guitar? And, she or he will then go through the reflection of that. Okay great, today, you're learning how to do presentations. Reflect on how you felt when learning to play guitar, how are you feeling now when learning to do presentations?

Tom explained that if the coachee felt the same way today as he did back then, he could help the coachee leverage that previous experience to help them move forward, or *learning to do*. As Tom said:

> If they feel the same and they understand the process and they were successful at learning guitar, then the simple move for the coach is well, great. Do it again. You're going to be successful at learning presentations. (Alternatively) You're nervous and apprehensive (now) because you were nervous and apprehensive when you tried to learn guitar. You obviously were successful at learning guitar. You will be successful at learning presentations. Apply the same process.

If the coachee didn't feel the same way today as he did in the previous situation, then Tom's approach would shift around what the differences in the situation were that made the coachee feel differently. In both cases, he would use the coachee's previous experience—whether it was positive or negative, the same or different—to help him know how to best drive the conversation forward with the coachee. Lana also talked about how she would tap into a past experience, even if it was negative, to help the coachee move beyond where they are right now. As if talking directly to the coachee, she said:

> It doesn't define who you are. It was just one more event in your life and so what were the lessons learned from it? How do you take the wisdom gained from that experience and use it in a way that's more positive?

These rich examples exemplify several attitudes, feelings and beliefs in the MIPI, including accommodating coachee uniqueness, trust, empathy, coachee-centered learning, sensitivity to the coachee and planning and delivery of coaching.

Kristen also talked about how she used the role of experience with her coachees to help them move forward. For instance, she gave an example of working with a coachee who had a barrier to learn how to use a computer. In her coaching sessions, she found out the coachee loved to knit, so she asked the coachee to discuss with her how she learned to knit. By doing so, it

"allows them to pull in pieces of their other life to deal with the situation they felt blocked by." So, by helping the coachee tap into an experience—and examine the details of what went well or didn't go well—she can then help the client broaden the experience and apply it to other facets of her life. This represents the application of the pillars of *learning to know* and *learning to do.* Natalie agreed:

> One of the questions I might ask if someone is stuck about what to do or how to think about what to do is think about a time where you've run into this issue before. What were some things that worked for you? Or I might say, what have you already tried? Is there an opportunity to refine that?

Tom talked about the science behind why using past experiences can help with the learning process:

> How adults learn scientifically is by creating new neural synapses or neurosynoptic connections, new connections. So, I take action based on a neuron highway in my brain that is already laid there based on my experiences, my history, how I've gone through decision making processes, the influence from external people like my parents, like my peers, good, bad, ugly, everything. All of those neuron connections are a system of decision making that I have in my head. So when I am faced with a challenge, I will leverage what I know which is the road I know in my head.

This clear example of coaching to learn to leverage experience—or as Tom put it, what you know—can be applied to all of the pillars of learning. Alternatively, Lana referred to herself as a "perspective giver" when discussing experiences with her coachees, particularly when the coachee lacked experience. She explained "what's happening now doesn't mean it's happening now and forever and not only that, it hasn't happened that much in the past. "So reminding the coachee to consider that fact that they had not experienced this issue much before in the past, is a nuance to using the role of experience to help her move forward.

A couple of coaches emphasized that while they would tap into a coachee's past experience to help him move forward, there were cautions to be considered with that approach,

as well. Kristen stated "what I believe is in taking the client from where they are *right now* [with emphasis] and moving them forward. So, I don't discount their life but I take where they are right now." Lana agreed: "I mean it's like I consider that [experience] before they get there but when they're actually in front of me, it's more what's happening right this minute, you know, it's more of a present moment thing." So, keeping the coachee focused on where they are today—regardless of how they got there—is also an important part of coaching someone forward or *learning to be*.

Problem-centered. Continuing on in the interview process, the fourth question I asked was:

> *In your experience as a coach, what are the primary reasons a coachee seeks your services?*

The principle of adult learning I was trying to unleash here was that adults are problem-centered and seek to learn something new to solve a problem. While this question produced less response from the coaches than some of the other principles—they all agreed that coachees came to them with specific issues they needed help with. Kristen summed it up and said:

> Primary reasons? If I dig down deep they are not satisfied. When it all boils down to it, they're not satisfied with how they're living their life right now and they have a feeling deep down inside that there's something more out there.

Tom stated "they're not getting the results they want." Caroline phrased it as "they're coming to coaching because they are not where they want to go". Natalie offered:

> There's some kind of pain involved. And they've tried things that haven't worked. And so, I would say it's a combination of those two things; you know, they've made some attempts and they're back at their default setting and they don't know how to change the default setting.

Griffin found coachees would come to him, saying:

> I want to be able to do more than I can do right now. Because I've seen other people doing these things and I think I can, but I'm not exactly sure how to get there. I think I have the capability, but I'm not sure I know how.

Overlapping with the need to know principle, he surmised "someone is wanting to know or learn how"—or *learning to know, do, live together and be*.

The coaches expressed their empathy and sensitivity to the coachee by exploring what the central issue was with their coachee. What intrigued me about the coaches' comments were the types of issues that their coachees wanted help in managing; some of the issues were the same, some varied—by coachee and the coaches that talked about them. But all of them focused around the five pillars of learning. Griffin found that "they're insecure about something. Maybe it's communication, maybe it's speaking, maybe it's not having a degree, maybe it's—you know, it could be anything." As an internal coach, Griffin coached mostly around management and leadership development issues and many of his coachees needed help with managing new people. "They start managing a group of people and they run across…a type of person they haven't managed before and they have difficulty [managing that person]. And they go—wow, I never had this problem before". For Kristen, it was:

> People come to me because they want to make a change in their life. Or, they're people who are out of a job and want to change their career; they're not sure how to do it. Usually they know on the surface, I need to make a change—and I'm not sure where to go.

Natalie shared a host of specific reasons coachees came to her, including conflict resolution, relationships—"they want to kind of refine or reshape their interactions with others"—assertiveness, career planning, patience and presence:

> Are they being influential? Are they having an impact on other people the way they want to? So, a lot of times people are coming across in ways they don't want to. That's what I mean by presence and it's, you know, it could be patience, it could be they're too aggressive, it could be they're not initiating and driving their relationships, they're sort of observing too much. Again, they're starting to realize that they need to assert in the right way and they're either over assertive or under assertive and they're looking for that sweet spot for them, assertiveness that's going to work, that's going to create the relationships they're looking for.

So, the coachees can have several issues they want help with—some of which overlap with each other. Like Griffin and Natalie, Lana also worked with coachees on some of the same issues, such as public speaking and relationships. But, she also was "helping people with their fears—overcoming anxiety. And it could be anything, from public speaking to just kind of like the fear of failure; fear of intimacy…relationships, being able to talk to their family members or their boss." So, while there was variety in the type of problems that the coachee wanted help with, the fact that they came to the coach with a problem was consistent across the board. Thus, embracing the pillars of learning through empathy and accommodating the uniqueness in the coachee was demonstrated by the coaches in this principle.

Tom shared that how he interacts with the coachee revolved around helping them manage an issue:

> I think where the power of coaching is—well, there's a lot of power of coaching—but it's understanding where we are, understanding where we want to go, and how do we get there is how the coach interacts with the client from A to B.

In this example, Tom once again revealed how he works through the coachee to help them potentially *learn to know, do, live together, be* and *transform oneself and society.* Griffin agreed, and emphasized: "If I know about it, I can incorporate it and I can address it." Natalie found:

> A real pattern with the clients I have is that they—they identify a central issue, like patience or dealing with conflict. Those are very common ones and

> no matter what the goal is, or what the topic is we're talking about, it gravitates back to that central issue, almost every session. And it's something that I've actually started just articulating and weaving into the conversation.

And as Lana shared, her coaching mission is often in "helping them find peace." So, regardless of what the problem is about, it is important for the coach to know about it so that he or she can plan and deliver his or her coaching sessions around how to best approach it. Other MIPI andragogical factors were illustrated in the coaches' examples such as empathy, coachee-centered learning, trust, sensitivity to the coachee and uniqueness of the coachee.

There were also some nuances associated with coaching coachees who were problem-centered. For instance, sometimes the problem the coachee was facing was external to him or her and could not be resolved in a way the coachee had hoped. Caroline shared a story of one of her recent coachees who was struggling with finding employment after being downsized from a company:

> He's incredibly talented, I mean incredibly creative. And he even went to get a Master's in this horrible economy that should make him perfectly employable. But he, you know, he was one of those who suffered from an employment field that went down and hasn't come back from the recession. So he's not doing anything wrong.

Instead of only focusing on helping the coachee find ways to gain employment, she aimed to "help the person learn to be in the moment"—remaining coachee-centered, sensitive and empathetic. *Learning to be* is clearly stated in Caroline's comment. Caroline furthered her thought by saying how she tried to create mindfulness within the coachee, explaining "mindfulness means to me an acceptance of where you are right now and being in the moment. So a lot of times coaching clients are trying like heck to control and fix what they can't control and fix". In full support of the coachees' problem-centered orientation, the coaches went beyond helping the coachees resolve problems, to helping them manage them, as well. For Natalie, while

she always wanted to know what the issue was, she did so "without getting too wrapped up in the problem. Coaches try not to focus on the problem—but, to move to solution—quickly." Griffin talked about how he helped coachees keep from overgeneralizing their current problem to their entire life. "These aren't life-long objectives. These are objectives for what you and I are going to do with me as your coach." Thus, the coaches' planning and delivery of coaching sought to contain the problem and propel the coachee forward.

Readiness to learn. Like the previous principle, the coaches' were in agreement with each other and offered descriptive examples. To access readiness to learn, I asked:

> *How does an experience or event in the coachee's life influence when and why she seeks you coaching services?*

All of the coaches acknowledged that something was going on in the coachee's life that triggered them to seek their services. The coachees' quest to learn all of the pillars was presented in this principle. When I asked Tom the question, he thought for a moment, and then responded emphatically:

> My answer is yes and what I'm trying to decide—is it yes and/or *has* [with emphasis] to be yes? Like there has to be an event or an experience in the coachee's life that triggers the seeking? Or is it maybe, 80 percent of the time there's an event? I actually think it's 100 percent of the time and I hate to make absolutes, knowing the world the way it is because nothing is certain or absolute. What I would say then, is that is why would I personally care to get a coach? The only way I become caring to get a coach is if something ain't working—like it's broke or maybe it's not broke, maybe it's average. Like these experiences I'm having are average—and I want something new.

Caroline immediately responded "the answer that comes to me right away is that when the experience or the event that caused them stress—that they're uncomfortable"—this is when they seek a coach. Lana said "there usually is a precipitating event that tells a person—I can't do this

by myself, I need some support." For Griffin, the desire to find a coach for some people was "the motivating factor for them to realize that something has happened that they didn't like the outcome and they realize they might need some help in having that not happen again." Tom concluded with:

> A new event or circumstance or experience in my life will set the stage for the possibility of learning to occur. But that almost has to happen first. If nothing is changing, are we truly going to need to learn? I don't know, probably not, right? And so, the condition of change in my life, which you have labeled as a new experience or a new situation, puts into play the possibility for *learning* [with emphasis] to be chosen. Then I [with emphasis], have to choose the path of learning. Once I choose the path of learning, then I will seek a coach and then I will read a book and then I will call a friend and then I will take some kind of action in order to have a relationship with that process of learning.

So, readiness to learn supports the concept that coaching is a path of learning the pillars of learning. This example also overlaps with the other andragogical principles of learning already discussed—need to know, self-direction, role of experience and problem centered.

Several of the coaches gave specific, catalyzing examples of the events and experiences that coachees go through. Lana shared that many of her clients were at mid-life, facing the prospect of divorce, empty-nest syndrome or career change. "I get a lot of people that come after they finish with therapy. They've done the therapy but they still don't know where they're going." In essence, coachees seek coaches when they feel the metaphorical tug and pull that *learning to be* can bring forth. Added Kristen:

> … [Coachees] come to me because they want to re-career. Because they've lost their job. People who have—it does seem like big events—from divorce, they feel an impending loss of some kind and they're frightened. They don't know what to do and they feel that having an impartial person who really believes in them will help them to take this different direction.

Her coachees often say "I don't need therapy. I just, I need somebody to help me make it through this next piece." In essence, events or circumstances in the coachees' lives drives their

readiness to learn and opens the door for all the pillars of learning. Caroline phrased a coachee's specific mindset in this way:

> What they are doing is not working and they're comfortable with it, but it's just not working. They have been very successful in their career so far. They had a change of bosses, nine months ago. They're just not clicking; it's just not meshing well and they feel like they're stagnating and that they are, they're not getting the promotion they want or whatever. So, it's not that they necessarily feel that they're doing anything wrong, but they do feel like they're not, they just can't make the next step on their own.

For Natalie, "there could be circumstances—like a job situation that has really gotten untenable and someone needs to figure out how to give themselves permission to take an action that maybe they're afraid to take." Griffin described it as:

> I've had people who, who they moved into a new role and they saw a peer performing in a very high level and it affected them. They were astounded that this person that they might have known even earlier in their career was able to do certain things so apparently effortlessly and they just, they just went—oh my gosh—this person has really changed. I knew this person way back when and now this person, in this situation, is knocking it out of the park and I'm not sure how they're doing it.

In these examples, Natalie and Griffin explained how readiness to learn can help a coachee move from *learning to know,* to *learning to do,* to *learning to live together,* to *learning to be,* to *learning to transform oneself and society.* In essence, readiness to learn can be a bridge from one pillar's progression to the next.

As with the previous principle, where the problems varied from coachee to coachee, the events and experiences of the coachees ranged, as well. The aspect of readiness to learn that remained consistent among the coaches was the agreement that an event or experience proved to be the catalyst for why coachees sought their coaching services. By digging deeper to find out what was going on with the coachee, the coach remained coachee-centered, empathetic and

accommodated their uniqueness. Several coaches shared their personal reflections on how they perceive and/or use the readiness to learn principle with their coachees. Natalie shared:

> One of the phrases that I've latched onto early on in coaching is the concept of the 'worried well'. That we—as coaches, help the worried well. Not sick people, not mentally ill people. But they're people who have, they have poor tools. Some of them are extremely high performers, many of them. And they have a sense that with a little help, they can break through. And I think the combination of the desire and feeling a sense of inner resourcefulness and a certain level of frustration intersect. And that's what causes somebody to go get coaching because they're like—you know I've got a headache from banging my head against the wall. I know there's a door. I know I can find the door. I just need some help and I'm going to stop banging my head against the wall.

When thinking about where his coachees are at when he first starts working with them, Tom offered:

> I believe there is a spectrum of clients—those who know where they are and know where they're going. Those who know where they want to go and don't know where they are and those who know where they are and don't know where they're going and those who don't know either; where I'm at or where I'm going.

Tom talked about how he plans his coaching, based on where his coachees fit in this matrix.

> So as a coach, I think one of the first conversations early on in the coaching engagement is to maybe assess where, which one of those four boxes this person is in. Do they know where they are and do they know where they're going? And how accurate is their assessment or how valuable is where they're going to them? Often time we have a misperception of where we want to go.

Readiness to learn, then, can be facilitated by the coach by helping the coachee create awareness around where he is and where he wants to be. Both Caroline and Griffin referenced Marshall Goldsmith's (2007) book *What Got You Here Won't Get You There* when discussing readiness to learn. Explained Griffin:

> I think every successful person that I've met at some point they realize—wow, what got me here, might not get me over there and that's where I want

> to be. I want to be that person, in that role, doing that kind of work but, man, I'm not sure how to get there. But I'm pretty sure that what got me here is not going to get me over there. Just because I've tried a few things that worked in the past, and they didn't work here. Sometimes from that motivation, I think sometimes an experience happens where someone realizes that.

Readiness to learn can also evolve during the coaching process. For instance, the coach may help the coachee uncover something and through discoveries made about self and the situation during the coaching experience, the coachee is now ready to learn it. Explains Griffin "now, along the way, you have to take advantage of anything that comes up—a project, a rollout, a reorg, an acquisition." Griffin encouraged his coachees to seek current opportunities in their work and life so that they can practice something they are working on together in their coaching sessions. As Griffin reminded his coachees:

> It is putting yourself out there and taking a few licks because you're trying something that you are not as good at. A good coach is the kind of person that [offers] a little bit of a hand hold where you say, well that's okay. That's the way people get there. You know, now we have a couple of ways to get there, you haven't tried yet. I mean because you weren't aware of certain things that you could do that would help you go down that path. You didn't learn this piece of the puzzle that you needed to and once we get this under your belt, then when you go down that path, it's not quite as painful.

These thoughtful coaching approaches by Natalie, Tom and Griffin, embrace all the factors of the MIPI: empathy, trust, planning and delivery, accommodating coachee uniqueness, sensitivity and coachee-centered learning. In addition, the coaches help the coachees reflect the five pillars of learning in their experiences.

Motivation to learn. One of the advantages of using a color-coding process to categorize your data is that it provides you with a visual representation of the responses. Without a doubt, the principle around motivation to learn elicited the highest volume of response from the coaches. The sixth and final question I asked the coaches was:

> *In your experience as a coach, what core issues are most often found to be the root cause of the coachee's problem?*

When needed, I asked the following probing questions:

> *Would you say that coachees are motivated more by intrinsic motivators—such as self-esteem, quality of life, prestige, job and life satisfaction or by extrinsic ones—like higher salary, promotion? How do you find this out in your interactions with coachees?*

What was fascinating about their responses to this question was how all of the coaches lit up when talking about the intrinsic motivators of their coachees. The pillar *learning to transform oneself and society* emanated strongly in the coaches examples around this principle. They unequivocally, preferred working with coachees who were intrinsically motivated. As Kristen related "it's fun! That's what's so wonderful about coaching. It's fulfilling." In listening to their stories and observing their expressions, it became evident that the coaches were intrinsically motivated, too. And, while they believed that intrinsic motivators were at the heart of their coachees' issues, most of the coaches had also experienced coachees who seemed extrinsically motivated, as well. As a result, their responses were filled with thoughtful stories and relevant analogies, rich with emotion and clarity. Griffin was the only coach who wavered as to which motivating factor was more present in his coachees:

> Now, on the intrinsic, extrinsic, I think it's always a mix. I don't know that I would put one above the other. I've seen it both ways. I've seen people I talked to purely motivated by nothing more than the prestige and money—and I've seen them do well in the organizations. I'd be the last one to say that that doesn't work—because I've seen it work.

After more thought, Griffin shifted his thinking with:

> I think the ones that are most successful in my opinion as a coach are the intrinsic. People saying, you know I just love doing it, this is what makes me get up every morning and look forward to coming in here. Now, they might be able to say, I know that will lead to a promotion and that will lead to more money or that will lead to a bigger job or bigger role… I've known very many people to say that—*and* [with emphasis] because I get paid $150,000 or $200,000!

Kristen referred to Maslow's Hierarchy of Needs when talking about how her coachees were motivated:

> So, somebody who's without a job? It's extrinsic. I need to pay my bills. I can't afford to eat. I need to get something and I need to get something now. So that's very extrinsic. It's the Maslow's hierarchy. So it's depending where you are on that hierarchy. The higher up you get, the more intrinsic issues. You're at level four and you want to get to level five? What is it that's going to get me to that next [level]—I know there's something more here and I don't know what it is. How do I get there?

Kristen paused briefly, then added "and I've had them at every level. So, it really does depend on that, where you are on the hierarchy. Most of my clients are more of the intrinsic level." By understanding where they were on Maslow's hierarchy, Kristen could show empathy to the coachee, accommodate their uniqueness and plan her delivery of coaching. In addition, when coaches understood the intrinsic motivator, they could help drive home the pillar of learning that the coachee was developing, as well.

Tom suggested that whether a coachee is able to be intrinsic or not is related to their willingness to learn:

> If I have an unwillingness to learn, I conclude that it's not me, it's the external environment. If I have an unwillingness to learn, I am not seeking a new perspective or new action. It's the unwillingness. Clients, people will struggle if they resist learning because then they assume that somebody else, something else besides them is the issue that's causing the challenge. And then, I don't need to take different action or see a new possibility. It's not my job to work on this.

According to Caroline, while the extrinsic motivator was sometimes present up front in the coaching conversation, the intrinsic motivator would eventually emerge:

> In the workplace, certainly there are folks who want to move up the ladder and are very frustrated because they haven't been able to do that. But, usually the core issue is that they're uncomfortable or it's worse than uncomfortable—they're stressed—or that they may be even in a considerable amount of pain that, that what they've been doing is not working and they want to change. They want someone's help to help them change their behaviors. So, I would say it's usually intrinsic because they want to be out of the pain and the discomfort. And if they can get there, then maybe getting that promotion is not so important anymore.

Caroline's empathy toward her coachees helped her better understand their core issues. As intrinsic motivators emerged, the five pillars of learning can be supported, as well. Natalie supported this notion and added:

> I think they talk about the extrinsic and they take action based on the intrinsic. The surface motivation is extrinsic, but I don't think that's enough to change people. I think if they change, if they succeed around their goal, it's an intrinsic motivator.

Lana said that once a coachee understands what the intrinsic need driving the issue is, she can begin to focus on resolving the problem.

> Once they can really connect with that—they can see the need underneath, which would be something like love or joy or peace, appreciation. You know, something other than—this person is the cause of all my problems—or this situation is causing my problems. That is an internal shift that happens when they can touch that and then they're able to see the solutions that they can make; they have already within them.

This coaching process of helping the coachee unbundle the issue and get to the root cause is an expression of all of the factors of the modified IPI: empathy, trust, planning and delivery of coaching, accommodating coachee uniqueness, and coachee-centered learning. It is also a reflection of the pillar *learning to transform oneself and society.* As Natalie explained, "that's why we talk about unpacking in coaching so much, I think. Because you get everything out of

the suitcase, right? You can see what's an issue and what just needs to go back in the suitcase." In essence, coaching can help the coachee *learn to know* what is relevant and not to progress in their learning and development.

Tom was emphatic that his coachees were internally motivated. In this expressive exchange, he shared the following belief:

> If I get a result based on taking a series of actions that are driven from what I believe is a value and at the end of the day that result leaves me empty, a feeling of emptiness, that is my clue that I need, that I better start looking internal at what value structure there was that drove that set of experiences for me.

Continuing his thought, Tom gave the following analogy:

> As an example, the vice president that gets promoted to senior vice president and gets all this additional work and pressure and stress on them. And in the process of seeking promotion—once they get promoted to senior vice president—they go (with emphasis) *holy shit, my life is hell?* [with emphasis] What was the reason I valued promotion? Is this truly, really important to me? Does making more money really need to be part of who I am? Do I need to be doing this? And in that time of reflection, what they might find out is wow, for the last five years my son has played 85,000 football games and I've made three of them. *Who am I?* [with emphasis]

This realization of *who I have become is not who I want to be* reflects the power of the outcome of *learning to be.* Natalie also shared a story about a recent coachee who came into their coaching relationship with an extrinsic motivator and ended with an intrinsic one:

> You know a recent example is—I've never had a client like this before—but, basically this client is telling me he's not internally motivated. He's only motivated by external things. And it was, it was just surprising. I didn't quite know how to go after it and one of the things he was really concerned about was his finances and how he's going to manage his money and that he's not doing that well. He's redeveloped this full goal around how he's going to become financially stable and toward the end of developing that goal, I basically said you just don't sound excited about this at all. You know?

I responded to her by saying *you called him on it*. And Natalie continued with:

> Yeah, I said I'm just getting an absolute, flat-line from you on this goal and that's when he went into this explanation of how he's not internally motivated. He's motivated by external obligation and I invited him to jump. You know, I'm like you don't have to do these sessions with me. That's not required. You know, we don't—*you* [with emphasis] really don't have to do this. I just felt like I had to, I had to call him on that. And I said, I think this motivation issue is a much, you know, richer space. And so, we looked at whether or not we wanted to coach on that. And where we landed was, we will use the goal of becoming financially secure to explore his internal motivation. The deeper may be more fundamental play space.

In this example, Natalie tapped into a deeper level of learning for the coachee as he shifted from an extrinsic to intrinsic focus. This shift exemplifies the pillar of *learning to transform oneself.*

Kristen also shared an experience she had with one of her coachees:

> I had a client that came to me that had just been offered a promotion to vice president of a company. And, she didn't have a college degree and she'd been carrying this burden of no college degree her entire life—adult life. It was a big secret and when she told me about it, she couldn't look me in the eye. She almost whispered it and poor thing, I laughed, when she told me. And she was taken aback—and I said [as if talking to the coachee] I got my college degree when I was 50.

Kristen falling into a role play with the coachee, continued:

> So, you have this belief that because you don't have a college degree, I'm not as good as everybody? She [the coachee] says well, yeah. And I said, your company, do they know you don't have a college degree? She goes oh yeah, they know. [Kristen as coach says] And they still offered you this vice president? What are they thinking? [with a facetious tone] Don't they know you're not as good? You don't have a college degree!

Kristen moved on with her storytelling:

> And just that little perception that changed, that little switch in perception just suddenly opened her up. Completely changed her whole viewpoint to the point where she could actually brag that I chose my family over a college degree and look what I've done since then without a college degree. And I saw her about a year later and she was still on top of the world—just amazing!

This powerful example from Kristen shows how she can help the coachee *learn to be.* All of the andragogical attitudes, feelings and beliefs in the MIPI are woven throughout these rich examples offered from Natalie, Tom and Kristen.

Lana shared that when coachees come in with an extrinsic issue, she helps them delve deeper into what is going on and finds an intrinsic need:

> For me, it's kind of a shift from the external to the internal—that when they can learn that they have a choice and that they're not victims. It's back to the bad driver, you know, the person who pulls out in front of you and it's easy to feel like a victim of somebody else's thing. When really, we always have a choice in how we're going to respond.

Lana paused for a moment to gather her thoughts, and then added:

> We all have that capacity but, I think when people come to see me initially, they don't know that; because they don't have that awareness. Other things are the problems, whether it's an aging parent or a spouse or a child or a boss, you know, we see things on the external and so this is kind of helping them to shift to that place of greater awareness of their own freedom.

And then, in a moment of self-reflection, Lana shared "I'm continually working on it myself too. I'm not there either. It's…a lifelong process. But, I think once you get on that path, things open up and you can do a lot more. But as long as you've got the blinders on, it's hard to." So, helping a coachee develop an awareness of where their motivation is coming from—and facilitating their learning around how to shift form the extrinsic to the intrinsic motivator—embraces the pillars of learning and is an application of andragogy in coaching.

Natalie told another story of a recent coachee who was interested in becoming a better writer. Through coaching him, he confirmed that his goal was to be "a confident writer." So, that opened up the space for Natalie to work with the coachee on his confidence. "You know the extrinsic was—I want to be a good writer. But, really what he wants to be, is have confidence so that he believes in himself. I mean it goes much deeper than just the writing." This deeper insight brings forth the power of *learning to be* for the coachee. Tom shared his personal view on why coachees sometimes get stuck on extrinsic motivators, by using a metaphor.

> Why do people seek promotions? Why do people seek money? Why are they motivated about all this and why in that process did they violate the values that are actually, really important to them? The reason is because also within that structure of values, I call them viruses. Viruses are me, subconsciously, unknowingly taking on external points of view. External—what the external world thinks is important and I take that and I stick it inside my body and I say that's important to me. So the world, the worldly view of success is so different than truly the core view of each individual person's success that—that worldly view, if I take it on, I am going to struggle. Let's just call that suffering, right? Pain is inevitable; suffering is optional [Haruki Murakami].

> So when I am suffering, I typically have these internal battles going on and so I think everything is driven internally. We all take action based on our internal desires, based on our internal wishes and based on what's most important to us. The issue comes down to identifying with and flushing down the toilet the viruses that we've accepted and identifying with and honoring really the things that we support, value and believe in. Coming from that position—that's authenticity.

So, a coach can help a coachee tease apart the external issues that are overshadowing the intrinsic motivator, hidden deeper within. Natalie revealed how she can assist coachees in untangling whatever they are dealing with, to get to the core of what is really going on:

> The central issue, a lot of times, is that people have all of this noise around what is a fairly simple—one of the other things I've heard is—the problem is always complex, but the solution is always pretty simple. I think, you know, getting the extraneous issues and concerns out of the way so the person can focus on what's really—what really needs to be changed.

She summed it up with "to set the extraneous stuff aside—label it—and set it aside." The element of trust between coach and coachee is inherent in this example. Labeling what the issue is can also help the coaches help the coachees to understand which pillar of learning they are uncovering the process.

The coaches also gave many, specific, intrinsic reasons for why a coachee is motivated to learn. Several of them talked about the coachees' values and beliefs. Kristen felt a coachee's belief system was at the core:

> I think it really boils down to beliefs—and beliefs' second cousins, assumptions and perceptions. So things that people have been brought up to believe—that they have created over the years based upon their peers, their parents, the schools, the society, whatever. You know, nice girls don't worry about money. I'll never be rich; rich people are bad. I'll never get everything I want.

Looking up to the ceiling to reflect, she adds:

> They know they want something, but a belief is holding them back. I'm not a confident person. I don't know enough. I don't have enough education. I don't have enough background. So, this belief holds you back and I think almost every single person I've worked with, it's a belief that's holding them back.

Natalie talked about how she often helps a coachee clarify their values to get to the central issue:

> So, it's basically that what they're struggling with is disconnected from their values. But, they haven't really clarified for themselves what their values are! So, they're not seeing the disconnect. Giving a values inventory or a values exercise for people to do and kind of shifting their language and their thinking to how actions or goals or desires align with their values. So values alignment is maybe the way to say it. Most of the time their values aren't changing, it's just that they haven't been clear with themselves what they are.

Tom talked about values and beliefs:

> I am motivated by what's most important to me. What's most important to me we can frame up in the model called values. If I value family, family is most important to me. I will take action based on holding family most important. That drives my action. Okay? If I value honesty, that's most important to me, honesty. So we have—we're going to have a set of values—family, body, learning, honesty, integrity, whatever they are. I believe all our actions and decisions are driven by these set of values which also shape our beliefs. Here's the tricky part. That's all intrinsic. That was the question, right? That's all internal to me. I actually think nothing is driven externally. Okay? It all comes internally.

As Kristen and Tom point out, helping the coachees understand their core values and underlying beliefs can get them on the pathway of *learning to be.* The coaches highlighted many of the same, intrinsic motivators that drove their coachees, such as boosting self-awareness, increasing confidence, improving conflict management and communication skills and building

relationships. According to Griffin, the issues he helps coachees the most with are "communications and relationships, because they're just the rock solid ones that come up time and time again. And, they happen to all of us". For Natalie, "confidence—I would say is probably number one" and for Caroline "a huge core issue is inability to deal with conflict effectively or constructively". For Lana it was fear, relationships, and a "…lack of self-awareness. It's kind of—they know something's missing, but they don't know what." Kristen agreed, "They're looking for more satisfaction. They're looking for something that's missing, that they can't put their finger on." Caroline added, "They lack an understanding. They don't have enough awareness of understanding of self or understanding of others. So it's really about emotional intelligence." Tom shared two intrinsic issues that his coachees tend to work on: "one, they're not seeing the perspective they need. They're not seeing it differently. Two, they're not recognizing it's them." Lana surmised that when coachees came to her, it was most often about "who am I really and where am I going?" The depth of motivational drivers—and how they many times had to be excavated through coaching—was apparent in the coaches' storytelling.

The Processes of Andragogy as Demonstrated in Coaching

I did not ask the coaches specific questions related to the processes of andragogy because I did not need to. My intuition going into the interviews was that the coaches would reveal how they processed andragogy when they described how they enacted the principles of coaching; my hunch paid off. As with the principles of andragogy, *all six of the coaches described how they practiced the processes of andragogy in their coaching*. I found it particularly intriguing to learn the many ways in which the coaches expertly wove in andragogical processes in their coaching. The overarching discovery I made during this part of the analysis was how the coaches engaged in the processes of coaching well before the first coaching session with their coachee. Every

coach talked about the preparatory work they did with the coachee to help set the stage for what was to come. Although the coaches varied in how they prepared the coachees, they were consistent in their practice of fully engaging the coachee in the entire process. As a result, the coaches assisted the coachees in their own development before, during and after the actual coaching sessions. In essence, the coaches transcended their time together by creating opportunities for the coachees to learn outside of the sessions to sustain their own development. As a reminder, Knowles' eight processes of andragogy presented in Chapter Two were:

1. Preparing the learners for the program
2. Establishing a climate conducive to learning
3. Creating a mechanism for mutual planning
4. Diagnosing the needs for learning
5. Formulating program objectives that will satisfy these needs
6. Designing a pattern of learning experiences
7. Conducting these learning experiences with suitable techniques and materials
8. Evaluating the learning outcomes and rediagnosing learning needs

As with the principles of andragogy, the pillars of learning and the MIPI factors were reflected in the andragogical processes used by the coaches.

All of the coaches emphasized how preparing the coachee for the coaching experience set the tone for the entire coaching engagement. To prepare coachees for his coaching program, Griffin meets with the coachee up front to determine:

> What's the value of this coaching program to the organization and what's the value of this to the individual? And then, we marry those together. So I'm pretty comfortable early on communicating up front with the individual—here's the bigger context for this, we're doing this for a reason.

This preparatory step also points to the other andragogical elements of establishing a climate conducive to learning, creating a mechanism for mutual planning, diagnosing the needs for learning and formulating program objectives that will satisfy these needs. It also demonstrates

several of the factors measured in the MIPI, including trust, accommodating coachee uniqueness, planning and delivery of the learning and coach-centered learning. In addition, by understanding up-front what the coachee is interested in working on, the coach can access which pillar or pillars of learning will frame the coaching engagement. Tom talked about how he prepared for the coaching, diagnosed the needs for learning and designed a pattern for their experiences:

> The process would be to assess where the client is on where they are today and what they're struggling with. That's an exploratory conversation. They give me all the answers or we can do a 360 assessment so they can get feedback from their peers, from their manager, or I can observe them in the work situation where exists all the data we need in order to assess where they are and what they would like to work on.

By having the coachee engage his or her manager, peers, and direct reports in the assessment process, Tom affirms the importance of *learning to live together* to the coachee. Griffin said that by administering an assessment with the coachee he got "very specific early on to say here are the things that you can get out of this. You can get some really deep insight into where you are strong and where you're not." For Caroline, "a guiding principal is that you start where the client is." So, to prepare for their time together she gets "a lot of data from the field to support why learning particular concepts is important." Then, depending on what was surfaced in the coaching sessions, she added:

> I have folders for conflict, communication, stress management, time management, so whatever it is that I'm working on with that client, I say--I'll send you some materials that you can look at and see if this would be of help. You know after a session, or in preparation for a session.

This also illustrates establishing a climate conducive to learning and creating a mechanism for mutual planning. Several of the MIPI elements are illuminated in these examples too, such as empathy and planning and delivery of coaching. Lana sends out a questionnaire with "real big questions, opening questions" to learn more about the coachee, diagnose their needs for learning

and design a pattern of learning experiences. Another benefit of administering an assessment beforehand is that it could open the door for trust, between the coach and coachee. Griffin said "the level of trust comes pretty quickly, assuming you do really, really good assessments because you've really seen behind the curtain a little bit." Through joint preparation and planning, the coaches could better understand the pillars of learning that their coachees wanted to engage in: *learning to know, learning to do, learning to live together, learning to be* and/or *learning to sustain oneself and society.*

As evidenced earlier in the responses to the principles of andragogy, all of the coaches co-created with their coachees to establish goals, learning outcomes and rediagnosing of needs. Using a mutual planning process was paramount for the coaches during these steps of the coaching process. Natalie employed a structured goal setting process that she learned through her coach training program at *Neuroleadership Training Institute.* Griffin used assessments and exploratory discussions for goal setting, explaining to the coachee "We're going to fathom your soul in many regards about where you want to go and where you need to go, organizationally, to be the strongest player you can be." Griffin also spoke about how setting a timeline for the coaching helped design a pattern for their learning, established learning outcomes and re-diagnosed needs: "Most of the time I like having a timeline, one within the next six months adding quickly, it may be three months, it may be six months but, you [the coachee] have to decide." Then, when they reach the end of their mutually-set time together, Griffin added, "We take stock and see what might be on the horizon." This is another example of rediagnosing needs and formulating objectives; likewise, this shows how the coach accommodates the uniqueness of the coachee when determining the timeline for the coaching experience.

For coaching to be effective, it was critical that the coaches established a climate of trust with their coachees. As an internal coach, Griffin found it crucial to talk openly with the coachee about his relationship with her manager:

> And it was important to get that out on the table to say look, I know your boss. I don't report to your boss. I don't divulge these things to your boss. I don't speak to your boss about what we talk about. But we may involve your boss in the process because interacting with him is important and he has certain skills and experience that you need to benefit from, even if you don't trust this person explicitly.

For Lana, to dig deeper into an issue with a coachee, it was imperative that the coach and coachee had a trusting relationship established: "I think they just feel really safe with me. And I think that's a major requirement for doing this kind of work. Because they have to feel safe enough." Caroline revealed that once trust was established with the coachee, she could push the coachee further to facilitate his personal growth:

> When a coachee is not moving along very quickly with the self-development process or change process, I—this is really important, especially if I feel I have developed the relationship, to the point that it's worth the risk—I push them very hard.

As measured in the MIPI, trust between coach and coachee is an essential factor of adult learning.

As implied earlier in the questions around the principles, the coaches used a variety of techniques and materials in their coaching practice depending on the needs of the coachee. There were several techniques that the coaches used across the board in their coaching: assessments, questioning, and role plays. Assessments were discussed earlier as they were directly related to some of the other processes of andragogy. As revealed in the interviews regarding the principles, all of the coaches used an inquisitive approach to facilitate their coaching sessions. By asking simple, exploratory, provocative and/or probing questions, the coaches applied all of the

processes of andragogy in their sessions to engage the coachee. In addition, through inquisition the coaches could explore which pillar the coachee wanted to focus on in their development and center their engagement around it. To help a coachee flesh out what they wanted to work on in the coaching session, Natalie said:

> I might ask them questions that relate to how long they been thinking about the issue, what are some different ways that it's showing up? How is it impacting them? Really helping them understand in a robust way what the concern is about.

As Griffin stated, "My job as a coach? I'm asking a ton of questions." To set the stage for the coaching engagement, in his first session he performs a diagnostic interview that garners information about the coachee's educational background, career experience, current responsibilities and aspirations for the future. Asking exploratory questions and getting the coachee's perspective is an integral part of the coaching process and keeps the coach, coachee-centered. Lana articulated that along with asking probing questions, as a coach, you must learn to be comfortable with silence, explaining: "You just sit with it, just sit with it. You give it time." And if the coachee could still not find an answer to the question, Lana would remain in an inquisitive mode and reframe it with "if you did know, what would it be?" Using a questioning technique also helps a coach remain empathetic and accommodating to coachee uniqueness.

As described earlier, all of the coaches naturally fell into a role play with me at some point during their interview. So, it was not surprising to learn that all of the coaches used role play in their coaching as a safe way for the coachee to practice a new skill. Griffin explained:

> You help them experience things even in your session, you know, through role play and practice…either they have the skill or they're missing the skill and you can actually have them experience something in a safe environment. You learn it, you practice it a little bit with me and then you practice it [in a low risk situation] where it's not the end of the world if it doesn't work out great. You move it up a notch and then you move it up yet another notch.

He connected role playing with the trust he had established with the coachee: "If I've built up a level of trust, I can really play a role and then we'll debrief and then that sometimes will be enough for them to have enough confidence to try [it on their own]." Through the use of role plays, coaches could help their coachees' progress through the pillars and *learn to be.*

In conclusion, the answers to my two remaining research questions were revealed in the words of the coaches. In my second research question, I wanted to know—*which principles and processes of andragogy are reflected in the practice of coaching?* As evidenced in my analysis, what I discovered was that *all* of the principles and processes of andragogy were reflected in the practices of the coaches interviewed in my study. In my third research question—*what are the best practices of coaches who use andragogy in their practice?* I shared numerous examples of the coaches' tried and true applications of andragogy in their practices. A summary of these best practices, complete with the connections to the principles and processes of andragogy they represent is presented in Chapter Five.

CHAPTER FIVE

Synthesis, Recommendations, and Themes

This study explored if and how the principles and processes of andragogy were demonstrated in the practice of coaching. Knowles' perspective of andragogy was examined in depth to see which principles and processes were applied by coaches in their practices, and to what extent. The conceptualization of learning for this study was founded upon UNESCO's pillars of learning: *learning to know, learning to do, learning to live together, learning to be, and learning to transform oneself and society.* These pillars provided a holistic, global approach to learning that supported both the practice of andragogy and coaching. To discover the relationship between andragogy and coaching, I engaged a mixed-method approach in this study. By choosing this method, I was able to survey a purposive sample population of coaches, identify those who reported using andragogy the most in their practices and hold in-depth interviews with each one of them to hear their stories. A modified version of Henschke's Instructional Persepctives Inventory (IPI) provided me the opportunity to analyze to what extent the coaches were using andragogy in their practice. In addition, by measuring the attitudes, beliefs and feelings of the participants through the seven factors measured in the MIPI, I was able to triangulate the data in my analysis to examine how these elements were enacted in the practice of coaching. By including ten demographic questions at the end of the survey, I was able to take a closer look at the makeup of the sample population to enrich my overall interpretation. Through the convergence of the quantitative and qualitative analysis, I was able to identify the best practices of coaches who used andragogy in their coaching. This chapter begins with an overview of the findings from my study; within this section, my reflections and recommendations for future inquiry are included. The chapter concludes with a discussion of the overarching themes that emerged from my analysis and, therefore, extend beyond my study.

Overview of the Findings

My central quest in this study was to accomplish two main objectives. First, I wanted to contribute to the practice of coaching by raising the level of awareness of how the principles and processes of andragogy can be applied in coaching. By illuminating how andragogy can be effectively and intentionally applied, coaches can then enhance their practices and their coachees become the ultimate beneficiaries. Secondly, from a scholarly perspective, by delving into how the practice of coaching can be informed from a theoretical perspective, I wanted to expand the limited scholarly body of knowledge on this topic. To test congruence of the instrument I used for the survey, I compared the scores of the seven andragogical factors measured in the MIPI (Modified Insturctional Persepctives Inventory) in my study to the scores in Henschke's original two studies. To compare the results, I needed to convert the means on both of Henschke's instruments from a four-point to a five-point Likert scale, which is based on a minimum and a maximum number; two linear transformations can be calculated to convert the old scale to the new one, using the following formula: Y= (B-A)*(x-a) / (b-a) + A (Source: IBM Support Portal, 2012) where Y is the value of the transformed number, B is the maximum number of the new scale (5), A is the minimum number of the new scale, b is the maximum number of the old scale (4), a is the minimum of the old scale (1). After converting the scales, the results of Henschke's two studies compared to mine are presented in Table 19.

Table 19

Average Total Score of Participants in Henschke Studies Converted to 5 point Likert Scale compared to Lubin Study

Factors	**Mean of Henschke 7 Factors (5 point Likert Scale)**	**Category Level**	**Mean of Henschke 5 Factors (5 point Likert scale)**	**Categor y Level**	**Mean of Lubin 7 Factors (5 point Likert scale)**	**Category Level**
Teacher empathy with learners	4.608	High above average	4.648	High above average	4.388	Above average
Teacher trust of learners	4.262	Above average	4.160	Above average	4.563	High above average
Planning and delivery of instruction	4.222	Above average			3.875	Average
Accommodating learner uniqueness	3.928	Average			4.437	Above average
Teacher insensitivity toward learner	3.368	Average	2.782	Below average	4.011	Average
Learner-centered learning processes (experience-based learning techniques)	3.222	Below average	3.155	Below average	2.516	Low below average
Teacher-centered learning process	2.075	Low below average	3.688	Average	3.953	Average

The factor means and category levels from my study are consistent with the findings from both of Henschke's studies. In all three studies, the means calculated for teacher (coach) empathy with learners (coachees) and trust of learners (coachees) was at the *high above average* or *above average* levels. In addition, in my study, accommodating coachee uniqueness scored at the *above average* level. In reference to my first research question, these findings add credence to the evidence that the andragogical factors of trust, empathy and accommodating uniqueness of the

coachee are present at an above average extent in coaching. In addition, after reviewing the andragogical attitudes, feelings and beliefs revealed in the interviews, the elements of trust, empathy and coachee uniqueness rang clear and strong in the coaches' voices.

Congruence of Analysis of Coaches Surveyed and Interviewed

There are relevant implications drawn from the entire interpretation based on the insights gathered from both the survey and interview participants. On many aspects, I engaged a broad and diverse group of coaches in my study. Although the sample population I surveyed may be considered small—50 coaches—it represented 69% of the entire chapter (74 members). Likewise, although the select group I chose to interview was small in size—six coaches—as evidenced by their individual descriptions, they represented the surveyed group across the demographics. The gender mix of those surveyed was split at two-thirds (64%) female and one-third (36%) male; this represented the entire population of coaches in the chapter well, where two-thirds (68%) were female and one-third (32%) were male. This also matches the ICF Global Coaching Study (2012), which surveyed over 12,000 coaches worldwide, where 67% of their respondents were female and 33% male. This consistent, representative split continued into the qualitative section, where upon ranking the participants by their total score on the MIPI, two-thirds (4) of the coaches identified were women and one-third (2) of the coaches were men. As the correlation (.000) between MIPI and gender suggested, there was no relationship between gender and scores on the instrument. Based on my interviews, I found the stories and experiences from the men (Griffin and Tom) as compelling and divergent from each other, as I did with their female counterparts (Kristen, Lana, Caroline and Natalie). This observation suggests that both men and women can and do apply andragogical principles and processes at comparable levels in their coaching practices. While the age range of the participants interviewed (20 years) was

narrower than those surveyed (39 years), this is not surprising since the size of the interviewee group (six) was so much smaller than the surveyed sample (50). The average age in both groups was nearly the same, at 54 for the interviewees and 55 for those surveyed. This mature, average age of the coaches in my sample population matches that of those inquired in the global arena, where 37% were found to be in the 46-55 age group and only 9% were in the 35 years or under age group (ICF Global Coaching Study, 2012).

In terms of education, the interviewees mirrored the surveyed group, where most of the coaches in both groups (50%) had Master degrees. Overall, the coaches in my study were well educated with at least some college through the Doctorate level and follow "…the rising trend in the proportion of coaches with advanced, or third level, degrees such as a Masters or a Ph.D." (ICF Global Coaching Study, 2012, p. 47). In my study, there was no correlation (.047) between level of education and score on the MIPI, meaning that the coaches' educational level did not impact the degree to which they were using andragogy. After interviewing the coaches, I would agree, noting that Kristen and Lana (who held Bachelor degrees) were every bit as andragogically-oriented in their storytelling as Griffin (who held a Ph.D.). The mix of internal (34%) and external coaches (66%) I interviewed was similar to the coaches I surveyed, where 24% were internal and 74% were external (2% did not respond). As the correlation suggested (.137), I found no evidence in the interviews to support that the internal coaches (Griffin and Natalie) were any different in their application of andragogy than their counterparts. My interviews also supported the finding that there was no significant correlation (.180) between whether a coach was credentialed or not and whether they used andragogy in their practices. Three of the coaches had credentials (Kristen, Natalie and Tom), but the other three coaches had coach-specific training and/or other certifications and Caroline was in the process of applying for an ICF credential. So, as the correlation indicated, ICF specific credentialing did not seem to

have a relationship with the extent to which coaches used andragogy in their practices. The coaches, in both the surveys and interviews, interacted with their coachees in a variety of ways, but in both groups, the highest percentage met with their coachees mostly face to face and occasionally over the phone. After reviewing the correlation (.221) and interviewing the coaches, I concluded that the manner in which the coaches interacted with their coachees had no impact on the extent to which they applied andragogy. All of their voices provided insight into how andragogy could be used, regardless of gender, age, interaction type, education, or credential.

Although my surveyed group was not very diverse in race or ethnicity (86% white, 10% black, 4% not identified), neither was my group of interviewees, where 100% (six) were white. This lack of diversity may well be a reflection of the entire ICF Greater Richmond chapter. This information could provide the chapter an impetus to increase membership diversity, by targeting new member recruitment efforts on groups that better reflect the local region. As the correlation (-.367*) and subsequent ANOVA suggested, there is an opportunity for future inquiry to determine if there is a relationship between race and the use of andragogical principles and processes. When exploring this finding, it would be important for the researcher to survey ethnic groups equal in size or in numbers that accurately represent the general population. In addition, ethnicities beyond Caucasian and African American should be surveyed, including Latino, Asian and other groups representative in the region to broaden the scope of the inquiry.

As indicated from the correlation and subsequent ANOVA, the number of coachees that a coach worked with on average had a significant, positive correlation (.322*) with the use of andragogy. Interestingly, three out of the six coaches I interviewed (Caroline, Griffin and Natalie) coached with 9 – 14 coachees a month. As can be seen in Figure 15, this group reported the highest scores on the MIPI.

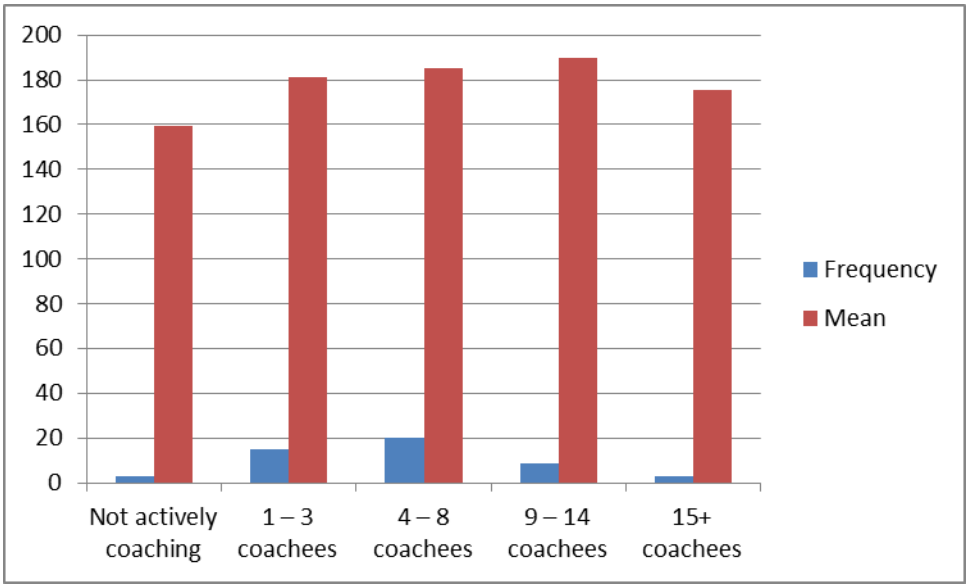

Figure 15. Means of Participants for MIPI Scores Based on Number of Coachees

Although it would be inappropriate for me to draw conclusions on a finding with such small data sets, the fact that half of the coaches I interviewed worked with nine to 14 coachees at a time could suggest that this level is a sweet spot for effective use of andragogy in coaching. Questions for future consideration and research include:

1. As coaches work with more coachees, do they benefit from practice-effect and therefore, apply andragogy more in their coaching?
2. If true, then why does the effect begin to taper off at 15 plus coaches?
3. Is this because of the law of diminishing returns, or is there something more compelling going on when a coach works with a certain number of coachees?
4. Where is the sweet-spot for number of coachees to work with and use of andragogy in practice?

Based on the survey statistics, the coaches' years of experience also had a significant, positive correlation (.348*) with regard to the use of andragogy in their practice. The coaches I interviewed ranged from two – four years' experience (Tom and Kristen), five – seven years'

experience (Natalie, Lana and Caroline) and eight – ten years' experience (Griffin). As with ethnicity and number of coachees, the data sets of each group were too small to draw conclusions. In addition, during the interviews, I found Kristen's and Tom's perspectives on using andragogy—the two coaches with the least experience—as deep and compelling as Griffin's—who had the most coaching experience. Questions for further inquiry could center on:

1. What other types of experiences do coaches bring that may assist them in using andragogy in their coaching. For instance, do other related disciplines—such as managing, mentoring, therapy, consulting, training and development—have an impact on whether coaches use andragogy in their coaching?
2. What was the coach's position or career trajectory before coming to coaching?
3. What was their major or concentration in college? What continuing education and professional development programming have they completed post-graduation?
4. What other types of non-formal or informal training and development programs and activities have supported them in personal and professional growth?

Finding out more about the coaches' personal and professional background could help round out the whole person experience that the coach brings to his or her practice. Exploring these questions and others would expand the initial insights discovered from my study.

Best Practices in Coaching

In Chapter Four, I shared rich, detailed stories of how the coaches operationalized the philosophy of andragogy in their coaching. Expressed by the coaches as tried and true, these best practices were clustered around a specific principle or process of andragogy to demonstrate their direct connection. Upon deeper analysis, I found that all of the practices reflected more than just one principle and process of andragogy; in some cases, a practice reflected all of them. To

illustrate this concept, I developed a summary table that matched each best practice with every andragogical principle and process it demonstrated. Presented in Table 20, these 88 examples, displayed in descending order by the number of principles and processes they reflect, exemplify the coaches' best practices for engaging andragogy in their coaching.

Upon completing the table, I drew several overarching conclusions. The principle *need to know* was evidenced in 100% (88) of the best practices. Initially, I was surprised that this principle would be so foundational in andragogical coaching. But upon further reflection, the concept began to crystalize in my mind. By definition, coaches are thought partners that support their coachees in moving toward a desired state. In coaching, they can engage the coachee's need to know implicitly within the practice itself or explicitly by telling the coachee why they are employing the practice. For instance, when applying the best practice *help coachees identify the problem, but focus time on exploring ways to move forward in their development,* coaches can ask exploratory questions of the coachee to help her understand, implicitly, why it is more beneficial to focus on resolving a problem, rather than on the problem itself. Alternatively, with the best practice *understand coachees are fully capable of designing their development,* a coach may explicitly state to the coachee that she is capable of designing her own development and then help the coachee tease out the benefits for doing so.

I was not surprised to learn that the process of *establishing a climate of trust* was engaged in by the coaches in 97% (85 out of 88) of the best practices. As discovered in the results of the MIPI, the factor *coaches' trust of coachees* was the highest andragogical element employed by the coaches surveyed; trust is foundational in the coaching engagement. The other principles and processes that were engaged the most in the coaches' best practices were: *Readiness to learn* (95%), *diagnosing needs for learning* (93%), *motivation to learn* (93%) and *orientation to learning* (93%). When tallying up the number of best practices represented in each andragogical

principle, I also was not surprised to learn that the *role of experience* was engaged at a lower rate than any of the other principles. As revealed in the coaches interviews, while the coaches definitely tapped into the coachees' positive and negative experiences to help them learn, they also focused their efforts on establishing where the coachees were now and where they wanted to be, regardless of what got them there. Coaches help coachees develop and tell their new stories, not the old ones bound by the past.

The andragogical best practices summarized in this table can be explored in several, meaningful ways. First, if a coach is interested in embracing practices that touch on the broadest range of andragogical elements, then he can readily identify that there are 18 practices that use all 14 principles and processes; eight that use thirteen of the elements; fifteen that use twelve of them; eleven that use eleven of them, and so on. By employing a practice that captures all or most of the principles and processes of andragogy, a coach can efficiently and effectively get "more bang for the buck" in a coaching engagement with the coachee. For example, when a coach is working with a coachee and realizes that the issues being discussed are symptomatic in nature, she can employ the practice *go beyond the surface to uncover meaningful learning opportunities for the coachee.* In doing so, she can tap into any of the principles and processes of andragogy to help the coachee understand how an investment of time and energy to dig deeper within is important for their development. Alternatively, if a coach is interested in exploring a particular aspect of andragogy to help the coachee learn, then focusing in on a practice that matches that principle or process could be more effective. For instance, when a coach works with coachees who feel victimized and focus their energy on blaming others or situations that are external to them, the coach can *help coachees identify extraneous concerns, label them and set them to the side.* By employing this practice, the coach can help the coachee shift from an externally-driven focus to the richer, deeper internally-driven space that will help the coachee

move forward. While this particular practice only engages six of the total 14 principles and processes of andragogy, it provides a way for the coach to laser in on a targeted principle to maximize the development opportunities for the coachee. In essence, whether a coach chooses a best practice that engages more or less andragogical principles and processes is contingent upon the needs of the coachee.

Another way that coaches can use this table is to hone in on ways to develop their own coaching knowledge and skills. For example, a coach can identify an area in her practice she would like to enhance by embracing the philosophy of andragogy and choose practices that specifically target that area. For example, the best practice *facilitates coachees' ability to direct their own learning* reflects every principle and process of andragogy. Therefore, when a coach chooses to employ this practice she has numerous opportunities to focus on building this skill in her coaching engagements. Perhaps, she wants to move from a heavily guided approach to goal setting with a coachee to a more facilitative one; if so, then focusing her efforts on using a facilitative approach when engaging the andragogical processes of mutual planning, diagnosing needs and formulating objectives can help her refine her facilitation skills.

In addition, to enhance her own understanding of how adults learn, a coach can explore the andragogical concept she is interested in employing to understand why that principle or process is effective. For instance, if a coach wants to explore why *helping coachees unpack the problem to discern what is relevant and what is not to progress* is a best practice in coaching, she can seek further understanding of any of the principles and processes of andragogy to explore why. If she chooses to study self-directed learning, she will learn many reasons why adults resist being told what to do and prefer, perhaps with some help, in designing their own course of action. Or perhaps, the coach wants to explore research on trust and gain a better understanding

of why *establishing a climate conducive to learning* is imperative when having a meaningful, exploratory session with the coachee.

Table 20

Best Practices in Coaching By Andragogical Principle and Process

Best Practices in Coaching	Need to Know	Self Directed	Role of Experience	Orientation to Learning	Readiness to Learn	Motivation	Preparing the Learners	Learning Climate	Mutual Planning	Diagnosing Needs	Formulating Objectives	Designing a Pattern of Learning	Techniques & Materials	Evaluation & Rediagnosing Needs	Total Principles and Processes
Co-create with coachees a plan for their development	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Facilitate coachees' ability to direct their own learning	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Help coachees learn how to sustain their learning beyond the coaching engagement	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Understand coachees are fully capable of designing their development	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Help coachees identify the problem, but focus time on exploring ways to move forward in their development	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Find the intersection of the coachee's inner resourcefulness, their desire to move forward and the barrier that is holding them back	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Facilitate coachees' awareness around where they are(present state) and where they want to be (desired future state)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Go beyond the surface to uncover meaningful learning opportunities for the coachee	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14

Best Practices in Coaching	Need to Know	Self Directed	Role of Experience	Orientation to Learning	Readiness to Learn	Motivation	Preparing the Learners	Learning Climate	Mutual Planning	Diagnosing Needs	Formulating Objectives	Designing a Pattern of Learning	Techniques & Materials	Evaluation & Rediagnosing Needs	Total Principles and Processes
Help coachees reflect upon their values and beliefs to determine what is driving their behavior	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Co-create ways for coachee to learn outside of the sessions to sustain their development	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Respect the uniqueness of the coachee	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Help coachees shift to a place of greater awareness	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Have sensitivity to where the coachee is coming from and move at their pace	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Be aware of how coachees evolve during the coaching relationship and adjust according to the coachees' needs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Stay detached and let coachees choose where they want to go and how they want to get there	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Support coachee's desire to manage or resolve an issue	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Find out how the extrinsic and intrinsic motivators are aligned with what the coachee wants to learn	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Help coachees unpack the problem to discern what is relevant and what is not to progress	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Create awareness for coachees that they have choice in the next steps of their development	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14

Best Practices in Coaching	Need to Know	Self Directed	Role of Experience	Orientation to Learning	Readiness to Learn	Motivation	Preparing the Learners	Learning Climate	Mutual Planning	Diagnosing Needs	Formulating Objectives	Designing a Pattern of Learning	Techniques & Materials	Evaluation & Rediagnosing Needs	Total Principles and Processes
Help coachees find ways to align their core values and beliefs to the goals they set for themselves	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Assist coachees before, during and after coaching sessions	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Co-create with coachee to establish goals, learning outcomes and rediagnosing of needs	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Communicate that the coach has the questions; the coachee has the answers	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
The coachee is the expert, not the coach	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Ask questions to find out the central issue with the coachee	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Ask probing questions to help coachees flesh out what is true for them	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Provide a pre-assessment to the coachee to help both coach and coachee prepare for the coaching experience	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Ask exploratory questions to fully understand the coachee's perspective	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Help the coachee learn ways to leverage previous experience to move forward	1	1	1	1	1	1		1	1	1	1	1	1	1	13
Help coachees identify lessons-learned from positive and negative experiences	1	1	1	1	1	1		1	1	1	1	1	1	1	13

Best Practices in Coaching	Need to Know	Self Directed	Role of Experience	Orientation to Learning	Readiness to Learn	Motivation	Preparing the Learners	Learning Climate	Mutual Planning	Diagnosing Needs	Formulating Objectives	Designing a Pattern of Learning	Techniques & Materials	Evaluation & Rediagnosing Needs	Total Principles and Processes
Help the coachee go beyond the extrinsic need, to identify what the intrinsic motivator is to deepen the learning	1	1	1	1	1	1	1	1	1	1	1	1		1	13
Role play, debrief the experience (repeat as needed) then encourage coachee to try out in a low-risk situation outside of the coaching session to facilitate learning	1	1	1	1	1	1	1	1	1	1		1	1	1	13
Relate WIIFM to the goals coachees have set for themselves	1	1		1	1	1	1	1	1	1	1	1	1	1	13
Establish a climate of trust with the coachee	1	1		1	1	1	1	1	1	1	1	1	1	1	13
Hold coachees accountable for their own learning	1	1		1	1	1	1	1	1	1	1	1	1	1	13
Help coachees refine or reshape their interactions with others	1	1	1	1	1	1		1	1	1	1	1	1	1	13
Employ exploratory discussion methods to help the coachee determine goals and learning outcomes	1	1		1	1	1	1	1	1	1	1	1	1	1	13
Meet the coachee where they are in their own development	1	1	1		1	1	1	1		1	1	1	1	1	12
Understand the event or situation that triggered the coachee to seek coaching	1	1	1	1	1	1	1	1	1	1	1			1	12
Take advantage of real-time events/situations in the coachee's life to create teachable moments during the coaching engagement	1	1	1	1	1	1		1	1	1		1	1	1	12
Help the coachee understand the bigger context of why learning something new is important	1	1	1	1	1	1	1	1	1	1	1			1	12

Best Practices in Coaching	Need to Know	Self Directed	Role of Experience	Orientation to Learning	Readiness to Learn	Motivation	Preparing the Learners	Learning Climate	Mutual Planning	Diagnosing Needs	Formulating Objectives	Designing a Pattern of Learning	Techniques & Materials	Evaluation & Rediagnosing Needs	Total Principles and Processes
Engage coachees by helping them discover for themselves	1	1	1	1	1	1		1	1	1	1	1		1	12
Help coachees pull in pieces from other facets of their life to deal with current situations	1	1	1	1	1	1	1	1	1	1	1	1			12
Keep coachees focused on present and future states, regardless of how they got there	1		1	1	1	1	1	1	1	1	1	1	1		12
Help coachees determine if who they are is who they want to be	1	1	1	1	1	1	1	1	1	1	1			1	12
Offer guidance to coachees in how to direct their own learning, particularly in the beginning of the relationship or when they are struggling on their own	1	1	1		1	1	1	1	1	1	1	1		1	12
Use the manner of coachees' experience (positive or negative, same or different) to understand how to facilitate the coaching conversation	1	1	1	1	1	1		1	1		1	1	1	1	12
Determine the coachees' level of willingness to learn to help them determine if they are ready to learn	1	1		1	1	1	1	1	1	1		1	1	1	12
In the pre-assessment process, ask coachees to engage manager, peers, direct reports, coworkers, friends and/or family	1	1	1	1	1	1	1	1	1	1	1			1	12
Help coachees identify distinctions and overlaps of their values with other people and/or their organization	1	1	1	1	1	1	1	1	1	1		1		1	12
Employ an inquisitive approach when facilitating the coaching session	1	1	1			1	1	1	1	1	1	1	1	1	12

Best Practices in Coaching	Need to Know	Self Directed	Role of Experience	Orientation to Learning	Readiness to Learn	Motivation	Preparing the Learners	Learning Climate	Mutual Planning	Diagnosing Needs	Formulating Objectives	Designing a Pattern of Learning	Techniques & Materials	Evaluation & Rediagnosing Needs	Total Principles and Processes
Determine up front what coachee wants to focus on	1	1		1	1	1	1	1	1	1	1	1	1		12
Ask questions to help coachees find the answer within themselves	1	1	1	1	1	1	1	1		1	1	1		1	12
Help the coachee focus on what is most important to them	1	1	1	1	1	1	1	1	1	1	1				11
Let the coachees figure out for themselves what the importance of learning is	1	1	1	1	1	1		1	1	1	1		1		11
Find out where the coachee is on Maslow's Hierarchy of Needs to better understand whether intrinsic, extrinsic or both kinds of needs are motivating factors	1	1	1	1	1	1	1	1	1	1	1				11
Help coachees better understand how the intrinsic motivator connects with what they want to learn	1	1	1	1	1	1		1	1	1	1			1	11
Help coachees find authenticity by focusing on what they believe in	1	1	1	1	1	1	1	1	1	1	1				11
Once trust is established, push coachee further to facilitate personal growth	1	1		1	1	1		1		1	1	1	1	1	11
Prepare coachees to come to the coaching ready, willing and able to learn	1	1		1	1	1	1	1	1	1	1	1			11
View coachees as the sum total of their experiences, to date	1		1	1	1	1	1			1	1	1	1	1	11
Role play with the coachee in the safety of a coaching session to explore a variety of ways to resolve a problem	1	1	1	1	1	1	1	1	1			1	1		11

Best Practices in Coaching	Need to Know	Self Directed	Role of Experience	Orientation to Learning	Readiness to Learn	Motivation	Preparing the Learners	Learning Climate	Mutual Planning	Diagnosing Needs	Formulating Objectives	Designing a Pattern of Learning	Techniques & Materials	Evaluation & Rediagnosing Needs	Total Principles and Processes
Have a conversation with coachee before the first coaching session to set the foundation for relationship	1	1	1		1	1	1	1	1	1		1	1		11
Give coachees a values inventory to help them identify what their values are	1	1	1	1	1	1	1	1	1	1	1				11
Engage coachee in the coaching process before the first coaching session	1	1	1	1	1	1	1	1	1	1	1				11
Ask probing questions to help coachees find out what they truly want to work on	1	1	1	1	1	1	1	1	1	1	1				11
Help the coachee find out "What's in it for me" (WIIFM)	1	1	1	1	1	1	1	1	1	1					10
Help a coachee go deeper by having them compare feelings from past, present and future states	1		1	1	1	1		1		1		1	1	1	10
Go beyond helping the coachees resolve their problems to learning ways to manage them	1	1		1	1	1		1		1	1	1		1	10
Tap into coachees' past experiences to help them resolve a current issue	1	1	1	1	1	1		1	1	1	1				10
Provide perspective to the coachee	1			1			1	1	1	1	1	1	1	1	10
Help coachee tease apart external issues that may be overshadowing intrinsic motivators	1	1	1	1	1	1	1	1	1	1					10
Set a timeline for the coaching experience and adjust, as needed	1	1		1	1		1	1	1	1	1			1	10
Learn to be comfortable with silence to allow coachee space and time to discover meaning on own	1	1		1	1	1	1	1	1	1				1	10

Best Practices in Coaching	Need to Know	Self Directed	Role of Experience	Orientation to Learning	Readiness to Learn	Motivation	Preparing the Learners	Learning Climate	Mutual Planning	Diagnosing Needs	Formulating Objectives	Designing a Pattern of Learning	Techniques & Materials	Evaluation & Rediagnosing Needs	Total Principles and Processes
Learn the coachee's history and previous way of being to understand the whole person	1		1	1	1	1	1	1		1	1				9
Offer tools to help coachees' development, but let them choose whether to use it	1	1			1	1		1	1			1	1	1	9
Have an awareness around the most common intrinsic needs that motivate coachees: boosting self-awareness, increasing confidence, improving conflict management, developing communication skills and building relationships	1		1	1	1	1	1	1		1			1		9
Help the coachee unpack the issue to get to the root cause of the problem	1			1	1	1	1	1	1	1	1				9
Help coachees discover if a belief is holding them back	1	1	1	1	1	1	1	1						1	9
Help the coachee understand the benefits of learning something new	1		1	1	1	1	1		1	1					8
Guide coachees to a deeper place that reveals what is true for them	1	1	1	1	1	1		1		1					8
Help coachees unbundle overlapping issues	1			1	1		1		1	1	1	1			8
Empathize with the coachee to build trust in the relationship	1		1			1	1	1	1				1	1	8
Help coachees from overgeneralizing their current problem to their entire life	1	1	1	1				1		1	1	1			8
Create awareness about the impact the barrier is having on the coachee	1			1	1	1		1	1	1					7
Help the coachee understand the benefits to overcoming a barrier	1			1	1			1	1	1					6

Best Practices in Coaching	Need to Know	Self Directed	Role of Experience	Orientation to Learning	Readiness to Learn	Motivation	Preparing the Learners	Learning Climate	Mutual Planning	Diagnosing Needs	Formulating Objectives	Designing a Pattern of Learning	Techniques & Materials	Evaluation & Rediagnosing Needs	Total Principles and Processes
Help coachees identify extraneous concerns, label them and set them to the side	1			1	1	1		1						1	6
Help the coachee be in the moment	1			1	1			1		1					5
Total Best Practices	88	74	69	82	84	82	69	85	75	82	68	60	53	62	

To summarize, I include conclusions about the total sum of best practices represented by the principles and processes of andragogy. For the principles of andragogy, the total number of best practices represented within every principle was high and there was a relatively small variance in total practices, by principle. For example, the range in sums for the six principles was 19 (from a low of 69 to a high of 88), with four of the six principles demonstrated in 82 or more best practices. This meant that the *need to know, orientation to learning, readiness to learn* and *motivation to learning* were enacted in 93% of the identified best practices. This realization made sense to me, for when categorizing the data drawn from the interviews, I found it difficult to isolate each coaching practice to just one aspect of andragogy. For the processes of andragogy, the sums were also high, but there was a relatively wider variance in total practices demonstrated within each process. More specifically, the range in sums for the eight processes was 32 (from a low of 53 to a high of 85) with two of the eight processes demonstrated in 82 or more best practices. In essence, the processes of *establishing a climate conducive to learning* and *diagnosing the needs for learning* were enacted in 93% of the identified best practices. While the

processes did not tally up as high as the principles within the best practices of coaching, this may be explained by the fact that my interview questions were more explicitly focused on the principles of andragogy. To flesh the meaning of this observation out in more detail, future studies could be conducted to more explicitly explore how the specific aspects of each process of andragogy are enacted in coaching. In conclusion, compiling this best practice table enabled me the opportunity to showcase where each coaching practice was supported by a multitude of andragogical principles and processes; likewise, the best practice table summarized which principles and processes can be demonstrated by a specific coaching practice. In addition, this qualitative table of best practices further supported the quantitative results from the MIPI that showed that 98% of the coaches surveyed reported engaging the attitudes, feelings and beliefs of andragogy an *average, above average* or *high above average* basis in their coaching practice.

Emergent Themes

In addition to answering the research questions, I found several themes that emerged from my analysis and extend beyond this study.

Andragogy is a Way of Being in Coaching.

The first theme I discovered is the overarching realization that the principles and processes of andragogy are expressed as a way of *being* in coaching. Thus, the employment of andragogy goes beyond strategy, techniques, or methods in the practice of coaching. In my interviews, I was able to tease apart the distinctions between each principle and process of andragogy, and draw descriptive answers to each question. But what resonated most within me was the coaches' holistic view and application of andragogy. Despite the fact that none of them knew what the six principles and eight processes of andragogy was—all of them were practicing

andragogy seamlessly in their coaching. While they did not have the formal training in how to apply adult learning practices in their coaching, they were doing so intuitively and based on their own widely, diverse personal and professional experiences. Many times, and in many different ways, the coaches expressed how they blurred the lines from one principle or process to the other. Although I began to understand this during the actual interviews, the concept was illuminated later when I was categorizing and coding the data. During my analysis, I often found that when I asked a coach a question about one principle, they would respond in a way that provided an answer to another question as well, enriching the opportunity for interpretation. As evidenced in Table 20, the principles and processes of andragogy were highly reflected in the coaches' best practices.

The exciting possibility within this finding is that if many coaches are applying andragogy on an intuitive level, as my study indicated, and seeing positive development of their coachees as a result—*what would happen to their practices if they were intentional about it?* In my own experience as trainer, teacher and coach, I applied the principles and processes of andragogy for years in my work and life without even knowing I was doing it. Although at that point I had never studied the concept in my formal education, I *knew* as a working professional that there were nuances to the development of adults that worked better than others, because I had *experienced* it myself. For instance, fresh out of graduate school, in my first position as an instructor in marketing at a small university in Virginia, I learned first-hand what worked and did not work with junior- and senior-level college students. I knew that if I lectured for 50 minutes straight, the students would meet me with glazed eyes and nodding heads, as if falling off to sleep; consequently, they were not receiving or retaining the information I was so passionately trying to teach them. Through trial and error, I quickly learned that if I limited my pure lecture to 20 minutes and facilitated them in small group activities and individual presentations, I could

keep them highly engaged and increase their retention of information. As a result, their grades were better than average and my evaluations were, too!

When I moved out of the academic setting into the corporate training arena, my need to know and readiness to learn more about adult learning remained heightened; I continued developing my skills through practice and by seeking non-formal professional development opportunities that centered on how adults learn. Likewise, when I first began coaching, I learned by watching and role playing with my manager and mentor, who through her own self-directed, informal learning, used adult learning principles and processes in her coaching. In the spirit of living andragogy within my own life, I applied for a doctoral program in adult learning and human resource development. Through scholarship, my awareness of andragogy was anchored and refined and my interest in applying this way of being to my coaching was spawned. Consequently, andragogy in coaching is a way of being for me and has enhanced my practice; through the discoveries made in this study, I learned that andragogy in coaching was a way of being for these coaches, as well, opening up the opportunity for me to share their stories to the coaching community.

The Processes of Andragogy Go Beyond the Context of Coaching

Another theme that emerged from this study was that the processes of andragogy go beyond the context of coaching. In other words, regardless of whether the coach is an internal or external coach, or focuses one's practice on life or business coaching, the power of the processes of coaching remained consistent throughout their experiences. In my interviews with the coaches, they would often couch a statement with a comment that it may be different for them because of their specific line of practice. To help bring this theme to life, it is relevant for me to go back to a couple of the interviews and share additional details I received in the words of the

coaches. When I asked Lana, an external life coach, the question about how she applied the need to know in her coaching, she began her reply with "well, I do life coaching so it's a little different, I guess, than executive coaching or that kind of thing" and then continued on with:

> I usually start off with the question, 'what would make life more wonderful for you?' So, there's the why right there. I guess the way to look at it is instead of focusing them on their challenges; it's focusing them on what they really want. That would be the why and why are we doing this. It's not just to overcome a challenge; it's to have whatever is missing that they really want.

As revealed in Chapter Four, this comment fit in perfectly with what the other coaches expressed, as well, because they all started off by questioning their coachees to find out what they wanted to work on and why it was important to them. So, the fact that Lana was an external life coach did not have anything to do with her purpose for opening up with this kind of question. For example, Kristen, who was an external, business and life coach, used a similar approach when helping a coachee by asking "how they see themselves without this barrier. How is their life going to be different? I let them work out the why and the benefits of going in that direction." Natalie, who was an internal business coach, agreed sharing that she often would inquire with the coachee "how long they've been thinking about the issue, what are some different ways that it's showing up? How is it impacting them? Really helping them understand, in a robust way, what the concern is about." In another example, Natalie asserted in her interview that things were different for her because she was an internal coach with a very specific kind of coachee. Caroline said the same thing; except she was an external coach and her coachee was different, yet specific like Natalie's. When asked about how she helps her coachees become self-directed Natalie said "that's an interesting challenge for me given the age and nature of my client base because they love advice," but as I discovered in the other coaches' interviews, most of their coachees loved advice, as well. So, the challenge was more around how coaches could

assist their coachees in becoming self-directed when they may appear not interested or ready to do it themselves. Whether the coaching was focused around business or life aspects did not seem to make a difference in the way the coach approached the coachee.

All of the coaches shared ways that they assisted coachees in their self-direction, such as being more directive up front to get the coachee started on the path, or by offering tools to help them learn and practice something new, or by giving advice if the coachee was struggling to move forward on their own. So, when first reporting out the coaches' responses, I did not feel the need to couch their answers with accompanying qualifying statements. For the frequency analysis told the story that regardless of the background of the coaches, they were using andragogy in very much the same way in their coaching practices.

Another way this played out in the interviews was when the coaches talked about the processes they used in their coaching practices. They employed a variety of philosophical frameworks, coaching techniques, assessment tools, goal-setting strategies, interaction modalities, and settings in their coaching practices. While one method or technique was preferred by one coach, another strategy would work well for another. Some of them used the same tools; others used completely different ones. So, while their strategies and techniques varied among the coaches and the coachees, what remained consistent was their focus on weaving in adult learning principles and processes in their practices. For instance, I liked Tom's revelation of how he assessed where his coachees were and where they were going. Upon reflection, I dove a little deeper into the concept and realized that what Tom was talking about was the level of awareness the coachee had about his present and desired states. To illustrate this concept, I developed the matrix in Figure 16.

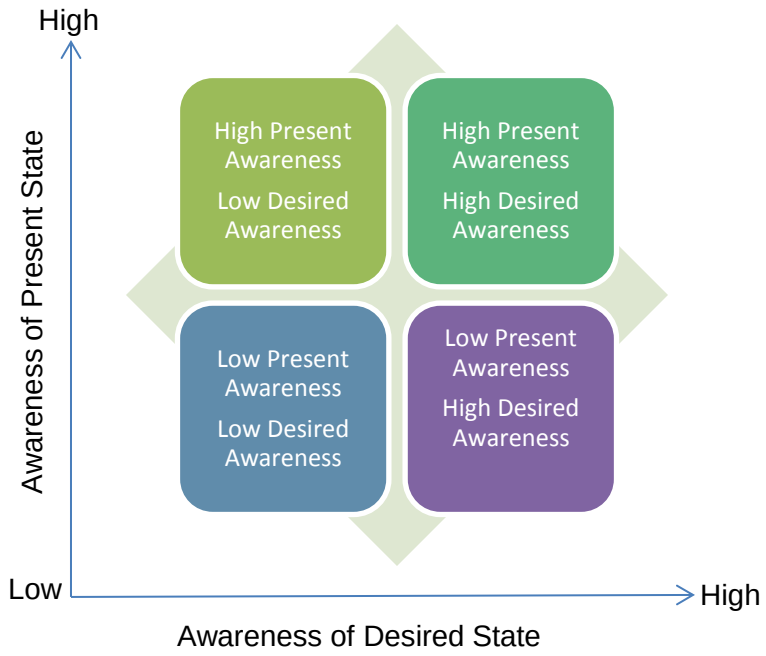

Figure 16. Coachee Awareness of Present and Desired States

Upon first review, I found the matrix as an effective diagnostic tool for coaches to use with their coachees to discern their awareness of where they are and where they want to go. For example, if a coachee is very aware of where he is, but not sure of where he wants to go, the coach can begin working with the coachee in this exploratory space to help him figure this out. On the other hand, if the coachee knows exactly what he wants to achieve, but does not have a full awareness of where he is in his current development, the coach can work with him to embrace what he needs to learn now to be able to move forward. Delving deeper in my analysis, I began to see the richer implications of how the principles and processes of andragogy informed this concept, as well. For instance, to help a coachee understand where she is, the coach could accommodate the coachee's uniqueness by exploring her personal life experience to gain a better understanding of how she got there; or after establishing trust, the coach could ask the coachee to flesh out the problem at hand to better understand where she is and where she would like to go. Likewise, to help the coachee find a way to go where they want to go, the coach could assess the coachee's

readiness to learn and based on that, assist the coachee to be self-directing in the way she chooses to move forward. In essence, the manner in which the tool is facilitated by the coach and embraced by the coachee is as important as the tool itself. So, while the techniques and strategies coaches prefer to use can vary depending on the needs and circumstances of their coachees, their application of andragogy as a way of being remained constant. As reported in my findings, all of the coaches, regardless of their context of coaching, applied the principles of andragogy in their practices; all of the coaches used the processes of andragogy in their practices. Andragogy, then, as a way of being in coaching, transcended context.

A Conceptual Framework for Coaching in Practice: The Convergence of The Pillars of Learning, Andragogy and Coaching

The third theme that spoke to me throughout was how the pillars of learning, andragogy and coaching converged to provide a conceptual framework for this study. When I began the study, I viewed UNESCO's pillars of learning—*learning to know, learning to do, learning to live together, learning to be,* and *learning to transform oneself and society*—purely as the conceptualization of learning for this study. As my research and analysis evolved, what I realized was that the pillars of learning and andragogy converged together to support the practice of coaching: the pillars of learning provided a foundation of learning; the principles and processes of andragogy offered a philosophical and operational framework; coaching in practice operationalized the concepts and sustained the learning.

To examine how the pillars of learning, andragogy and coaching converge in a conceptual framework, it may be helpful to go through a theoretical exercise. Perhaps, a coach has diagnosed that her coachee has a high level of awareness of where he is and where he wants to be. Based upon his preparation for learning, mutual planning with the coach and goal setting,

this coachee has achieved his objectives and is nearing the end of his coaching engagement with the coach. Specifically, as their coaching sessions are coming to an end, the coachee has rediagnosed his needs to be focused on making a greater contribution to his community that goes beyond his current work. Drawing upon the pillars of learning as a foundation, the coach determines that the coachee is at the place of *learning to transform oneself and society.* To help prepare the coachee for this next step in his development, she draws up the table of best practices to *help the coachee learn how to sustain his learning beyond the coaching engagement.* Since this practice engages all of the principles and processes of andragogy, the coach has numerous ways to move forward with the coachee. She may tap into the coachee's *Readiness to learn* to better understand what support the coachee has—or needs to have—in place for himself to continue learning beyond the coaching engagement. Or she may explore the coachee's *self-concept of learning* to unbundle exactly what he wants to do and how he plans to contribute to his community. As the coachee begins to realize his goal of making a greater contribution to his community, beyond the coaching engagement, he fully embraces the pillar *learning to transform himself and society* and continues on in his own development.

What *remained i*n my study was how the pillars of learning informed andragogy and coaching; what *emerged* from my study was the discovery that both andragogy and coaching informed the pillars of learning. In essence, upon answering my research questions, I made the argument that andragogy informed coaching. What I also learned from my study was that coaching informed andragogy, as well: the pillars of learning, andragogy and coaching converged. Theory informed practice; practice informed theory. A model for this conceptual framework is presented in Figure 17.

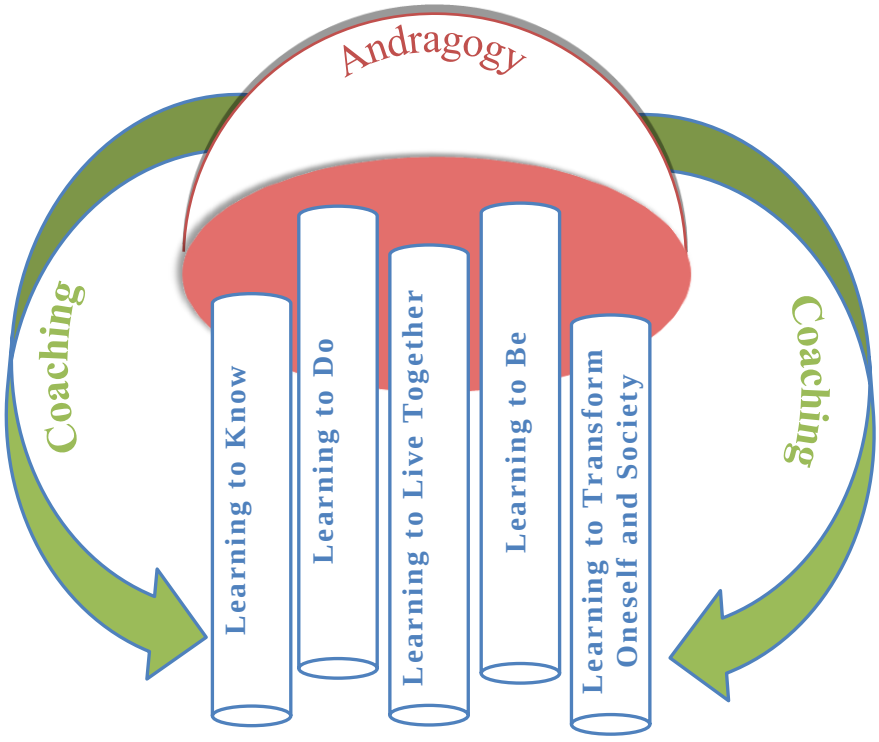

Figure 17. A Model for the Convergence of The Pillars of Learning, Andragogy and Coaching

In Chapter Two, I discussed how the pillars of learning informed andragogy and coaching. What sprang from my study was the realization of how the application of andragogy—through coaching—also informed the pillars of learning. For example, on the spectrum of *learning to know*, an individual moves from learning the skills necessary to lead a thoughtful and productive life to a deeper awareness, so that individuals come together to learn and through collaboration, make a greater contribution to society. Through the application of andragogy in coaching, this pillar was realized and expanded upon in the voices of the coaches. In the second pillar, *learning to do*, learners transcend what they know into practice. Andragogy in coaching reflects this concept, as the coaches shared numerous examples of how they assisted their coachees in applying their learning in new and fruitful ways for self-fulfillment. The coaches

expressed the many reasons why coachees come to them—from relationship issues, to communication skill building, to conflict management. These examples show how the pillar of *learning to live together* can be explored through andragogy in coaching and can make an impact on how individuals treat each other in our world. The fourth pillar, *learning to be*, encompasses all of the pillars and exemplifies the importance of critical thinking, decision-making and responsibility in capturing all that life has to offer. These elements were expressed many times in the coaches' stories. Through andragogy, coaches can support their coachees' mind, body and spirit by helping them think through what is intrinsically motivating them or helping them tap into their experience to find the courage to move forward and be. The fifth pillar, *learning to transform oneself and society*, truly encapsulates all of what andragogy in coaching exemplifies. While all of the coaches' stories spoke of coachees who sought their services to help them transform themselves, the ultimate goal of an andragogical coach is to assist their coachee in sustaining their journey without them.

Conclusion

This study was meaningful because it provides a research-based approach for coaches to apply the philosophy of andragogy in their coaching. Based on my own experiences, I innately assumed that other coaches were using the principles and processes of andragogy in their coaching practices. Therefore, to have the opportunity to conduct a study that investigated the use of andragogy for best practices in coaching was most fulfilling. Additional research on the phenomenon is essential to continue to lift up the value and impact of the convergence of the pillars of learning, andragogy and coaching on our global society. As an andragogist, coach and learning scholar, my ongoing hope is that this deeper understanding of the relationship between

the pillars of learning, andragogy and coaching will contribute to the scholarship and practice of our shared disciplines throughout the world.

Appendix A

Modified Instructional Perspectives Inventory

Listed below are 45 statements reflecting beliefs, feelings, and behaviors beginning or seasoned teachers of adults may or may not possess at a given moment. Please indicate how frequently each statement typically applies to you as you work with adult learners. Circle the number that best describes you.

	How Frequently Do You:	Almost Never	Not Often	Sometimes	Usually	Almost Always
1.	Use a variety of teaching techniques?	A	B	C	D	E
2.	Use buzz groups (learners placed in groups to discuss information from lectures)?	A	B	C	D	E
3.	Believe that your primary goal is to provide learners as much information as possible?	A	B	C	D	E
4.	Feel fully prepared to teach?	A	B	C	D	E
5.	Have difficulty understanding learner points-of-view?	A	B	C	D	E
6.	Expect and accept learner frustration as they grapple with problems?	A	B	C	D	E
7.	Purposefully communicate to learners that each is uniquely important?	A	B	C	D	E
8.	Express confidence that learners will develop the skills they need?	A	B	C	D	E
9.	Search for or create new teaching techniques?	A	B	C	D	E
10.	Teach through simulations of real-life settings?	A	B	C	D	E
11.	Teach exactly what and how you have planned?	A	B	C	D	E
12.	Notice and acknowledge to learners positive changes in them?	A	B	C	D	E
13.	Have difficulty getting your point across to learners?	A	B	C	D	E
14.	Believe that learners vary in the way they acquire, process, and apply subject matter knowledge?	A	B	C	D	E

15.	Really listen to what learners have to say?	A	B	C	D	E
	How Frequently Do You:	Almost Never	Not Often	Sometimes	Usually	Almost Always
16.	Trust learners to know what their own goals, dreams, and realities are like?	A	B	C	D	E
17.	Encourage learners to solicit assistance from other learners?	A	B	C	D	E
18.	Feel impatient with learner progress?	A	B	C	D	E
19.	Balance your efforts between learner content acquisition and motivation?	A	B	C	D	E
20.	Try to make your presentations clear enough to forestall all learner questions?	A	B	C	D	E
21.	Conduct group discussions?	A	B	C	D	E
22.	Establish instructional objectives?	A	B	C	D	E
23.	Use a variety of instructional media? (Internet, distance, interactive video, videos, etc.)	A	B	C	D	E
24.	Use listening teams (learners grouped together to listen for a specific purpose) during lectures?	A	B	C	D	E
25.	Believe that your teaching skills are as refined as they can be?	A	B	C	D	E
26.	Express appreciation to learners who actively participate?	A	B	C	D	E
27.	Experience frustration with learner apathy?	A	B	C	D	E
28.	Prize the learner's ability to learn what is needed?	A	B	C	D	E
29.	Feel learners need to be aware of and communicate their thoughts and feelings?	A	B	C	D	E
30.	Enable learners to evaluate their own progress in learning?	A	B	C	D	E
31.	Hear what learners indicate their learning needs are?	A	B	C	D	E
32.	Have difficulty with the amount of time learners need to grasp various concepts?	A	B	C	D	E
33.	Promote positive self-esteem in learners?	A	B	C	D	E
34.	Require learners to follow the precise learning experiences you provide them?	A	B	C	D	E
35.	Conduct role plays?	A	B	C	D	E
36.	Get bored with the many questions learners ask?	A	B	C	D	E

37.	Individualize the pace of learning for each learner?	A	B	C	D	E

	How Frequently Do You:	Almost Never	Not Often	Sometimes	Usually	Almost Always
38.	Help learners explore their own abilities?	A	B	C	D	E
39.	Engage learners in clarifying their own aspirations?	A	B	C	D	E
41.	Feel irritation at learner inattentiveness in the learning setting?	A	B	C	D	E
42.	Integrate teaching techniques with subject matter content?	A	B	C	D	E
43.	Develop supportive relationships with your learners?	A	B	C	D	E
44.	Experience unconditional positive regard for your learners?	A	B	C	D	E
45.	Respect the dignity and integrity of the learners?	A	B	C	D	E

INSTRUCTOR'SPERSPECTIVE INVENTORY FACTORS

(1)	(2)	(3)	(4)	(5)	(6)	(7)
4_____	7_____	9_____	6_____	5_____	2_____	3_____
12_____	8_____	22_____	14_____	13_____	10_____	11_____
19_____	16_____	23_____	15_____	18_____	21 _____	20 _____
26 _____	28 _____	42 _____	17 _____	27 _____	24_____	31_____
33_____	29_____		37_____	32_____	35_____	25_____
	30_____		38_____	36_____		34 _____
	31_____		40_____	41_____		
	39_____					
	43 _____					
	44_____					
	45_____					
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL

Scoring process
A = I, B = 2, C = 3, D = 4, and E = 5

Reversed scored items are 3,5,11,13,18,20,25,27,32, 34,36 and 41. These reversed items are scored as follows: A = 5, B = 4, C = 3, D = 2 and E = 1.

	FACTORS	MEAN		TOTAL	POSSIBLE MINIMUM	POSSIBLE MAXIMUM
1.	Teacher empathy with learners.	_____	=	_____	5	25
2.	Teacher trust of learners.	_____	=	_____	11	55
3.	Planning and delivery of instruction	_____	=	_____	5	25
4.	Accommodating learner uniqueness	_____	=	_____	7	35
5.	Teacher insensitivity toward leaners.	_____	=	_____	7	35
6.	Experience based learning techniques (Learner-centered learning process).	_____	=	_____	5	25
7.	Teacher-centered learning process	_____	=	_____	5	25

Use of Andragogical Principles
Category Levels

Category Levels	**Percentage**	***IPI Score***
High above average	89%-100%	225-199
Above average	88%-82%	198-185
Average	81%-66%	184-149
Below average	65%-55%	148-124
Low below average	54%	<123

Appendix B

Modified Instructional Perspectives Inventory for Coaches

Melissa M. Lubin

Listed below are 45 statements reflecting beliefs, feelings, and behaviors beginning or seasoned coaches of adults may or may not possess at a given moment. Please indicate how frequently each statement typically applies to you as you work with coachees. Circle the number that best describes you.

	How Frequently Do You:	Almost Never	Not Often	Sometimes	Usually	Almost Always
1.	Use a variety of coaching techniques?	A	B	C	D	E
2.	Use buzz groups (coachees placed in groups to discuss information from coaching sessions)?	A	B	C	D	E
3.	Believe that your primary goal is to provide the coachee as much information as possible?	A	B	C	D	E
4.	Feel fully prepared to coach?	A	B	C	D	E
5.	Have difficulty understanding coachee points-of-view?	A	B	C	D	E
6.	Expect and accept coachee frustration as s/he grapples with problems?	A	B	C	D	E
7.	Purposefully communicate to coachee that s/he is uniquely important?	A	B	C	D	E
8.	Express confidence that coachee will develop the skills they need?	A	B	C	D	E
9.	Search for or create new coaching techniques?	A	B	C	D	E
10.	Coach the coachee through simulations of real-life settings?	A	B	C	D	E
11.	Coach exactly what and how you have planned?	A	B	C	D	E
12.	Notice and acknowledge to coachee positive changes in them?	A	B	C	D	E
13.	Have difficulty getting your point across to coachee?	A	B	C	D	E
14.	Believe that coachees vary in the way they acquire, process, and apply subject matter knowledge?	A	B	C	D	E

	How Frequently Do You:	Almost Never	Not Often	Sometimes	Usually	Almost Always
15.	Really listen to what the coachee has to say?	A	B	C	D	E
16.	Trust coachees to know what their own goals, dreams, and realities are like?	A	B	C	D	E
17.	Encourage coachees to solicit assistance from other adult learners?	A	B	C	D	E
18.	Feel impatient with coachee progress?	A	B	C	D	E
19.	Balance your efforts between coachee content acquisition and motivation?	A	B	C	D	E
20.	Try to make your coaching interactions clear enough to forestall all coachee questions?	A	B	C	D	E
21.	Conduct group coaching sessions?	A	B	C	D	E
22.	Establish coaching objectives?	A	B	C	D	E
23.	Use a variety of coaching media in your sessions? (telephone, internet, pictures, videos, etc.)	A	B	C	D	E
24.	Use team coaching (coachees grouped together to listen for a specific purpose) during sessions?	A	B	C	D	E
25.	Believe that your coaching skills are as refined as they can be?	A	B	C	D	E
26.	Express appreciation to a coachee who actively participates?	A	B	C	D	E
27.	Experience frustration with coachee apathy?	A	B	C	D	E
28.	Prize the coachee's ability to learn what is needed?	A	B	C	D	E
29.	Feel coachees need to be aware of and communicate their thoughts and feelings?	A	B	C	D	E
30.	Enable coachees to evaluate their own progress in learning?	A	B	C	D	E
31.	Hear what coachees indicate their learning needs are?	A	B	C	D	E
32.	Have difficulty with the amount of time the coachee needs to grasp various concepts?	A	B	C	D	E
33.	Promote positive self-esteem in coachee?	A	B	C	D	E
34.	Require coachees to follow the precise learning experiences you provide them?	A	B	C	D	E
35.	Conduct role plays?	A	B	C	D	E

	How Frequently Do You:	Almost Never	Not Often	Sometimes	Usually	Almost Always
36.	Get bored with the many questions coachees ask?	A	B	C	D	E
37.	Individualize the pace of learning for each coachee?	A	B	C	D	E
38.	Individualize the pace of learning for each coaching?	A	B	C	D	E
39.	Engage coachees in clarifying their own aspirations?	A	B	C	D	E
40.	Ask the coachees how they would approach a learning task?	A	B	C	D	E
41.	Feel irritation at coachee inattentiveness in the coaching session?	A	B	C	D	E
42.	Integrate coaching techniques with subject matter content?	A	B	C	D	E
43.	Develop supportive relationships with your coachees?	A	B	C	D	E
44.	Experience unconditional positive regard for your coachees?	A	B	C	D	E
45.	Respect the dignity and integrity of the coachees?	A	B	C	D	E

INSTRUCTOR'SPERSPECTIVE INVENTORY FACTORS

(1)	(2)	(3)	(4)	(5)	(6)	(7)
4_____	7_____	9_____	6_____	5_____	2_____	3_____
12_____	8_____	22_____	14_____	13_____	10_____	11_____
19_____	16_____	23_____	15_____	18_____	21 _____	20 _____
26 _____	28 _____	42 _____	17 _____	27 _____	24_____	31_____
33_____	29_____		37_____	32_____	35_____	25_____
	30_____		38_____	36_____		34 _____
	31_____		40_____	41_____		
	39_____					
	43 _____					
	44_____					
	45_____					
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL

Scoring process

A = I, B = 2, C = 3, D = 4, and E = 5
Reversed scored items are 3,5,11,13,18,20,25,27,32, 34,36 and 41. These reversed items are scored as follows: A = 5, B = 4, C = 3, D = 2 and E = 1.

	FACTORS	MEAN		TOTAL
1.	Coach empathy with coachee.	_____	=	_____
2.	Coachee trust of coachees.	_____	=	_____
3.	Planning and delivery of coaching session.	_____	=	_____
4.	Accommodating coachee uniqueness.	_____	=	_____
5.	Coach insensitivity toward coachee.	_____	=	_____
6.	Experience based coaching techniques (coachee-centered learning process).	_____	=	_____
7.	Coach-centered learning process	_____	=	_____

Appendix C

Interview Questions

1. A principle of adult learning is that adults need to know why they need to learn something before undertaking it. Based on your experience as a coach, how does this principle resonate within you and your practice? What do you do to help a coachee see the benefits of learning something new or different? (Adults need to know why they need to learn something before undertaking it.)

2. How would you describe your coaching style—are you one who actively guides the coachee in their development or are you one who helps the coachee become self-directing in her own development? Why do you take this approach? What do you do to help facilitate the coachee to become self-directing in her learning? (Adults have a self-concept of being responsible for making and guiding their own decisions in their lives.)
3. How do you view the role of the coachee's own life and work experiences when helping her learn something new or different? What strategies and/or processes do you use to help facilitate the role of the coachee's experience in her personal and professional development? (Adults bring a wealth of experience when learning new things in their lives.)

4. In your experience as a coach, what are the primary reasons a coachee seeks your services? (Adults are problem-centered and are driven to learn new things to deal with issues that arise in their lives.)

5. How does an experience or event in the coachee's life influence when and why she seeks your coaching services?
(Adults are ready to learn new things as new situations arise in their lives.)

6. In your experience as a coach, what core issues are most often found to be the root cause of the coachee's problem? Would you say that coachees are motivated more by intrinsic motivators—such as self-esteem, quality of life, prestige, job and life satisfaction or by extrinsic ones—like higher salary, promotion? How do you find out this out in your interactions with the coachee? (Adults are motivated more deeply by intrinsic motivators (self-esteem, quality of life, prestige, job and life satisfaction) than by extrinsic ones (higher salary, promotion.)

Appendix D

Recruitment Letter

Greetings ICF Greater Richmond Coach!

I am a Ph.D. candidate in adult learning and human resource development at Virginia Tech. As part of my dissertation process, I am conducting a quantitative survey entitled the Modified Instructional Perspectives Inventory. The purpose of my study is to explore if and to what extent the principles and processes of adult learning inform the practice of coaching.

Your participation in this study is voluntary, your responses will be anonymous and your identity will be protected. Upon completion of this survey, I may contact you again to request participation in a secondary, qualitative interview. If you choose to participate in this interview, your participation will be voluntary, your responses will be anonymous and your identity will be protected.

To complete the survey, please follow this link: {ADD INDIVIDUALIZED LINK}. The survey should take you approximately 15 minutes to complete.

I appreciate your time, energy and insight in participating in this study. If at any time you have questions, please contact me at 804.662.7288, 215 or mmlubin@vt.edu.

Best regards.

Melissa Maybury Lubin

Appendix E

Summary of Frequency Distribution of the MIPI

1. Use a variety of coaching techniques?		
Response	**Frequency**	**Percentage**
Almost Always	19	38%
Usually	24	48%
Sometimes	6	12%
Not Often	0	0%
Almost Never	1	2%
2. Use buzz groups (coachees placed in groups to discuss information from coaching sessions)?		
Response	**Frequency**	**Percentage**
Almost Always	0	0%
Usually	0	0%
Sometimes	10	20%
Not Often	11	22%
Almost Never	29	58%
3. Believe that your primary goal is to provide the coachee as much information as possible?		
Response	**Frequency**	**Percentage**
Almost Always	3	6%
Usually	1	2%

Sometimes	3	6%
Not Often	25	50%
Almost Never	18	36%

4. Feel fully prepared to coach?

Response	**Frequency**	**Percentage**
Almost Always	18	36%
Usually	24	48%
Sometimes	7	14%
Not Often	1	2%
Almost Never	0	0%

5. Have difficulty understanding coachee points of view?

Response	**Frequency**	**Percentage**
Almost Always	0	0%
Usually	0	0%
Sometimes	14	28%
Not Often	21	42%
Almost Never	15	30%

6. Expect and accept coachee frustration as s/he grapples with problems?

Response	**Frequency**	**Percentage**
Almost Always	22	44%
Usually	22	44%
Sometimes	4	8%
Not Often	1	2%

Almost Never	1	2%
7. Purposely communicate to coachee that s/he is uniquely important?		
Response	**Frequency**	**Percentage**
Almost Always	30	60%
Usually	16	32%
Sometimes	4	8%
Not Often	0	0%
Almost Never	0	0%
8. Express confidence that coachee will develop the skills s/he needs?		
Response	**Frequency**	**Percentage**
Almost Always	33	66%
Usually	15	30%
Sometimes	1	2%
Not Often	1	2%
Almost Never	0	0%
9. Search for or create new coaching techniques?		
Response	**Frequency**	**Percentage**
Almost Always	12	24%
Usually	19	38%
Sometimes	16	32%
Not Often	3	6%
Almost Never	0	0%
10. Coach the coachee through simulations of real-life settings?		

Response	Frequency	Percentage
Almost Always	7	14%
Usually	17	34%
Sometimes	22	44%
Not Often	4	8%
Almost Never	0	0%

11. Coach exactly what and how you have planned?

Response	Frequency	Percentage
Almost Always	0	0%
Usually	5	10%
Sometimes	25	50%
Not Often	12	24%
Almost Never	8	16%

12. Notice and acknowledge to coachee positive changes in him/her?

Response	Frequency	Percentage
Almost Always	36	72%
Usually	13	26%
Sometimes	1	2%
Not Often	0	0%
Almost Never	0	0%

13. Have difficulty getting your point across to coachee?

Response	Frequency	Percentage
Almost Always	0	0%

Usually	0	0%
Sometimes	19	38%
Not Often	23	46%
Almost Never	8	16%

14. Believe that coachees vary in the way they acquire, process, and apply subject matter knowledge?

Response	**Frequency**	**Percentage**
Almost Always	38	76%
Usually	9	18%
Sometimes	2	4%
Not Often	0	0%
Almost Never	1	2%

15. Really listen to what the coachee has to say?

Response	**Frequency**	**Percentage**
Almost Always	34	68%
Usually	16	32%
Sometimes	0	0%
Not Often	0	0%
Almost Never	0	0%

16. Trust coachees to know what their own goals, dreams, and realities are like?

Response	**Frequency**	**Percentage**
Almost Always	25	50%
Usually	15	30%

Sometimes	8	16%
Not Often	1	2%
Almost Never	1	2%

17. Encourage coachees to solicit assistance from others?

Response	**Frequency**	**Percentage**
Almost Always	22	44%
Usually	15	30%
Sometimes	13	26%
Not Often	0	0%
Almost Never	0	0%

18. Feel impatient with coachee progress?

Response	**Frequency**	**Percentage**
Almost Always	0	0%
Usually	0	0%
Sometimes	21	42%
Not Often	20	40%
Almost Never	9	18%

19. Balance your efforts between coachee content acquisition and motivation

Response	**Frequency**	**Percentage**
Almost Always	6	12%
Usually	22	44%
Sometimes	19	38%
Not Often	2	4%

Almost Never	1	2%
20. Try to make your interactions with coachees clear enough to forestall all questions?		
Response	**Frequency**	**Percentage**
Almost Always	3	6%
Usually	8	16%
Sometimes	20	40%
Not Often	9	18%
Almost Never	10	20%
21. Conduct group coaching sessions?		
Response	**Frequency**	**Percentage**
Almost Always	0	0%
Usually	5	10%
Sometimes	25	50%
Not Often	8	16%
Almost Never	12	24%
22. Establish coaching objectives?		
Response	**Frequency**	**Percentage**
Almost Always	36	72%
Usually	11	22%
Sometimes	3	6%
Not Often	0	0%
Almost Never	0	0%
23. Use a variety of coaching media in your sessions? (telephone, internet, pictures,		

videos, etc.)		
Response	**Frequency**	**Percentage**
Almost Always	4	8%
Usually	9	18%
Sometimes	25	50%
Not Often	11	22%
Almost Never	1	2%
24. Use team coaching (coachees grouped together to listen for a specific purpose) during sessions?		
Response	**Frequency**	**Percentage**
Almost Always	0	0%
Usually	4	8%
Sometimes	18	36%
Not Often	8	16%
Almost Never	20	40%
25. Believe that your coaching skills are refined as they can be?		
Response	**Frequency**	**Percentage**
Almost Always	0	0%
Usually	0	0%
Sometimes	10	20%
Not Often	22	44%
Almost Never	18	36%
26. Express appreciation to a coachee who actively participates?		

Response	Frequency	Percentage
Almost Always	35	70%
Usually	13	26%
Sometimes	2	4%
Not Often	0	0%
Almost Never	0	0%

27. Experience frustration with coachee apathy?

Response	Frequency	Percentage
Almost Always	0	0%
Usually	3	6%
Sometimes	24	48%
Not Often	18	36%
Almost Never	5	10%

28. Prize the coachee's ability to learn what is needed?

Response	Frequency	Percentage
Almost Always	29	58%
Usually	18	36%
Sometimes	3	6%
Not Often	0	0%
Almost Never	0	0%

29. Feel coachees need to be aware of and communicate their thoughts and feelings?

Response	Frequency	Percentage
Almost Always	28	56%

Usually	16	32%
Sometimes	6	12%
Not Often	0	0%
Almost Never	0	0%

30. Enable coachees to evaluate their own progress in learning?

Response	**Frequency**	**Percentage**
Almost Always	27	54%
Usually	20	40%
Sometimes	3	6%
Not Often	0	0%
Almost Never	0	0%

31. Hear what coachees indicate their learning needs are?

Response	**Frequency**	**Percentage**
Almost Always	26	52%
Usually	20	40%
Sometimes	4	8%
Not Often	0	0%
Almost Never	0	0%

32. Have difficulty with the amount of time the coachee needs to grasp various concepts?

Response	**Frequency**	**Percentage**
Almost Always	0	0%
Usually	0	0%

Sometimes	11	22%
Not Often	24	48%
Almost Never	15	30%

33. Promote positive self-esteem in coachee?

Response	**Frequency**	**Percentage**
Almost Always	40	80%
Usually	10	20%
Sometimes	0	0%
Not Often	0	0%
Almost Never	0	0%

34. Require coachees to follow the precise learning experiences you provide them?

Response	**Frequency**	**Percentage**
Almost Always	0	0%
Usually	3	6%
Sometimes	8	16%
Not Often	13	26%
Almost Never	26	52%

35. Conduct role plays?

Response	**Frequency**	**Percentage**
Almost Always	1	2%
Usually	2	4%
Sometimes	38	76%
Not Often	6	12%

Almost Never	3	6%
36. Get bored with the many questions coachees ask?		
Response	**Frequency**	**Percentage**
Almost Always	0	0%
Usually	1	2%
Sometimes	0	0%
Not Often	12	24%
Almost Never	37	74%
37. Individualize the pace of learning for each coachee?		
Response	**Frequency**	**Percentage**
Almost Always	37	74%
Usually	11	22%
Sometimes	2	4%
Not Often	0	0%
Almost Never	0	0%
38. Help coachees explore their own abilities?		
Response	**Frequency**	**Percentage**
Almost Always	36	72%
Usually	11	22%
Sometimes	3	6%
Not Often	0	0%
Almost Never	0	0%
39. Engage coachees in clarifying their own aspirations?		

Response	Frequency	Percentage
Almost Always	40	80%
Usually	10	20%
Sometimes	0	0%
Not Often	0	0%
Almost Never	0	0%

40. Ask the coachees how they would approach a learning task?

Response	Frequency	Percentage
Almost Always	17	34%
Usually	16	32%
Sometimes	14	28%
Not Often	2	4%
Almost Never	1	2%

41. Feel irritation at coachee inattentiveness in the coaching session?

Response	Frequency	Percentage
Almost Always	0	0%
Usually	1	2%
Sometimes	10	20%
Not Often	19	38%
Almost Never	20	40%

42. Integrate coaching techniques with subject matter content of coaching session?

Response	Frequency	Percentage
Almost Always	15	30%

Usually	22	44%
Sometimes	10	20%
Not Often	2	4%
Almost Never	1	2%

43. Develop supportive relationships with your coachees?

Response	**Frequency**	**Percentage**
Almost Always	37	74%
Usually	12	24%
Sometimes	1	2%
Not Often	0	0%
Almost Never	0	0%

44. Experience unconditional positive regard for your coachees?

Response	**Frequency**	**Percentage**
Almost Always	26	52%
Usually	21	42%
Sometimes	3	6%
Not Often	0	0%
Almost Never	0	0%

45. Respect the dignity and integrity of the coachee?

Response	**Frequency**	**Percentage**
Almost Always	49	98%
Usually	1	2%
Sometimes	0	0%

Not Often	0	0%
Almost Never	0	0%

Appendix F

Cronbach's Alpha

For further analysis, Cronbach's alpha was calculated on each sub-factor of the MIPI. Two factors measured a high level of internal-consistency: coach trust of coachee (.789) and coach insensitivity toward coachee (.772). Four factors measured a moderate level of internal-consistency: planning and delivery of coaching session (.513), accommodating coachee uniqueness (.640), coachee-centered learning process (.606), and coach-centered learning process (.640). One factor measured a low level of internal-consistency: coach empathy with coachee (.114). This factor only had four items within the scale of measurement; according to Pallant (2006), scales with less than 10 items often report low levels of reliability. The Cronbach's alpha for the overall instrument and each factor are:

Modified IPI and Factors	**Cronbach's Alpha**
Modified IPI	.838
Coach empathy with coachee	.114
Coach trust of coachee	.789
Planning and delivery of coaching session	.513
Accommodating coachee uniqueness	.640
Coach insensitivity toward coachee	.772
Coachee-centered learning processes	.606
Coach-centered learning processes	.640

Appendix G

Correlation Coefficients

	Total MIPI Score	Gender	Int./Ext.	Inter-action Type	Ethnicity	Education	Num. of Coachees	Yrs. of Exp.	Credential
Gender	.000								
Int./Ext.	.137	.040							
Interaction Type	.221	.012	.388**						
Ethnicity	-.367*	-.264	-.346*	-.247					
Education	.047	-.005	.042	.117	-.113				
Num. of Coachees	.322*	.050	.051	.393*	-.301*	.093			
Yrs. of Exp.	.348*	.204	.075	-.220	-.197	-.007	.329*		
Credential	.180	-.198	.128	.151	-.021	.032	.259	.144	
Age	.082	.022	.210	.089	.104	.099	-.070	.137	.087

Correlations were positive and significant between:

Type of interaction and (a) internal or external coach $r(47) = .388$, $p<.01$; (b) number of coachees $r(48) = .393$, $p<.01$.

Number of coachees and years of experience $r(48) = .329$, $p <.05$.

Correlations were negative and significant between:

Ethnicity and (a) number of coachees $r(46) = -.301$, $p<.05$; (b) internal or external coach $r(45) = -.346$, $p<.05$

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