

An Exploration of the Thoughts and Emotions Associated with Goal Attainment

Lindsay Foreman, MSc.

Submitted in partial fulfilment of the requirements of the award of

Doctor of Coaching and Mentoring

Oxford Brookes Business School

January 2023

© Oxford Brookes University and Lindsay Foreman

The candidate confirms that the work submitted is his/her own and that appropriate credit has been given where reference has been made to the work of others.

This copy has been supplied on the understanding that it is copyright material and that no quotation from the thesis may be published without proper acknowledgement.

The right of Lindsay Foreman to be identified as Author of this work has been asserted by her in accordance with the Copyright, Designs and Patents Act 1988.

© Oxford Brookes University and Lindsay Foreman

ABSTRACT

The aim of this study is to explore and better understand two things that cannot be seen, but that play a significant role in goal outcomes – the inner world of thoughts and emotions. With some coaching scholars and practitioners believing that positive thinking and an optimistic outlook are valuable components of successful goal pursuit, this study explores positive and negative thoughts and emotions in a unified way, to reveal the reality of the ‘inner-game’ with a view to informing coaching practice.

A quasiquantillogical Q-Methodology study of subjectivity is used to ‘make the unseen seen’. A universe of subjective thoughts and emotions experienced during goal pursuit are generated from literature and a Qualtrics survey to create a Q-Set of forty statements. Nineteen participants in professional and organisational settings offer their perspectives on these statements ranking them in a semi-forced distribution from ‘most agree’ to ‘least agree’. Using factor analysis, the nineteen individual perspectives reveal clusters of viewpoints and four distinct views have emerged.

The Four View Framework including Positive, Realist, Dreamer, Conflicted, implies the emotions and thoughts experienced by coachees may not reflect the belief that positive thinking is the best or only route to goal attainment. The ‘negative’ Realists who experience self-doubt, overwhelm and anxiousness go on to achieve their goals, whilst only a quarter of the positive thinking ‘Dreamers’ and a third of the ‘Positive’ participants achieve theirs.

This study offers a greater understanding of the inner experience of thoughts and emotions in pursuing goals. Revealing the combinations of negative emotions balanced with positive thoughts associated with goal attainment. It also offers a practical set of coaching cards and a Coaching Compass within the Four View Framework, creating a toolkit for coaching practitioners to help map and navigate the journey towards goal attainment.

ACKNOWLEDGEMENTS

I could not have completed this course without the patience and support of my husband, Craig Foreman and youngest son, Toby Rutland-Dix who endured hours, days, weeks, months, and years of this consuming my mind, body and soul (and it must have seemed like every surface of every house!). Deep gratitude also goes to other family members who cheered me on along the way and gave me the inspiration and energy to continue – my eldest son, Joe Bennett, my Auntie Sue and Uncle Mike Clarke, and Mum, Jenny Rutland.

Huge, heartfelt gratitude goes to my amazing cohort, without whom I simply could not have carried on. To share this roller coaster of a journey with our trailblazers Benita Mayhead and Christine Vitzthum, Brodie, Paul Sandham, Pat O’Leary and with extra special thanks to the ‘Q-Gang’ Leoni Kitchen and Elizabeth Crosse. This has created a lifelong memory of the joy of connecting as a collective and being part of a supportive and collaborative cohort – thank you! And thank you to the wonderful team at Oxford Brookes for your dedication and passion, and for supporting us from face to face to virtual during covid with such grace and professionalism. Special thanks to Dr Judie Gannon, Dr Christian Ehrlich, Dr Adrian Myers and to Dr Elaine Cox for being on the journey from the beginning.

A special mention to the team at Bailey & French who not only provided the financial lifeline when Covid hit, by swiftly switching our associate work online, but have also been such a huge source of support, connection and inspiration of the impact positive psychology can have in the workplace – thank you Alex Bailey, Joshua French, Dora Kerestzes and the rest of the team. Gratitude and thanks also go to Dr. Natalie Lancer, the Uni Coach, who provided much needed support, guidance, motivation, creative inspiration and the social environment both online and face to face that I now know I need to flourish. This journey was made all the easier and more enjoyable with your expertise to help along the way.

I want to honour two standout role models who inspired my personal transformation during my corporate career through their coaching, expertise and belief in me – Matt Crabtree and Ashley McClinton. You may never know the impact of your kind attention, time and guidance. Thank you.

Finally, I want to acknowledge the participants in this study, for giving me your time and the opportunity to explore this topic that is dear to my heart. I could not have achieved this without you. I dedicate this work to all the dreamers and doers, to those with an open mind and an open heart. I look forward to the next chapters, those with no citations or vivas, but filled with excitement and possibility.

TABLE OF CONTENTS

ABSTRACT	3
ACKNOWLEDGEMENTS.....	4
TABLE OF CONTENTS.....	6
TABLE OF TABLES	10
TABLE OF FIGURES	11
CHAPTER 1: INTRODUCTION.....	13
1.1 BACKGROUND	13
1.2 STATEMENT OF THE PROBLEM.....	13
1.3 RESEARCH AIM & METHOD.....	14
1.4 THOUGHTS AND EMOTIONS.....	15
1.5 GOALS AND COACHING	16
1.6 OVERVIEW OF THE RESEARCH METHOD.....	17
1.7 DEFINITIONS OF TERMS	18
1.7.1 Key Q Terms.....	18
1.7.2 Other terms	19
1.8 CONTRIBUTION TO COACHING	20
1.9 THESIS OVERVIEW	21
Chapter 1 – Introduction	21
Chapter 2 – Literature Review	21
Chapter 3: Research Methodology	21
Chapter 4: Data Analysis	21
Chapter 5: Findings & Discussion.....	22
Chapter 6: Conclusion	22
CHAPTER 2: LITERATURE REVIEW	23
2.1 INTRODUCTION AND CHAPTER OUTLINE	23
2.2 A BRIEF HISTORY OF THEORIES OF THOUGHTS AND EMOTIONS.....	24
2.2.1 Personality & four-temperament theories.....	24
2.3 THOUGHTS.....	28
2.4 EMOTIONS.....	35
2.5 COACHING	43
2.6 GOALS	49
2.6 SUMMARY	55

CHAPTER 3: RESEARCH METHODOLOGY	56
3.1 INTRODUCTION AND CHAPTER OUTLINE	56
3.2 RESEARCH PHILOSOPHY	56
3.2.1 Critical Realism	57
3.3 RESEARCH DESIGN	59
3.3.1 Q-Methodology	61
3.4 STEP BY STEP GUIDE TO THE Q-METHOD STUDY	62
3.4.1 Step 1: The Concourse	65
Structured and Unstructured approach	66
Sampling strategy	73
Online Q-Sorting Sessions	74
Factor Analysis	79
Flagging of Q sorts & Factor Loading	82
Composite sorts	84
Research Question Data Analysis	84
Distinguishing Statements	87
Consensus Statements	87
Validity	87
Reliability	87
3.5 SUMMARY	90
CHAPTER 4: DATA ANALYSIS	91
4.1 INTRODUCTION AND CHAPTER OUTLINE	91
4.3 FOUR VIEW FRAMEWORK (FOUR FACTORS)	96
4.3.1 Statistical validity for four factors	96
4.3.2 Consensus & Distinguishing statements	99
4.3.3 View 1 - Positive	100
4.3.4 View 2 - Realist	102
4.3.5 View 3 - Dreamer	105
4.3.6 View 4 – Conflicted	107
4.4. COMPARISON BETWEEN VIEWS	108
1 and 2 Comparison	109
1 and 3 Comparison	109
1 and 4 Comparison	110
2 and 3 Comparison	110

2 and 4 Comparison	110
3 and 4 Comparison	110
4.5 PARTICIPANT INFORMATION & GOAL ATTAINMENT.....	110
4.6. RESEARCH QUESTION 2: HOW DO PARTICIPANT THOUGHTS AND EMOTIONS CHANGE ON THE GOAL PURSUIT JOURNEY?.....	114
4.6.1 Movement between Views	116
4.6.2 Shifts between thoughts and emotions	120
4.7. RESEARCH QUESTION 3: WHICH THOUGHTS AND EMOTIONS, IF ANY, ARE ASSOCIATED WITH GOAL ATTAINMENT?.....	121
4.8 SUMMARY	126
CHAPTER 5: FINDINGS & DISCUSSION.....	128
5.1 INTRODUCTION AND CHAPTER OUTLINE	128
5.2 FOUR VIEW FRAMEWORK	129
5.2.1 Four Type comparisons.....	130
5.2.2 View 1 - Positive.....	132
5.2.3 View 2 – Realist.....	132
5.2.4 View 3 - Dreamer.....	133
5.2.5 View 4 – Conflicted	134
5.3. COACHING CARDS (Q-SET).....	135
5.3.1 The ‘necessary’ negative.....	138
5.3.2 Self-doubt	140
5.3.3 Anxious.....	143
5.3.4 Stress.....	146
5.3.5 Overwhelm	147
5.3.6 Grateful	149
5.3.7 Springboard States and Positive thinking	150
5.4 GOALS AND COACHING	153
5.5 REFLEXIVITY	156
5.6 SUMMARY	157
CHAPTER 6: CONCLUSION	158
INTRODUCTION AND CHAPTER OUTLINE	158
6.2 CONTRIBUTION TO KNOWLEDGE.....	158
6.3 CONTRIBUTION TO PRACTICE.....	159
6.4 CONTRIBUTION TO METHOD	160
6.5 IMPLICATIONS FOR COACHING.....	160

6.6 LIMITATIONS OF THE STUDY	165
6.7 FUTURE RESEARCH.....	167
6.8 SUMMARY	169
References.....	172
APPENDIX.....	236
2. ETHICS FORMS.....	245
3. PARTICIPANT FACTOR LOADINGS FOR EACH SESSION.....	265
5. CRIB SHEETS	266
7. FACTOR ARRAYS & SUMMARIES	274
9. TABLES OF STATEMENTS	306
10. Q-SET CARD DECK.....	310

TABLE OF TABLES

TABLE 1: HISTORICAL UNIFIED VIEW OF FOUR TYPE CLASSIFICATIONS	27
TABLE 2: PLATO'S TRIPARTITE STRUCTURE OF THE SOUL	29
TABLE 3: AUTOMATIC THOUGHTS QUESTIONNAIRE	36
TABLE 4: WORLDVIEW POSITIONS	59
TABLE 5: Q-METHODOLOGY STEPS	66
TABLE 6: COMPARISON OF 3, 4 AND 5 FACTOR SOLUTIONS	84
TABLE 7: FLAGGED PARTICIPANTS	85
TABLE 8: PARTICIPANT FACTOR LOADING MATRIX	86
TABLE 9: STAGE 1 MOST COMMON THOUGHTS AND EMOTIONS EXPERIENCED ON THE GOAL PURSUIT JOURNEY	95
TABLE 10: STAGE 2 MOST COMMON THOUGHTS AND EMOTIONS EXPERIENCED AS PARTICIPANTS PURSUE GOALS	96
TABLE 11: FINAL Q-SET OF WIDE-RANGING THOUGHT (T) AND EMOTION (E)	98
TABLE 12: FINAL Q-SET OF WIDE-RANGING THOUGHT (T) AND EMOTION (E)	100
TABLE 13: CONSENSUS STATEMENTS	102
TABLE 14: PARTICIPANT VIEW AND GOAL ATTAINMENT INFORMATION	114
TABLE 15: VIEWS OF THE APPLIED POSITIVE PSYCHOLOGY ALUMNI PARTICIPANT	116
TABLE 16: PARTICIPANT FACTOR LOADING SCORES FOR THE THREE SESSIONS	117
TABLE 17: MOST AGREE AND STRONGLY AGREE STATEMENTS OF THOSE WHO ACHIEVED THEIR GOALS	125
TABLE 18: APPLIED POSITIVE PSYCHOLOGY ALUMNI PARTICIPANT VIEWS	128
TABLE 19: MOST AGREE AND STRONGLY AGREE STATEMENTS FOR THOSE WHO DID NOT ACHIEVE THEIR GOAL	129

TABLE OF FIGURES

FIGURE 1: LITERATURE REVIEW MAP	26
FIGURE 2: COGNITIVE AFFECT FRAMEWORK	42
FIGURE 3: ICEBERG METAPHOR FOR CRITICAL REALISM	61
FIGURE 4: RESEARCH PROCESS	65
FIGURE 5: THEMATIC ANALYSIS OF STATEMENTS	70
FIGURE 6: SCRUTINISING THE STATEMENTS FOR SELECTION	72
FIGURE 7: A COMPLETED Q-SORT SHOWING FIXED AND FREE DISTRIBUTION	75
FIGURE 8: FINAL Q-SET	76
FIGURE 9: FOUR VIEW FRAMEWORK USING THE DIMENSIONS OF ENERGY AND PLEASANTNESS	102
FIGURE 10: VIEW 1 WORD CLOUD	103
FIGURE 11: VIEW 1 COMPOSITE SORTS FOR ALL THREE SESSIONS	104
FIGURE 12: VIEW 2 WORLD CLOUD	106
FIGURE 13: VIEW 2 COMPOSITE SORTS	107
FIGURE 14: VIEW 3 WORD CLOUD	109
FIGURE 15: VIEW 4 WORD CLOUD - CONFLICTED	111
FIGURE 16: VENN DIAGRAM SHOWING THE 'MOST LIKE ME' (+ 3) STATEMENTS FOR EACH VIEW AT ALL THREE SESSIONS	112
FIGURE 17: NUMBER OF TOTAL PARTICIPANTS IN EACH OF THE FOUR VIEWS	119
FIGURE 18: GOAL ACHIEVERS AND THEIR VIEWS DURING THE THREE SESSIONS	120
FIGURE 19: UNDER ACHIEVERS AND THEIR VIEWS DURING THE THREE SESSIONS	121
FIGURE 20: SHIFTS IN VIEWS FOR PARTICIPANTS ACHIEVED THEIR GOALS	122
FIGURE 21: PERCENTAGE CHANGES IN THOUGHT AND EMOTION 'MOST AGREE' STATEMENTS OVER THE COURSE OF THE THREE COACHING SESSIONS FOR ALL FOUR VIEWS	124
FIGURE 22: BALANCE OF MOST COMMON STATEMENTS IN THE COGNITIVE AFFECT GRID FOR GOAL ATTAINERS	127
FIGURE 23: BALANCE OF THE MOST COMMON STATEMENTS IN THE FOUR-BOX MATRIX FOR NON-GOAL ATTAINERS	130

FIGURE 24: FOUR VIEWS FRAMEWORK AND RELEVANT PERSONALITY THEORIES	
MAPPED INTO A UNIFIED MODEL	135
FIGURE 25: SAMPLE OF 32 OF THE FINAL 40 Q-SET COACHING CARDS	141
FIGURE 26: COACHING COMPASS	169
FIGURE 27: BATTERY POWERED – BOTH POSITIVE AND NEGATIVE ARE NECESSARY	170

CHAPTER 1: INTRODUCTION

This thesis explores the thoughts and emotions associated with goal attainment as experienced by participants on a goal pursuit journey. Chapter 1 explores this in more detail, offering a background to the study, positioning the study in the context of goals and coaching in a changing world and workplace that is becoming ever more challenging, introducing the methodological approach, and explaining the structure of the thesis.

1.1 BACKGROUND

It is claimed that the single most important determinant of life success is the way we navigate our inner world of thoughts, emotions, and self-stories (David, 2013). Williams and Palmer (2020) and Wilson (2021) agree that this agility, enabling alternate responses and choices, could be particularly empowering in high-stress environments, and during times of crisis such as the Covid-19 pandemic. And yet the inner experience of thoughts and emotions remains one of the most mysterious. Thoughts can sabotage or support efforts, create issues with mental health, or create the conditions for posttraumatic growth. Our feelings and emotional landscape can motivate and propel us forward or paralyse us with fear and anxiety. Coaching has emerged in these unprecedented times as a powerful tool to support senior businesspeople in navigating increasingly challenging situations both personally and professionally. However, the role of positive thinking is not well understood, nor which particular emotional states can help or hinder goal pursuit. With the call for coaching on the rise, and wellbeing and happiness levels falling, there is an urgent need to understand this inner world experience better so that coaches can best support businesspeople on their coaching journey.

1.2 STATEMENT OF THE PROBLEM

Although there has been an increase in coaching with a continued focus on goals, including those concerning wellbeing and happiness, stress continues to rise and this is a crucial concern for organisations (Müller and Kotte, 2020). Despite the research of scholars such as Ordonez *et al.* (2011), Fishbach and Choi (2012), David, Clutterbuck and Megginson (2016), there is a paucity of knowledge of the relationship both positive and negative emotions, have with goals and vice. In 2021, negative emotions (the

aggregate of the stress, sadness, anger, worry and physical pain) that people feel every day reached a new record high in the history of Gallup's tracking (Gallup Inc., 2021) increasing the urgency to find the link between emotions and goals. By looking at this issue in a more holistic way using a unified approach a useful framework can be created to enable these phenomena to be explored, understood and utilised by the coaching profession.

1.3 RESEARCH AIM & METHOD

The aim of this study is to explore and better understand two things that cannot be seen, but that play a significant role in coaching and goal outcomes – the inner world of thoughts and emotions. With my positive psychology coaching background and an awareness of the power of cognitive behavioural coaching, the absence of a model that brings the positive and negative together, unifies our thoughts and feelings and helps to illuminate the goal pursuit journey for both coach and coachee is one this study aims to address.

Objectives: The study fulfils the following objectives.

- 1) Critically review the existing academic literature on thoughts and emotions (e.g., self-talk, emotional intelligence, automatic thoughts), including that pertaining to coaching and goals, in multiple domains such as business, sport, education, and health.
- 2) To generate a set of statement cards (a Q-Set) outlining a range of thoughts and emotions experienced by participants during the goal pursuit journey that can be offered as a contribution coaching practice.
- 3) To identify if, and how, combinations of thoughts and emotions are related to goal outcomes.
- 4) To make an original contribution to academic knowledge by identifying combinations of thoughts and emotions associated with successful goal attainment.

The following chapters present the first known investigation into the thoughts and emotions associated with levels of goal attainment at the beginning, middle and end of a three-month goal pursuit journey. The study will explore what thoughts and emotions

are experienced on a goal pursuit journey, and offer a practical, evidence-based set of coaching cards (based on the Q-set of statements produced and tested during the study) as a contribution to the coaching profession.

To achieve the aims and objectives three research questions have been developed:

Research Question 1: What are the common thoughts and emotions experienced by participants on the goal pursuit journey? **Research Question 2:** How do participant thoughts and emotions change as participants progress toward a goal? **Research Question 3:** Which thoughts and emotions, if any, are associated with goal attainment?

1.4 THOUGHTS AND EMOTIONS

Our lives and goals are typically driven by two things we cannot see, and that have no agreed upon definition: *thoughts* and *emotions*. Awareness and management of what we think and the emotions we feel can have a significant effect on what we achieve in life (A. M. Grant, 2001; Cox and Jackson, 2010; Palmer *et al.*, 2014; Park, 2020; Wang *et al.*, 2021), and underpin our beliefs about ourselves and the world (Kaufman and Libby, 2012; Hall-Harris, 2020). Hill, Fishbein and Ajzen (1977) suggest that thinking and feeling in a settled way are crucial components of attitude. Thoughts and emotions also have the potential to help us achieve our greatest goals and ambitions (Lankard Brown, 1999; Eccles and Wigfield, 2002) and can act as signals to halt or proceed with actions (Clore, Schiller and Shaked, 2018).

Historically *thought* has been the focus of attention, and the dominant force influencing behaviour, and *feelings or emotions* were misunderstood and posed as counterproductive or even hazardous (Bachkirova and Cox, 2007; Wager and Barrett, 2017). Positive and negative features of thought and emotion appeared to be largely separated, with much of the focus in psychology traditionally being on stress and depression (Seligman, 1998; Hogendoorn *et al.*, 2010; Wong, 2011; Kashdan and Biswas-Diener, 2014). This skew towards the negative and cognitive studies, largely separated from studies of emotion and feeling, make these domains worthy of greater exploration and understanding in a more cohesive and balanced way (Wright, 2014). By exploring a full range of thoughts and emotions with a unified approach, a useful framework can be created to enable these phenomena to be explored, understood and utilised more holistically by the coaching profession.

Despite an increase in research, there is still a lack of agreement on exactly what thoughts and feelings, or emotions are, and how they affect outcomes such as goals (Scheibe, 2019). For example, Selwyn and Grant, (2019) have discussed the clarity of understanding thoughts, feelings and behaviour, known as self-insight, but not the thoughts and feelings themselves, despite being a central component of goal-orientated change. The need for research that integrates cognitive elements and feelings or emotions has been expressed, and particularly on how they relate to coaching and goal outcomes (Bachkirova and Cox, 2007; Cremona, 2010).

1.5 GOALS AND COACHING

For many of us there is an indispensable part of life – the pursuit of goals. Whether these are achieving work targets and professional ambitions, improving or maintaining good health, or realising hopes and dreams, we all typically have a number of goals we want to achieve in life (Khan, Neveu and Murtaza, 2021). For example, two of the most widely held goals in the Western World are the dream of happiness, and a meaningful life (Baumeister *et al.*, 2013). However, habitual thoughts and emotions that sustain attitudes and beliefs, may stand in the way of attaining goals and dreams (Vîslă *et al.*, 2013). In the pursuit of happiness and goals we think will bring us joy, this

‘indispensable part of life’ may be the cause of much of our unhappiness and stress (Alessa A Müller and Kotte, 2020), rendering the use of goals in coaching controversial (Ordóñez *et al.*, 2009; Grant, 2012; David, Clutterbuck and Megginson, 2016), and in need of examination from a new position.

Coaching has become increasingly important in the rapidly changing ‘VUCA’ - volatile, uncertain, complex and ambiguous (Bennis and Nanus, 1985) business environment, to support the whole person and teams in organisations. This can include personal sensitivities, feelings and intuition (Walsh and Evans, 2014), as well as performance, goals and wellbeing (Eger *et al.*, 2015), however there is still little integrated comprehension in these areas. The coaching industry has been increasing in popularity as a helping profession at a dramatic rate, but there is the possibility that some of these efforts may be counterproductive, potentially negatively affecting goal attainment and mental health, rendering thoughts and the emotional impact an important area for further research (Bachkirova, 2020).

In addition, the coaching process and contextual elements remain under investigated, especially from the coachee view (Pandolfi, 2020), and the subjective experience of coachees on their goal pursuit journeys is a key omission. This study aims to bridge some of the gaps by exploring the thoughts and emotions associated with goal attainment (Bartlett II, Boylan and Hale, 2014) to better understand the range of experiences and impact, to offer insight for use by the coaching community. Studies into thoughts and emotions in coaching have identified ways coaches can work with these constructs, using both therapeutic and coaching techniques, but not specifically exploring the detail of the experience (Bachkirova and Cox, 2007; Palmer and Whybrow, 2008; Cremona, 2010; Neenan and Dryden, 2020b) and not in relation to goals.

1.6 OVERVIEW OF THE RESEARCH METHOD

Q-Method was chosen to achieve the aims, and inform the research questions, as it can be used to explore complex issues of subjective human perspectives, and discover clusters of similarities or differences in views on a topic (Stephenson, 1935; Solomon and Stephenson, 1955; Watts and Stenner, 2005; Nicholas, 2011). Q-Method allows participants to express their subjectivity without being constrained by the researchers' categories, so they can construct their own view from the 'universe' of statements, and interpret them in their own way (Webler, Danielson and Tuler, 2009a). This enables the largely unexplored but greatly influential part of personality to be made visible (Lee, 2017) – i.e. make the *unseen* inner experience of the thoughts and emotions of coachees *seen*. It is a semi-qualitative mixed method, that uses data reduction methods to discern patterns of thought (and in this instance, emotions).

Q-Method originated in 1935 with Stephenson's (1935) unconventional application of factor analysis. In contrast to traditional R-method which intercorrelates between responses for samples of people, Q intercorrelates between persons for a sample of stimuli. For a Q study, a small number of participants rank a set of statements about a topic (in this study the thoughts and emotions on a goal pursuit journey), based on the degree to which they agree, or disagree that the various statements reflect their own view (Danielson, 2009a). This mixed method design is key, given the nature of the study and its exploration of both thoughts and emotions, and we will explore these assumptions in greater depth in the following two chapters.

1.7 DEFINITIONS OF TERMS

1.7.1 Key Q Terms

There are a number of key Q-Methodology terms that will be referred to throughout this thesis and are therefore important for non-Q-methodologists to understand:

The Concourse - Concourse - the ‘universe of statements’, ideas and opinions on the topic that has been identified. In this study, these are hundreds of statements gathered from literature, and a Qualtrics survey with Stage 1 participants to help gather the concourse (Paige and Morin, 2016)

The P-Set – the participants who take part in each stage of the research (Stephenson, 1993). In this study;

Stage 1 Participants – 38 diverse participants who completed a Qualtrics survey on the thoughts and emotions they experienced at various stages of a goal pursuit journey (see Appendix 2)

Stage 2 Participants – 19 participants from three organisations who completed Q-sorts at the beginning, middle and end of a three-month goal pursuit journey

Q-Set: The set of statements (these were online for this study but can also be produced as a physical set of statement cards). These are a representative sample of the concourse, purposefully selected to represent a full range of perspectives and opinion on the topic of the thoughts and emotions associated with the goal pursuit journey (Watts and Stenner, 2005). In this study there are 40 statements chosen from the concourse, using a structured, balanced block approach, discussed in Chapter 3.

Q-Sort: The sorting of the statements to collect diverse views (Brown, 1996). This is achieved by having participants (P-Set) sort the sample of statements (Q-Set), into a hierarchy (forced distribution curve), from most like me to least like me. This creates an individual snapshot of what most and least represents their view.

1.7.2 Other terms

Definitions and language are important as they allow the semantic categorisation of experience, including emotional and cognitive experience, and much of our human experience may not exist without words (LeDoux, 2012; Brown, 2021; Damasio and Damasio, 2022). Additional key terms that will require definition are thoughts and emotions, coaching and goals, as well as self-talk. Defining thoughts and emotions is a notorious problem with no agreed upon definition, indeed, many of the terms used in this research are fiercely debated, without conclusion. (Izard, Kagan and Zajonc, 1984; Mayer and Salovey, 1997; Ioannidis, 2005; Scherer, 2005; Ekman, 2016; Fanselow, 2018; Brown, 2021).

A century ago, it was suggested by behavioural psychologists that subjective terms, such as thought and emotion, were dropped from scientific vocabulary. Scientific study, and the definitions, have progressed a long way since then but are still not concluded, as is typical in scientific advancement. Whilst there remains ample debate and discussion on what those definitions should be, the boundary between these phenomena becomes sharper, and the more specific the definitions become. These key terms will be discussed further in the Literature Review. For the purposes of this study at a high level the definitions are as follows:

Thoughts; *the act or process of thinking; reflection; meditation; cogitation; the power of reasoning* (Collins, 2015)

Self-talk; *the act or practice of talking to oneself aloud or mentally* (Hardy, 2006; Kross, 2021).

Emotions; *constructions that our brains create to explain how we're feeling in a specific situation to guide our actions* (Feldman Barrett, 2017); *an emotional response that can be identified and named* (Brackett, 2019; Brown, 2021)

Feelings; *sensations in the body such as hunger, the heart racing, or butterflies* (Damasio, 2021)

Personality; *the sum total of the physical, mental, emotional, and social characteristics of an individual; personality is the coherent patterning of affect, behavior, cognition,*

and desires (goals) over time and space (Eysenck, 1946; Revelle and Scherer, 2009; Sorić, Penezić and Burić, 2017)

Coaching; *partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential* (International Coaching Federation, 2021)

Goals; *the object of a person's ambition or effort; an aim or desired result* (Oxford English Dictionary, 2015).

1.8 CONTRIBUTION TO COACHING

There are several important areas where this study intends to make a unique and original contribution to the empirical research literature, both in coaching and psychology. Whilst recognising the complexity of the human experience, insight is offered to contribute to knowledge within the coaching community. The data generated by the study is analysed to elicit viewpoints of the different experiences of the thoughts and emotions associated with the goal pursuit journey, and the Four Views are proposed as a contribution to coaching knowledge and practice. By identifying and isolating four distinct views, clear differences of opinion and experience by coachees during the goal pursuit journey are presented.

In addition, as the first study to explore thoughts and emotions in a unified way in relation to goal pursuit, a clear contribution is the comprehensive list of thought and emotion statements developed for this study in the form of a Q-Set of 40 statements. Drawn from a number of sources including a Qualtrics survey, relevant literature, previous research and the researcher's observations, the statements represent a range of perspectives held by coachees on their goal pursuit journey and offer a contribution to knowledge as the first time such a set of statements have been isolated. The coachee perspective can often be ignored in the coaching literature so the Q-Set statements offer new insights and a practical tool to the coaching community (Carter *et al.*, 2017).

The overall purpose of these contributions to coaching is to raise awareness and contribute to functional knowledge by providing insights into the inner landscape of

thoughts and emotions, by offering nuanced language and a clear framework to discuss these.

Q methodology is a new way to consider this subjective area and offers a unique qualiquantological approach not previously used in coachee research that could be further used in future research.

1.9 THESIS OVERVIEW

This thesis is clearly arranged into the following chapters:

Chapter 1 – Introduction

The first chapter offers a background to the study and sets the research questions, aims and objectives. It offers a brief introduction to current perspectives on thoughts and emotions, and goals and coaching before outlining an overview of the research method along with key definitions used throughout the work.

Chapter 2 – Literature Review

Chapter Two critically reviews the main literature regarding thoughts and emotions in relation to goals and coaching. It begins with a brief history of theories of thoughts and emotions and how these may have influenced current attitudes and beliefs. The chapter examines the search for definitions and understanding of these terms and how these distinctions may affect goals and coaching. Finally, the gap in the research is identified by critically reviewing the existing literature.

Chapter 3: Research Methodology

The third chapter discusses the ontological and epistemological stance of the researcher. The choice of Q Methodology is explained along with the processes and decisions made during this process, including how the analysis and interpretation were undertaken.

Chapter 4: Data Analysis

Chapter Four reports on the survey results and analysis. The resulting viewpoints are introduced and answers to the research questions are provided.

Chapter 5: Findings & Discussion

Chapter Five discusses the viewpoints described in chapter four in more detail, relating the findings to previous research and additional literature. The viewpoints are proposed as a typology to support stakeholders in better understanding goal pursuit positions. In addition, the Q-Set is offered as a unified model of thoughts and emotions for us as a coaching tool.

Chapter 6: Conclusion

Chapter Six summarises the thesis and offers a contribution to knowledge and practice. The implications for coaching and further research are suggested. Limitations are discussed and personal reflections shared.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION AND CHAPTER OUTLINE

This chapter starts with a brief exploration of theories that may have influenced our understanding, experience and knowledge of thoughts and emotions and why emotions may have been marginalised until the recent past, with cognition and thought being the dominant force.

Then, to position this study in the existing literature and field of coaching it is necessary to discuss various perspectives on the relationship between thoughts and emotions and how these are associated with goals, demonstrating the gap in knowledge on the common thoughts and emotions experienced on the goal pursuit journey and why this important in coaching.

As illustrated in the Literature Map in Figure 1 below, there are areas where the concepts overlap. However, the paucity of research integrating these domains and the need for further empirical evidence on the specific thoughts and emotions associated with goal achievement is discussed.

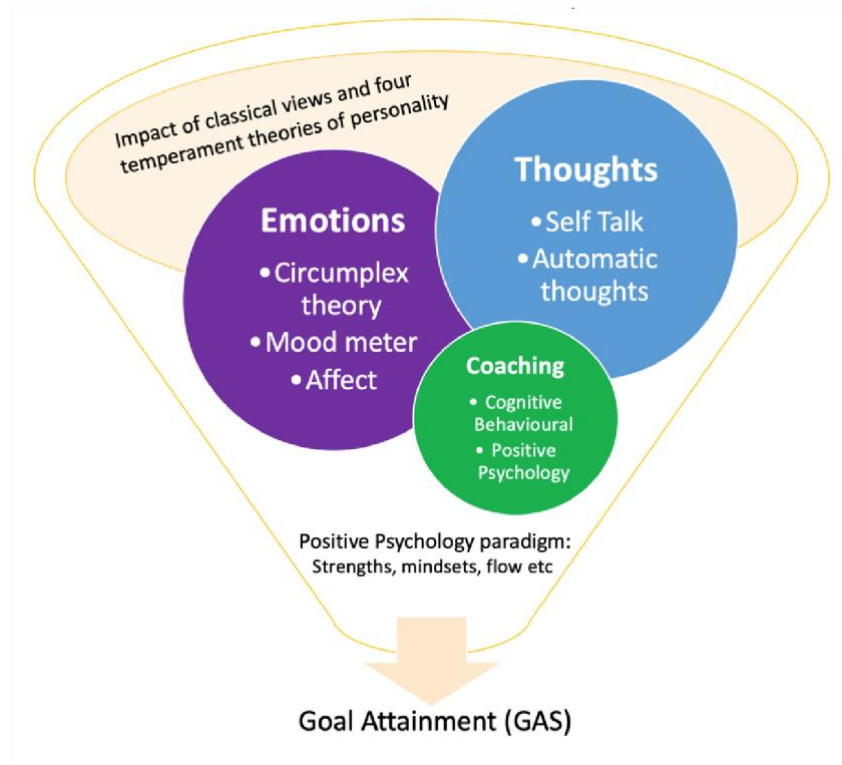


FIGURE 1: LITERATURE REVIEW MAP (Author's own)

Finally, to garner a more detailed perspective of thoughts and emotions in coaching practice, two coaching approaches that explicitly utilise thoughts and emotions are discussed. And as this study explores the thoughts and emotions associated with goal attainment the final section provides a brief background to goal theory and the rationale why goal attainment has been included as part of the study.

2.2 A BRIEF HISTORY OF THEORIES OF THOUGHTS AND EMOTIONS

It is important to briefly understand how current attitudes and beliefs on thoughts and emotions may have been influenced over the centuries. Classical paradigms have prejudiced the study of these subjective phenomena which may explain the separation of thoughts and emotions and why a unified framework has been lacking. In addition, historical philosophy can have an impact on current mindsets and cultural expectations with regard to how thoughts and emotions are perceived, and where research attention has traditionally been focused i.e. on thoughts over emotions.

2.2.1 Personality & four-temperament theories

Personality is another fiercely debated term, but generally known as a characteristic way of thinking, feeling, and behaving (Bergner, 2020). Stating that personality is to emotion what climate is to weather, Revelle and Scherer (2009) propose that ‘personality is the coherent patterning of affect, behaviour, cognition, and desires (goals) over time and space’. Ortony, Norman and Revelle (2012) go on to claim that it is the integration of these components of emotion, thoughts, behaviours and goals over time that represent personality. Whilst personality specifically is not measured in this study, revealing patterns of thoughts and emotions in relation to goal pursuit, is one that Q-Method and this study can uniquely contribute to.

Hippocrates (460-370BC) developed one of the early theories of personality from the ancient concept of humourism, into a medical model known as temperament theory. He proposed that certain human moods, emotions, and behaviours were caused by a lack or excess of ‘humours’, or body fluids. Each of the four humours was responsible for different patterns in personality which he classified as yellow bile, black bile, blood and phlegm. The four-temperament theory has endured from the dawn of history to the latest textbook in psychology. Indeed, it would be difficult to think of any scientific

theory that has exerted such a continuous and powerful influence in Western thought (Doody and Immerwahr, 1983). Ancient theory may have influenced more recent, contemporary typologies and models, that consider the role of thinking and feeling and some of the popular theories that have emerged are illustrated in Table 1 below.

TABLE 1: COMPARATIVE TABLE OF FOUR TYPE CLASSIFICATIONS
(Authors Own)

System	Date	Type 1	Type 2	Type 3	Type 4
Hippocrates	~400BC	Yellow bile	Blood	Phlegm	Black bile
Galen	~150AD	Choleric	Sanguine	Phlegmatic	Melancholy
DISC	1920s	Dominant	Influential	Steady	Cautious
Jungian	1940s	Intuitive/ Feeling	Sensing/ Perceiving	Intuitive/ Thinking	Sensing/ Judging
Myers	1950's	Intuitive/ Feeling	Sensing/ Perceiving	Intuitive/ Thinking	Sensing/ Judging
Trans. Anal	1960's	IOK/YNO	IOK/YOK	YOK/INO	INO/YNO
Insights	1990's	Red	Yellow	Green	Blue
Whole Brain	2020's	LBE	RBE	RBT	LBT

KEY 1: LBE/T = LEFT BRAIN EMOTIONAL/THINKING, RBE/T = RIGHT BRAIN EMOTIONAL/THINKING, IOK = I'M OK, YOK = YOU'RE OK, INO = I'M NOT OK, YNO = YOU'RE NOT OK

Although conventional wisdom accepts that we are all unique, many scholars agree these temperaments, styles or types can offer insights into how we might typically engage with the world and help identify preferences in the ways people gather, process and disseminate information (Jones and Hartley, 2013). A simple four-quadrant model may be used to summarise each of these theories classifying characteristics along two axes that help identify preferences in the ways people gather, process and disseminate information (Jones and Hartley, 2013). Whilst each theory uses its own vocabulary Myers Briggs, based on Jungian theory (Jung, 1923) has become a popular choice with thinking and feeling included as one dimension alongside introversion and extraversion, sensing and intuition, judging and perceiving. However, the specific vocabulary of what thoughts and feelings may be experienced is omitted offering an opportunity for greater understanding and insight. Although Table 1 attempts to position Myers Briggs types alongside other models, the complexity of the four dichotomies, resulting 16

personalities and the four-letter codes associated with Myers Briggs can make it challenging to map and compare. This complexity led to the subsequent success of Insights with their simple and memorable four colour quadrant model and combined with MBTI they represent the majority of personality typing systems used in the workplace globally (Schwefel, 2011).

In addition, the Big Five theory of personality uses a lexical approach to establish personality derived from analysis of the natural language terms people used to describe themselves and others (Furnham, 1996; De Raad and Mlačić, 2017). These linguistic descriptors were systematically taxonomised by placing them along five continual dimensions, or continuums, known as OCEAN (Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism). However, the specific descriptors used to create this theory are not readily available, nor are they applied specifically to the pursuit of goals rendering the question of what thoughts and emotions are associated with goal attainment still unanswered. Whilst this study also taxonomised thought and emotion statements the descriptors are kept intact in the main, with the Q-Method development of the Q-Set of statements along dimensions of pleasantness and energy or arousal, which will be described in Sections 2.3 and 3.3.

Plato (428 BC – 348 BC) made the first known systematic effort to define thoughts and emotions, with his major philosophical model of the tripartite structure of the soul. This model was characterised by an unstable equilibrium between its upper functions; reason and will, *thinking*, and its lower functions; instinct or appetitive, *emotions* (Scherer, 1995). It is class related and the ‘components of the state’ are linked with occupations and rank, and cognition was seen to be related with the highest classes, occupations, and position in society. Plato’s model may have influenced the consistent efforts made to understand cognition since this period, whilst paying less attention or even supressing ‘conflicting appetities’ and *emotions*. As Table 2 indicates, simply by classing *thoughts* as upper functions associated with kings and the ruling classes, and *emotions* as a lower function associated with peasants and slaves could have biased generations of scholars and practitioners alike.

TABLE 2: PLATO'S TRIPARTITE STRUCTURE OF THE SOUL

Components of the soul	Glosses	Components of the state
Cognition	Thought, reason, will. Considered rational judgement - the 'good'.	Ruling class. Philosophers, kings, statesmen, nobility. Interested in wisdom.
Emotion/Affect/Passion	'Thumos', anger or highspirited ideal emotions, resenting infringements by others and lower appetites.	Warrior class. Soldiers, policemen, auxiliaries, men of action. Interested in practical distinction.
Conation/Motivation	Impulses, cravings, instincts, appetites. Multitude of clamant and conflicting appetites for particular gratifications.	Lower classes. Civilians, workers, peasants, slaves. Interested in enjoyment and gratification.

Galen went on to develop the idea of mind (thoughts) and body (feelings) by proposing that patient healing should occur both in a patient's body and in the patient's mind (promoting positive thoughts). This is much more in line with other more recent scholars' points of view, such as Hamilton (2008), De Silva (2011), and Dispenza (2014), who propose that understanding our feelings, and being conscious of and responding to the resulting thought patterns that occur plays an important role in achieving the best outcomes in life. Nevertheless, Plato's hierarchical model, implicitly or explicitly, affected centuries of different philosophical systems attempting to understand mental and emotional systems. The model may indicate why *thought* has been seen as the most important component (Masmoudi, Dai and Naceur, 2012), and the assumption that *emotion* wreaks havoc on rationality (Bachkirova and Cox, 2007).

With the advances in technology and study of the brain, the triune model, with its three evolutionary layers of the *survival* reptilian brain, the limbic *emotional* brain and the rational *thoughts* sitting in the outer neocortex has proven to be a misleading oversimplification (Mlodinow, 2022). 21st century technology has proven the triune model of the brain to be wrong. We now know that *emotions* are inseparable from, and profoundly integrated into, the neural circuits of the brain, and without feeling we are

completely dysfunctional (Bechara, Damasio and Damasio, 2000; Damasio, 2012). And yet, understanding the *cognitive* component of *emotions* has been the priority of many metacognitive and neurological studies, focusing on the importance of emotion regulation to enable rational thinking, and avoid emotional bias on processes, such as decision making and attention (Latinjak, Hatzigeorgiadis and Zourbanos, 2017; Soosalu, Henwood and Deo, 2019; Latinjak *et al.*, 2020). However, according to scholars such as Latinjak *et al.*(2020), Brown (2021) and Taylor (2021), we are feeling beings that think rather than thinking beings that feel, and now is the time to bring thoughts and emotions together in new ways to explore the interaction between these mysterious phenomena.

2.3 THOUGHTS

One of the most significant findings of psychology in the more recent past is the concept that individuals can choose the way they think (Seligman, 2006). However, the privilege of cognition over emotion in Western philosophical thought has been dominant since ancient times (Mesquita *et al.*, 2004; Fosha, Siegel and Solomon, 2009; Wong, 2011; Neale, Spencer-Arnold and Wilson, 2013; Kowalska and Wróbel, 2017; Siegel *et al.*, 2018; Brackett, Marc, 2019; Magrum *et al.*, 2019; Brown, 2021). Nevertheless, there is still no agreed upon definition, or any clear understanding, of what thoughts really are. The Oxford English Dictionary (2015) defines thoughts as:

- i. *an idea or opinion produced by thinking or occurring suddenly in the mind.*
- ii. *the action or process of thinking.*


Though this definition of thought can appear clear cut and simple, our experience of thoughts can differ remarkably. To attempt to express a clear train of thought about our ideas or opinions can be a challenge as ‘ideas and opinions are produced’, both suddenly, as suggested in the definition above, but they can also form over time, or be repetitive. And their sudden occurrence can cause confusion – Where do they come from? Why are they occurring now? What is the meaning of this thought? How do I make sense of it?

The definition above alludes to a ‘process of thinking’ as if this is a linear action that can be mapped out and yet, unlike with computers, thoughts are not simply the clear-cut processing of information and algorithms. The ‘process of thinking’ can be far messier, and much more unpredictable. Unlike computers, humans have emotions involved in the action and process of thinking, and this can be seen as both a strength, and a weakness, depending on the task at hand – for example, experiencing anger or happiness from blocked or successful goal pursuit, suppressing emotions to think clearly in a crisis, to sadness at the loss of attachments (Bachkirova and Cox, 2007).

In contrast to this ‘process of thinking’ and idea or opinion definition, Merriam Webster define thought as:

- i. an individual act or product of thinking*
- ii. a developed intention or plan*
- iii. something (such as an opinion or belief) in the mind - he spoke his thoughts freely*
- iv. the intellectual product or the organised views and principles of a period, place, group, or individual (contemporary Western thought)*

The use of the word ‘product’ of thinking, and something that is ‘developed’, rather than a process, and being ‘organised’, speaks far more to the final outcome of thinking perhaps rather than the thought itself. The notion of individual and collective thought is an interesting concept, and one I deliberated when considering 1-2-1 or group coaching. With the influence we can have on each other’s thoughts and principles e.g. that support from other’s can assist with goal attainment (Williams, Ciarrochi and Deane, 2010; Mlodinow, 2022) group coaching potentially has a lot to offer. And thoughts are not always developed intentions or plans. Thoughts can sometimes sabotage intentions and plans, such as goals, if the opinions or beliefs we hold about ourselves do not support that end (Brown and Grant, 2010). In fact, thinking can sometimes get in the way of performance if one tries too hard to dissect and understand the mechanics of the act (Neenan and Dryden, 2011), as this poem by Katherine Craster (1871) illustrates.



*A centipede was happy – quite!
Until a toad in fun
Said, "Pray, which leg moves after which?"
This raised her doubts to such
pitch, She fell exhausted in the
ditch Not knowing how to run.*

Trying to make sense of thoughts through ‘the action or process of thinking’ can be a frustrating and depressing experience, or it can be enlightening, and result in ‘a-ha moments’ and behavioural change (Montero, 2016). Sometimes the distractions and perceived inefficiencies of the ‘process of thinking’ can create the conditions for new ideas, or make sense of the thoughts we have been experiencing e.g. whilst in the shower, driving, doing sports or something seemingly unrelated to the topic, can create the conditions for new ideas or make sense of the thoughts we have been experiencing (Longhurst, 2006; Robinson, Morrow and Miller, 2018). Sometimes it can be in the failing, and resulting negative emotional states that we learn, have new thoughts and are able to understand things at a deeper level - computers are not (yet) able to do this (Beck, 2012). Kahneman (2011) brings together thought and emotions with the two-system thinking theory. This theory suggests the speed of thinking or processing can be segmented into two ‘systems’ - with fast intuitive, emotional, spontaneous thinking is regarded as System I and slow, rational processing, referred to as System II, thought to be more controlled. Yet again, the specific examples of these thoughts and emotions are not explicitly shared leaving a gap to be explored. In addition, neurological studies show brain functioning reveals different thought processes, with uncontrolled, low effort, attention or awareness of *spontaneous thinking*, deliberate solution focused thoughts of *goal-directed thinking*, and the task unrelated thoughts of *mind-wandering*. For example, the Q-Statements in this study could reveal mind-wandering or spontaneous thinking, with self-talk statements from (Latinjak *et al.*'s (2020) sports psychology studies, such as “I messed up” or “I want to go home”. However, thinking is not a binary function, nor is it an action or process that can be easily replicated. Williams (2010) and others propose strategies that can help bring clarity of thought, such as perspective taking, sleeping on it, mind mapping, metathinking, mindfulness, pre-mortems, post-mortems, critical analysis, feedback and reflection techniques. This

study intends to allow participants the opportunity for several of these strategies, including metathinking - to think about their thoughts (Watson, 2010; Cain, 2013). Although there is a need for greater clarity and agreement on what is meant by *thought*, for ease of understanding the concept (theories) and enable the desired exploration, this study focuses on self-talk (or inner dialogue), and the theory of automatic thoughts.

2.3.1 Self-Talk

The unique human capacity to introspect through self-talk is crucial to our ability to achieve goals, or not. Too much introspection can lead to a negative spiral and selfsabotage, if we do not have the self-awareness and strategies to counter our worst critic (Walter, Nikoleizig and Alfermann, 2019). Our inner voices allow us to evaluate our past and prepare for the future and can enable us to manage our emotions. But self-talk or chatter can also get in the way of us functioning in the world e.g., trying to focus after you've had a fight with a loved one (Moser *et al.*, 2017; Kross, 2021). The link between thoughts and self-talk once again goes back to Plato, who defined thinking as "the conversation which the soul holds with herself when considering anything". Selftalk is defined by Easterbrook, Harris and Sherman (2021) as "verbalisations or statements addressed to the self" or by Hardy (2006) as "dialogue through which the individual interprets feelings and perceptions, regulates and changes evaluations and convictions, and gives themselves instructions and reinforcements". However, despite self-talk being a common everyday experience (Theodorakis, Hatzigeorgiadis and Chroni, 2008), remarkably little is known about this inner world of thought and it being suggested that a great deal more research is required to understand the phenomena better (Perrone-Bertolotti *et al.*, 2014; Geurts, 2018).

We all speak to ourselves either willingly or unconsciously, and these inner thoughts can be both functional and dysfunctional (Pekrun and Stephens, 2010; Dolcos and Albarracin, 2014a; Judy L Van Raalte, Vincent and Brewer, 2016; Morin, Duhnych and Racy, 2018). Talking to oneself has been associated with a number of positive cognitive, emotional and behavioural consequences by Zourbanos, Hatzigeorgiadis and Theodorakis (2007), and according to Alderson-Day and Fernyhough (2015) can serve to enhance confidence, regulate effort, focus attention, and control emotional and cognitive reactions. Rogelberg *et al.* (2013) suggests self-talk may decrease the cognitive burden associated with the complexity of goal striving and increase behavioural output. According to Bülbül (2020), positive self-talk may fit into

categories of confidence building, psyching up, anxiety control, and instruction, whilst negative self-talk could be categorized as worry, disengagement, somatic fatigue or irrelevant thoughts. These categories have been considered during the development of the Q-Set and the selection of the thought statements to ensure these categories are represented where appropriate.

Research on self-talk, particularly with athletes, has contributed to the understanding of the role of thoughts on performance (Zourbanos *et al.*, 2011). Positive self-talk has been shown to improve performance whilst negative self-talk is inversely correlated with performance (Kahneman, 2011; Barbara Tversky, 2019). In line with Kahneman's (2011) thinking fast and slow, the dual process theory of self-talk categorises these into the spontaneous, intuitive, fast processing of System 1 thinking, and the slower, more reasoned processing of System 2 (Kross, 2021) and this dual processing may also lend itself to categorising thoughts and feelings in the wider context. Self-talk can also be considered as inner speech or dialogue - the subjective experience of language in the absence of overt and audible articulation (Hackfort and Spielberger, 2021), allowing greater visibility of the thought processes, language and narrative the participant is experiencing.

Whilst this study predominantly focuses on the valence of the self-talk (whether the self-talk is positive or negative) there are other distinctive variants of self-talk to consider (Hardy, Roberts and Hardy, 2009a; Dickens, Raalte and Hurlburt, 2018). For example Hardy, Roberts and Hardy (2009) claim thoughts related to self-efficacy, and beliefs about one's own capabilities are often associated with '*I am*' self-talk statements. Son's (2011) study into first- and third-person self-talk suggests that the personal pronoun 'you' offers a linguistic device to change the focus of a self-talk, to help evaluate behaviour better. According to Dolcos and Albarracin (2014), this ability to self-distance when making meaning can work well when analysing negative experiences, through self-reflection. These variants were taken into consideration when developing the thought and emotion statements for this study (Ayduk and Kross, 2008; Kross and Ayduk, 2011), as well as the *use* and the *content*. This resulted in some emotions stated as '*I am*' and others as '*I feel*' e.g. "*I am determined*", and "*I feel anxious*" differentiating between a long-term *trait* like characteristics - stating attributes that are part of identity and personality, and the temporary condition of a *state* that passes after a short period of time (Oxford, 2021). In addition, a selection of thought

statements are stated in the first person and some in the third person 'you' e.g. "*You're doing the best you can*". However, much of the research to date neglects to share the specific *content* of the self-talk (Hardy, Roberts and Hardy, 2009c), and where it has, is particularly focused on performance in sport (Morin, Duhnych and Racy, 2018) offering an opportunity to expand this knowledge into other coaching domains such as organisational and executive coaching where there is a considerable gap in the literature and a wide-open area of inquiry that this study aims to contribute to (Latinjak *et al.*, 2020).

This study will provide awareness of and visibility to some of this self-talk and inner dialogue in relation to the goal pursuit journey, alongside emotions - an area with a scarcity of studies focused mainly on anger and anxiety (Latinjak, Hatzigeorgiadis and Zourbanos, 2017). Whilst recognising the infinite array of potential thoughts and selftalk possible, the intention of Stage 1 of this study is to source a relevant selection that represent the 'universe of statements' in relation to the goal pursuit journey, and span the positive and negative valence spectrum (as well as the dimension of high to low energy). Sometimes known as thought distortions (Burgess and Haaga, 1994a; Boyraz and Lightsey, 2012a) and positive affirmations (Rachman and Shafran, 1999; Yurica and DiTomasso, 2006; Yesilyaprak *et al.*, 2019), the array of statements containing both thoughts and emotions collected in Stage 1 of this study will form part of the Q-Set of statements used for Q-sorting by participants in Stage 2. The final Q-Set of statements provides a contribution to coaching and the academic community by clearly identifying the common thoughts and emotions associated with goal pursuit.

2.3.2 Automatic and Repetitive Thoughts

Automatic thoughts can play a significant role in the goal pursuit journey, as they can influence an individual's motivation, self-efficacy, and persistence in pursuing their goals. Automatic thoughts refer to the spontaneous and often subconscious thoughts that people have in response to a particular situation. These thoughts are automatic, meaning that they occur without deliberate effort or conscious control (Kazdin, 1990; Netemeyer *et al.*, 2002). The Automatic Thoughts Questionnaire (ATQ) was developed by Beck and his colleagues as part of the cognitive theory of depression (Beck *et al.*, 1961; Hollon and Kendall, 1980). It consists of a series of 30 statements that describe negative thoughts commonly experienced by people with anxiety or depression.

Examples of these statements include "What's the point?" and "I'm not good enough". Respondents rate the extent to which they believe each statement is true for them on a scale from 1 (not at all) to 5 (completely) indicating how frequently they have experienced each thought in the past week or other specified time period. This assessment offers an ideal framework for this study to build on by choosing those statements most related to the goal pursuit journey in addition to incorporating positive thoughts.

In the late 1980s the Positive Automatic Thoughts Questionnaire (PATQ) was created in response to the recognition that positive thoughts can also have an important impact on mental health and wellbeing (Ingram and Wisnicki, 1988) and to help provide a more comprehensive picture of an individual's thought patterns and their impact on emotional states. However, the assumption that it is thoughts that are the dominant force is still present in this theory, even when introducing the positive aspect and one that this study questions. An example of a combined ATQ including items from both the ATQ-N and the PATQ is shown Table 3 below:

TABLE 3: EXAMPLE OF AUTOMATIC THOUGHTS
QUESTIONNAIRE – COMBINED (ATQ-C)

(BASED ON HOLLON AND KENDALL, 1980; INGRAM AND WISNICKI, 1988;
NETEMEYER *ET AL.*, 2002; DEARDORFF, HOPKINS AND FINCH, 2016)

Automatic Thought Questionnaire - Combined	
I'm going to fail.	I will be successful
I'm worthless.	Life is exciting
Things never go my way.	I enjoy a challenge
I'm a failure.	I'm so relaxed
I'll never be able to do it.	I'm pleased with myself.
I'm hopeless.	I'm doing well.
I'm stupid.	I'm capable of achieving my goals.
It's all my fault.	I'm content with my life.

I'm a bad person.	I'm competent.
I can't stand it.	I have a lot of strengths.
I'm unlovable.	I'm proud of my accomplishments.
I'm a loser.	I'm satisfied with my progress.
I'll never be successful.	Things are getting better.
I'm weak.	I'm confident in my abilities.
I'm not good enough.	I have a lot of positive qualities.

Although the importance of positive thoughts or ‘non-negative thinking’ is unequivocal and longstanding (Bryant and Jeff Baxter, 1997; Boyraz and Lightsey, 2012b; Iulian Iancu *et al.*, 2015) there are many traditional clinicians and researchers who still focus predominantly on identifying specific patterns of negative automatic thoughts which is a puzzling neglect and a gap in the empirical evidence to the contrary that this study aims to address. Techniques such as cognitive restructuring and cognitive-behavioral therapy (CBT) aim to help individuals identify and challenge their negative automatic thoughts, and replace them with more adaptive and realistic thoughts, discussed further in Section 2.5.3.

One researcher who has advocated for the importance of positive thoughts and affect in mental health is Barbara Fredrickson. Fredrickson is a prominent researcher in the field of positive psychology, and her broaden-and-build theory proposes that positive emotions broaden an individual's thought-action repertoire, and this will be explored in the next section.

2.4 EMOTIONS

There has been a long period of neglect of research on the combination of cognition (thoughts) and affect (emotion) (Forgas, 2008; Clore, Schiller and Shaked, 2018) and a balanced and unified approach to cohesively explore thoughts and emotions, in an engaging and easy to understand way is still in need of advancement (Ford *et al.*, 2018; Lomas *et al.*, 2020; Yakushko and Blodgett, 2021).

In 2021, negative emotions — the aggregate of the stress, sadness, anger, worry and physical pain that people feel every day — reached a new record high in the history of Gallup’s tracking (Gallup Inc., 2021). With 50-60% of workday absences being stress-related, and occupational stress being the second most frequently reported work-related problem in Europe (Junker, Pömmmer and Traut-Mattausch, 2021a), the impact of emotions, both pleasant and unpleasant needs further study. Despite the research of scholars such as Ordonez *et al.* (2011), Fishbach and Choi (2012), David, Clutterbuck and Megginson (2016), there is a paucity of knowledge of the relationship both positive and negative emotions, have with goals and vice versa.

The often-interchangeable terms of emotion, feeling or affect effect almost every major topic and problem facing humanity today. Feelings and emotions may seem to dominate many aspects of our lives, they certainly permeate it and give subtext to everything we do and say (Ortony, Clore and Collins, 1988). Emotions drive action, create motivation and focus attention (Ford and Gross, 2019; Diener, Thapa and Tay, 2020) and yet, typically on the basis that they are difficult to define, unmeasurable or irrational, research into feelings and emotions has long been marginalised (Dukes *et al.*, 2021). Research on cognition has ruled supreme (Immordino-Yang and Damasio, 2011), so according to Russell (2003) it is feelings and emotions that remain the most mysterious, with emotion management being proposed by Patel and Patel (2019) as one of the most important, but least examined concerns in medicine. Dukes *et al.* (2021) suggest that there is a shift from the era of cognitivism to an era of affectivism, with the explanatory power of emotions and feelings being further recognised. This renders emotions and feelings worthy of additional exploration from a new perspective, and one that this study intends to contribute using Q-Method – the study of subjectivity (Robbins, 2004; Stenner and Watts, 2012; Stickl, Wester and Wachter Morris, 2019).

The definitions surrounding emotions are a topic of fierce debate, and all that can be agreed upon is that there is no agreed upon definition (Damasio, 1999; Brown, 2021). The word emotion first appeared from an adaptation of the French word *emouvoir* meaning ‘to stir up’ in the mid 16th century. Jamesian theory stated simply that “*an emotion is a physiological reaction, essentially, its familiar sensory accompaniment – a ‘feeling’*” (James, 1884). On the other side of the debate is the Aristotelean view that emotions are more intelligent and insightful than reason and calm deliberations (Solomon, 2003) in line with the intuitive and instinctive System 1 thinking of the dual

process theory discussed in Section 2.3.1. Psychologists Fehr and Russell (1984) have observed, “*Everyone knows what an emotion is, until asked to give a definition.*”. James' (1884) question “What is an emotion?” remains effectively unanswered to this day. When we try to tackle an understanding of emotions we open a Pandora’s box of multiple disciplines, variables, dimensions, research methods and dilemmas with no one clear or firm set of answers (Rafaeli, 2004). The terms “emotion” and “feeling” are, in fact, often used interchangeably (LeDoux, 2012), as the definitions below illustrate (again with a clear separation from thoughts). The Cambridge Dictionary (2020) defines feelings as:

- i. *Something that you feel through your mind or through the senses*
- ii. *The fact of feeling something physical*

And emotion as:

- i. *feelings, a person’s emotions rather than their thoughts or ideas*
- ii. *a strong feeling such as love and anger, or strong feelings in general*

Damasio (2021) proposes that *feelings* are internal subjective experiences, for example butterflies, hunger and a pounding heart, and *emotions* as the visible, labelling and external ‘action’ of these *feelings* as an *emotion* such as excitement or nervousness. The psychological model called SPACE used in CBT coaching (covered in Section 2.5.3) refers to these feelings as physiology, such as respiration rate up, or having a flushed face. For the purposes of this study, I will be exploring emotions based on Feldman Barrett's (2017) assertion that emotions are constructs of the mind, unique to each individual, and not hard-wired into particular regions of the brain. This is not to say that feelings are not worthy of further exploration, but taking the definition that feelings are bodily sensations, the distinction between emotions and feelings is clear. To include the objective labelling of emotions alongside the subjective experience of feelings in the moment, would require a different study design to explore the phenomena of feelings in the moment, and is not in the scope of this study.

2.4.1 Theories and models

Historically, the study of emotion was marginalised from mainstream scientific study as being too subjective and illusive, despite the interest of Charles Darwin, William James and Sigmund Freud. Darwin was a naturalist who changed the way people looked at living things with his Theory of Evolution by Natural Selection. The publication of *The Expression of the Emotions in Man and Animals* by Darwin and Darwin (1890) was the most influential and ground-breaking work on emotions since Plato (Mlodinow, 2022). There is continuing debate and conflict to this day based on Darwin's views on thoughts and emotions, as to whether emotions are a cause or consequence of behaviours and actions (Darwin and Darwin, 1890; Damasio, 1997). When it comes to fully understanding and treating emotional disorders, Russell (2003) believes that relatively little measurable progress has been made since Darwin, while Ludwig and Welch (2019) proffer that great advances and breakthroughs have been made. Different perspectives have emerged, for example from the belief that emotions are irrational forces that unleash destructive thoughts and impulses, but that the mind and body are one psychobiological whole (Damasio, 1997), to believing that emotions represent the wisdom of the ages that can guide us through life's ups and downs (Peters, 1944; Schwarz, 2002). Many scientists, such as Ekman, have understood and engaged in research on emotions from Darwin's framework; a set of universal, basic emotions, such as sadness, happiness, surprise, anger, fear and disgust, triggered by stimuli and resulting in fixed and specific responses (Kemper and Lazarus, 1992). But an alternative view is that it is not always the mental sensation that precedes the physical response, and there is not always a visible physical sign of the inner emotional world (Feldman Barrett, 2017; Mlodinow, 2022). Nonetheless, whilst acknowledging the different perspectives, the theory of basic emotions contributes to some of the 20 emotion statements relating to the goal pursuit journey used in this study, covered in greater depth in the next Section and the Methodology Chapter.

The dimensional perspective of emotions that has also inspired the framework for this study was first adopted in the 1930's with the development of a linear scale with six categories from; i) love, happiness mirth, ii) surprise, iii) fear, suffering, iv) anger, determination, v) disgust, and vi) contempt (Morin, 2009). This Emotional Scale was further developed into the Circumplex Model of Affect, which proposed that all affective states arise from cognitive interpretations. A number of methods have been

used to develop the Circumplex model, for example, the study of emotions in animals, and the locating of 72 pictures of facial expressions across two dimensions of emotion (pleasantness-unpleasantness and rejection-attention) – a similar location evaluation process was used by this study to help create the Q-Set. The Circumplex Model of Affect was offered by Woodworth (1938) as representation of the cognitive structure utilised to conceptualise affect, developed by, and enabling self-report of affective experience. This study builds on Woodworth's theory, by explicitly adding an additional cognitive component in the form of specific automatic thoughts and self-talk in relation to the goal pursuit journey to help better understand the common thoughts and emotions that occur. Further developments on the circumplex model of affect by Schlosberg (1952) suggest that, using factor analytic evidence, there are inter-related affective dimensions such as pleasure and arousal that can be represented in a spatial model. Russell's (1980) Affect Grid was also a promising way to assess affect using dimensions, but this seems to all but disappear in the literature in recent years (Russell, Weiss and Mendelsohn, 1989). This lapse in development offers an opportunity to utilise the Affect Grid in an updated and expanded format to help present the answer to Question 1 in this study – what the common thoughts and emotions associated with goal attainment are. This study incorporates an adaptation of the affect grid to evaluate the statements incorporating both *cognition* and *affect* into a cognitive-affect framework as shown in Figure 2 below.

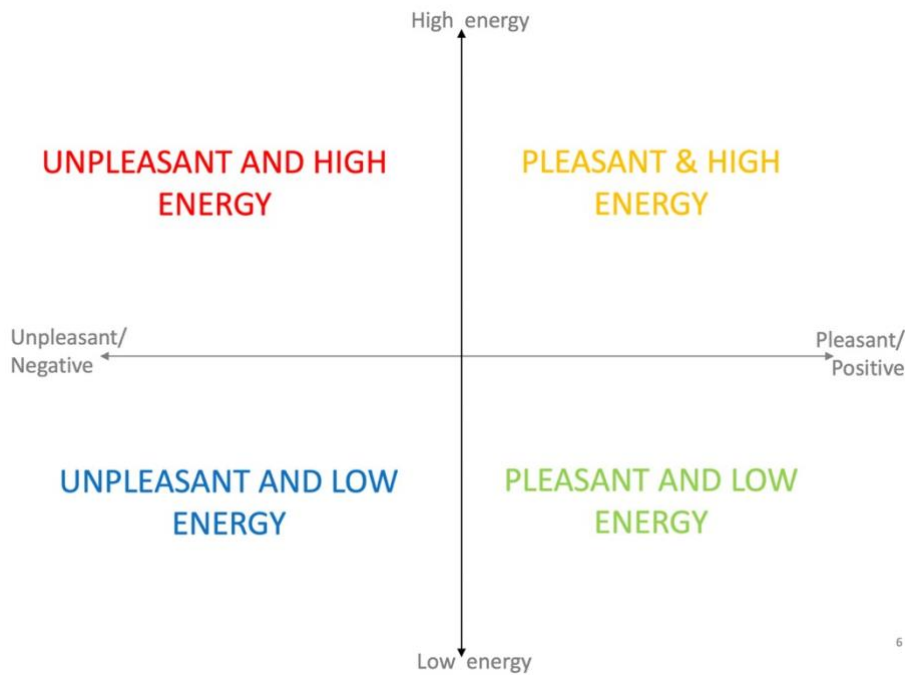


FIGURE 2: COGNITIVE AFFECT FRAMEWORK

Using dimensions of pleasantness and energy

(Adapted from Woodworth, 1938, Russell, 1980)

The Circumplex Model of affect was a foundation of the Yale Mood Meter approach, developed by the Yale Center for Emotional Intelligence. The process of distinguishing emotions and labelling them is a core tenant of emotional intelligence and the Mood Meter is operationalised by using the RULER model; R = Recognising, U = Understanding, L = Labelling, E = Expressing and R = Regulating emotions effectively (Scott Killgore, 1998; Hardy, Hall and Alexander, 2001). Differentiating between the labelling of specific *emotions*, versus the more abstract sense of *affect* within the spatial model is an important distinction. Each individual's experience and labelling of an emotion can be different as proposed in the constructed theory of emotions, one of several theories of emotion.

Constructed theory of emotion - This states that emotions are not innate but constructed and labelled through social and cultural experience (Poer, 2018), suggesting a clear role of cognition and thought (Wager and Barrett, 2017). So rather than emotions being hardwired, automatic and uncontrollable there is a way to intervene in these reactions and place different meanings on feelings by constructing explanations that serve e.g. butterflies could be anxiety or excitement (Feldman Barrett, 2017).

Cognitive theory of emotion – is closely linked with the constructed view in that perceptions, values and beliefs play a pivotal role in how emotions are distinguished.

Evolutionary theory of emotions – the evolutionary theory is in stark contrast to these in that it suggests emotions are primary and independent of cognition (Bechara, Damasio and Damasio, 2000), which would imply this fits more with the definition of internal, involuntary feelings and impulses and why the distinction between emotions and feelings is so important.

This study aligns with the constructed theory of emotion and the labelling of the experience of emotions (and thoughts) on the goal pursuit journey is used to generate the Q-Set statements in Stage 1, and for Stage 2 participants to use these statements to label their own experiences during the goal pursuit process.

2.4.2 Positive and negative emotions

The positive and negative valence of emotions can be measured along a continuum or dimension, also referred to as pleasantness (Stanisławski, Ciecuch and Strus, 2021). As studies have shown, both positive and negative emotions are helpful for reasoning and wellbeing (Rivers and Brackett, 2011; Brackett, Marc, 2019), and for emotion labelling and regulation it is important to distinguish between them (Barrett *et al.*, 2001). What has not yet been fully identified is what the specific combination of thoughts and emotions are. Longitudinal studies have suggested that emotions, such as happiness, can be contagious and are a collective phenomenon (Strongman, 2003), making them critical for greater understanding given the challenges and problems humanity is dealing with. Progress in studying emotion can be difficult and fraught with criticism due to the complex nature and unpredictability of the subjects, context and phenomena (Tamir, Ford and Ryan, 2013), so the relatively recent recognition of Q-Methodology as a valuable method to progress the complex issues of human subjectivity is one this study aims to highlight and leverage (Churruarín *et al.*, 2021).

As Mejía and Hooker (2017) state, successful goal pursuit is not always about chasing the positive and avoiding the negative. It has been claimed for many decades that both positive and negative emotions have an effect on thoughts about actions in which we would like to engage (Fowler and Christakis, 2009), but there are questions to be raised about the generalisability of the claims and their application in coaching and goal pursuit when opinion is not backed up with empirical evidence. It can be difficult to

understand how the conclusions of some studies have been reached and how to apply these reliably when fundamental details of the method and approach are omitted or contested. For example the work of Fredrickson and Losada (2005) predicted that a ratio of 2.9 positive affect to 1 negative affect characterises flourishing mental health that can lead to a broadening and building effect on thought repertoires and cognition. With positive affective states being proposed as enabling a broadened scope of attention, greater problem solving, increased creativity, and expansive thought action tendencies (Fredrickson, 2004; Fredrickson and Branigan, 2005; Fredrickson and Losada, 2005). Whilst the mathematical modelling of this broaden and build theory has been challenged as wishful thinking (Brown, Sokal and Friedman, 2013; Brown, Sokal and Friedman, 2014) the concept of a broadened mindset as a result of positive affect creating an upward spiral of achievement and fulfilment and a trajectory for building enduring resources necessary for goal achievement has been defended (Fredrickson, 2013). And yet the specific affective states and how these could help or hinder the goal pursuit journey has not been explored.

Within the coaching literature, the negative effects of suppressing emotions and the positive role emotions play in performance has been widely accepted (Brown, Sokal and Friedman, 2013). Both positive and negative emotions, such as anger, pride, gratitude and anxiety can be thought of as tools to enable the achievement of a specific goal when deployed with purpose, yet the focus is typically on the use of positive emotions (Weidman and Kross, 2020). Delgado-García, Rodríguez-Escudero and Martín-Cruz (2012) propose that positive affect leads to ambitious and broad goals being set, and higher levels of satisfaction, whilst negative affect results in narrow goals and lower satisfaction, but has not explored what the specific emotions are or the thoughts aligned with them throughout the goal pursuit journey. Crum *et al* (2017) propose that it is the mindset with which one approaches potentially negative states such as stress that determines the effect it has. For example, by adopting a ‘stress is enhancing’ mindset cognitive and emotional responses to challenge can be altered, however other emotions and their effects have not been explored.

Although research is making progress elucidating the influence of emotion on cognition, it still remains unclear why and when cognition is impaired or enhanced by emotion (Ciarrochi, Forgas and Mayer, 2006). Frijda and Mesquita (1998) have suggested, that to make scientific progress, feelings need to be bracketed to enable the

study of emotions, so that nonverbal accounts can be taken into consideration. This study approaches the phenomena of emotions using linguistic descriptors and nonverbal experiences are excluded. The descriptors do not need to be exhaustive, in fact empirical evidence shows that minimal labelling is more effective for emotion regulation (Vine, Bernstein and Nolen-Hoeksema, 2019). What has become clear is that emotion plays a much larger role in the understanding of thoughts and intuitive judgements than in past history (Hur *et al.*, 2017), and is intertwined with cognition (Kahneman, 2011). In addition, it is generally agreed that emotions are multi-faceted, involving cognitions and conceptualisations, behaviour and physiology, and include feelings and experience (Jiang *et al.*, 2016).

In summary, despite exponential increases in research over the last 40 years, there is still no agreement on the causes and consequences of emotion (Höpfner and Keith, 2021). However, these multiple theories are helping to advance knowledge of emotions and foster a vigour of diverse research (Adolphs and Andler, 2018) to which this study hopes to contribute. The functionality and value of all emotions, including unpleasant ones, requires that a balance of emotions are represented in the Q-Set (Kashdan and Biswas-Diener, 2014; Parrott, 2014). However, to date no thoughts or self-talk have been included in the development of the Yale Mood Meter model. This offers an opportunity to integrate a range of positive and negative thoughts and self-talk relating to the goal pursuit journey into the framework, as this study has done in support of a contribution to coaching.

2.5 COACHING

2.5.1 Coaching definitions

The interest in coaching has been steadily growing over the past few decades and yet there is still confusion over what is meant by coaching and how it is defined in practice (Rogelberg *et al.*, 2013). The term was often used interchangeably with training (Grant, 2001) until Whitmore (1992) distinguished a facilitative approach of helping the coachee to learn, rather than teaching or training them. It is generally agreed that coaching consists of structured conversations, usually one-to-one, scheduled on a regular basis over a short period of time to help promote beneficial change, build greater self-awareness and personal responsibility (Passmore and Fillery-Travis, 2011; Cox, Bachkirova and Clutterbuck, 2018). The coach is not expected to direct or instruct

but to help the coachee work out the goals they want to achieve and why, giving support and encouragement as appropriate. The coachee is expected to identify and commit to the need for change whilst being open and honest their thoughts and progress (Passmore and Tee, 2020; Tee and Passmore, 2022).

What is also agreed upon in the main is what coaching is not: Coaching is specifically not therapy (Passmore and Fillery-Travis, 2011; Jowett, Kanakoglou and Passmore, 2012). This could lead to confusion for both the coach and coachee on the exploration of perceived negative thoughts and emotions during the goal pursuit process and the gap and overlap between coaching and therapy remains inconsistent and blurry (Cox, Bachkirova and Clutterbuck, 2018). Coaching could be interpreted and experienced in an infinite number of ways by both coach and coachee, so it is worth considering its roots in academia, sport and therapy to understand the evolution and the role thoughts and emotions may have.

It is important to recognise the sporting and educational heritage especially when we consider the ‘inner game’ and impact of the internal obstacles to performance (Passmore, Peterson and Freire, 2012). Using Timothy Gallwey's (1974) description, it is the coach's role to help reduce or remove the internal obstacles to performance, of which thoughts and emotions play a major role. This ‘inner game’ approach quickly spread to business and life coaching which is broadly defined by Grant (2003, p. 254) as *“a collaborative solution-focused, result-orientated 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”*. Other scholars and professionals describe coaching as *“a way of working with people whose lives are basically OK, being designed to help them get more out of themselves, their work, their relationship and all relevant aspects of their lives”* (Dryden, 2017, p.4) and *“the philosophy of encouraging the participants' learning, resourcefulness and self-insight in a non-directive collaborative way to enhance their goal striving and achievement”* (O’Riordan and Palmer, 2021, p.21). These arguments show that what is common is the typical focus on development of non-clinical clients rather than dealing with adversity, though this line can be blurred, and adversity, psychological disturbance and dissatisfaction may arise during the course of coaching. In fact, coaching related adversity is likely in the pursuit of a challenging goal (O’Riordan and Palmer, 2021),

however this remains an under researched area that this study will explore in relation to emotions and thoughts that arise as a result of goal pursuit.

Coaching concepts such as ‘peak performance (Grant and Connor, 2019)’, ‘mindset’ (Kaiser, 2019) and ‘motivation’ (Claro and Loeb, 2017) and typically with a strong focus on outcomes and goal achievement, with adoption in a number of domains including business, healthcare, social services, public services and personal (Ng, 2018) offer exciting opportunities for this ‘golden age of coaching’ (Stelter, 2014). The role of social support, whether from a coach or in conversation with others can influence our thinking and self-talk (Zourbanos, Hatzigeorgiadis and Theodorakis, 2007). But it is essential that we are able to better understand the emotional and cognitive content so that the impact and influence of coaching can be more clearly established. Research into goal attainment and the role of coaching has gained pace in recent years with studies suggesting that solution-focused, cognitive-behavioural life coaching can be an effective approach to creating positive change, enhancing mental health and life experience and facilitating goal attainment (Bandura and Cervone, 1983; Cox and Jackson, 2010; Tee and Passmore, 2022).

2.5.2 Cognitive Behavioural Coaching

Cognitive Behavioural Coaching (CBC) has the most apparent use of thoughts and emotions, suggesting that the way one thinks about events profoundly influences the way one feels about them (Cox, Bachkirova and Clutterbuck, 2018). At the very heart of CBC is the principle of ‘psychological interactionism’ suggesting that cognition, emotion and behaviour are overlapping systems and not separate, In addition, context can have both an immediate and potentially lasting influence on the thinking-feeling-acting of a person, where past experiences can have an impact on present functioning (Palmer and Neenan, 2001; Neenan and Dryden, 2020a). CBC aims to support goal achievement by eliciting and disputing unhelpful, goal blocking thoughts and developing more helpful alternatives (Neenan and Dryden, 2013). In their 2021 study Junker, Pömmmer and Traut-Mattausch) assert that cognitive behavioural coaching is successful in helping individuals remain focused on their goals whilst also impacting their ability to develop strategies to deal with stress.

Cognitive Behavioural Coaching (CBC) has its roots in the Cognitive Therapy approach of Aaron Beck (O’Riordan and Palmer, 2021). In the 1960’s Aaron Beck realised the

connection between thoughts and feelings when observing the inner dialogue his patients engaged in – he described these emotion-filled thoughts as ‘automatic thoughts’ (Neenan and Dryden, 2020a), sometimes referred to as ANTS, Automatic Negative Thoughts, however the focus remains on the thoughts rather than the emotions. Examples of these automatic thoughts are used within this study with the addition of common emotions discovered in Stage 1 and will be discussed further in the Methods Chapter. Albert Ellis posited that these thoughts are largely irrational, based on social messages people are exposed to, and biological tendencies to think irrationally, especially when strong desires are thwarted (McMahon, 2007) suggesting the clear role of emotions in the process whilst not explicitly stating what these emotions might be – an area this study plans to address. In Beck’s Cognitive Therapy approach these dysfunctional beliefs and distorted interpretations are collaboratively investigated by therapist and client, to determine their validity in what could be called ‘collaborative pragmatism’, where the client’s cognitions are investigated (Turner, 2016), using ‘Socratic’ questioning (Butler *et al.*, 2006). This may help clients recognise and challenge Performance Inhibiting Thoughts (PITS) and generate Performance Enhancing Thoughts (PETS). Alternatives to these terms are Stress Inducing (SIT’s) and Stress Alleviating Thoughts (SAT’s) (Williams, Edgerton and Palmer, 2010; Yates, 2021). It is some of these thoughts, both positive and negative, that this study goes on to explore in combination with pleasant and unpleasant emotions. Goals could be thwarted by psychological blocks created by irrational beliefs, and by challenging these beliefs and creating alternative, rational thoughts, beliefs and behaviours that support goal achievement can be generated (Neenan and Dryden, 2020a). This study aims to expand this theory to combine thoughts and emotions into a single framework that is easy to understand and simple to use as a coaching intervention.

Cognitions (C) and emotions (E) form part of CBC model called SPACE, along with Social Context (S), Physical/Physiological (these could be feelings) (P) and Actions (A). Some of the phrases from SPACE CBC models such as self-doubt, anxiety, anger, frustration, procrastination, excitement, “just do it” (O’Riordan and Palmer, 2021) have been incorporated into the Q-set statements. CBC also involves thinking about thinking and the impact thoughts can have on have on all areas of life. Sometimes known as thinking traps, CBC proposes some common thinking distortions that CBC proposes can create emotional problems (Edgerton and Palmer, 2005) for example:

- 1) Discounting the positive – failing to see positive experiences or outcomes
- 2) Emotional reasoning – believing something to be true because you feel it so strongly
- 3) All or nothing thinking – no shades of grey, all black and white
- 4) Mental Filter – only the negative aspects of a situation are noticed;
- 5) Mind reading – believing you know what others are thinking/feeling
- 6) Blame – taking the blame and believing everything is your fault
- 7) Catastrophising – assuming the worst and, if it occurs, an inability to deal with it;
- 8) Fortune telling – attempting to predict the future (in a negative way)
- 9) Labelling – applying global and negative labels to yourself (and others)
- 10) Magnification/minimisation – making something more or less significant than it really is
- 11) Over generalising - drawing conclusions on the basis of a single incident or insufficient evidence;
- 12) Perfectionism – striving for standards that are beyond reach or reason
- 13) Should and musts – rigid rules imposed on oneself and/or others;

This ‘internal dialogue’ or ‘self-talk’, both helpful and unhelpful, is a key tenant of this study, and the Q-Set tool it generates could inform coaching conversation concerning some of the distorted thinking examples above, combined with emotion labelling and balanced with more positive statements. CBC also suggests that a lot of emotional difficulties are caused by the way one defines and gives meaning to emotions (in REBT these are called unhealthy negative emotions; anxiety, anger, guilt, shame, hurt, jealousy, envy). These healthy and unhealthy emotions are also a key part of the exploration of this study (Marta Gabalewicz-Paul, 2010; Cox, Bachkirova and Clutterbuck, 2018; Neenan and Dryden, 2020a; Yates, 2021) to help reveal whether healthy emotions lead to goal success, or goal success leads to positive emotions. The concepts the CBC approach takes with regard to the relationship between thoughts and emotions, actions and outcomes contribute to this exploration.

2.5.3 Positive Psychology Coaching

Positive psychology is a relatively new field, first proposed in 1998, as a shift in psychology away from the “disease model” of pathology, healing mental illness, and

negative aspects of life and work – arguably bringing greater balance to the field and one that this study subscribes to. This disease model had reigned for four centuries, since Descartes introduced the concept of treating the mind and body as separate concepts (Grant and Cavanagh, 2011). Positive psychology supports a move towards creating mental wellness, positive wellbeing cultures, and an understanding of what helps individuals, groups and institutions gain optimal functions to flourish and thrive (Lomas and Ivtzan, 2016). Hedonic (short-term) well-being consists of a cognitive component evaluating life satisfaction and an affective component that is characterised by the prevalence of positive emotions rather than negative emotions (Jonathan Passmore and Oades, 2014), both of which are explored in this study.

Despite its title, positive psychology is not purely a focus on the positive but achieving an optimal balance and perspective of both positive and negative (Rusk and Waters, 2013; Seligman and Csikszentmihalyi, 2014; Green and Palmer, 2018). As suggested in 2.4.1 a ratio of three positive emotions to every one negative characterises high performing teams, but that excess positivity, to a ratio of approximately 11:1 can be just as detrimental as negativity (Fredrickson and Losada, 2005). In the second wave of positive psychology Ivtzan *et al* (2015; Ceri Sims (2017 and Lomas *et al* (2020) distinguish the appreciation of the tension between two interacting forces or elements such as positive and negative emotions, demonstrating the dialectic nature of well-being i.e. one cannot exist without the other, the light cannot exist without the dark. The third wave of positive psychology, in addition to expanding to embrace the full range of emotional experience, also makes specific the move from the individual to the group, system and community level (Kauffman, Boniwell and Silberman, 2010; Jonathan Passmore and Oades, 2014), which is one reason the group coaching approach of this study was chosen. Another influential paper is that of Biswas-Diener (2020) suggesting that coaches can enhance the success and impact of positive psychology coaching by using client-created labels for interventions such as strengths, supporting the notion of statements generated and chosen directly by the client can enhance success, as in the QSet generated and utilised in this study.

As discussed in 2.4 Broaden and Build theory suggests that positive emotions such as joy, contentment, interest and love can lead to a broadening of experience and building of psychological resources, increasing and encouraging one's awareness, novel, exploratory thoughts and actions (J Passmore and Oades, 2014). This is an

interesting perspective for this study to consider – the contribution of positive emotions to goal achievement as well as negative emotions combined with thought statements. Positive emotions are also proposed to enhance cognitive, affective, and physical resilience (Fredrickson, 1998, 2001; Grant and O'Connor, 2018). Broaden and build theory also embraces the concept that happiness leads to success (Fredrickson, 2011; Cox, Bachkirova and Clutterbuck, 2018) with the understanding that both positive and negative emotions both have benefits (Walsh, Boehm and Lyubomirsky, 2018). Whilst this study does not specifically seek to test these theories, the notion that when one feels good and experiences positive emotions there may be a higher chance of achieving goals and outcomes is explored.

However, despite a wide variety of approaches coaching is not always effective, and studies have shown that coaching can have little, no, or even a detrimental effect (Cox, Bachkirova and Clutterbuck, 2014). Therefore, further exploration of this notion is required, and by using Q Methodology and generating a Q-Set and viewpoints this study may offer the tools to examine this phenomenon further in the future. Whilst goals and goal setting have a significant body of work in the psychological literature, very little of this made its way into the coaching domain until the new millennia (Moen and Federici, 2012; Grant and Gerrard, 2020; Höpfner and Keith, 2021). Despite this, goals have played an important role in coaching, from the GROW (Goals, Reality, Options, Will) model in more recent times (Grant, 2006), to educational goals such as passing exams, and literally scoring goals or achieving sporting excellence.

2.6 GOALS

Goals are firmly established as an effective technique to improve human performance (Stober, 2006; Stewart *et al.*, 2008; Moons, 2016; de Estevan-Ubeda, 2018), according to Cochran and Tesser (1996), have been central to motivation and performance for decades, and Klein *et al* (1999) claim goal theory is one of the most scientifically valid and useful theories. Personal and organisational goals are ubiquitous in everyday life, with many pursuing multiple goals simultaneously, and they can occupy a significant proportion of our time and mental energy (Locke and Latham, 2002; Latham and Locke, 2017). Milyavskaya and Werner (2018) and others consider goals as essential for subjective well-being that can bring a sense of direction and meaning. For example, the pursuit of happiness has been a goal for many and individuals, and indeed nations

throughout human history, from the American constitution right back to Aristotle's Nicomachean Ethics (Tay and Diener, 2011; Kaftan and Freund, 2018). Although there has been an increase in coaching with a continued focus on goals, including those concerning wellbeing and happiness, stress continues to rise and this is a crucial concern for organisations (Müller and Kotte, 2020) and one that would benefit from novel approaches such as this study has taken .

As with the other theories discussed, a consensual agreement does not exist in the psychological literature on the definition and use of the word *goal* (Diener, Oishi and Lucas, 2003). According to the Cambridge English Dictionary a goal is “the act of stating clearly what you want to achieve, or what you want someone else to achieve” (Cambridge Dictionary, 2020). In the Oxford English Dictionary, it is defined as “the object of a person's ambition or effort” (Oxford English Dictionary, 2015), whereas the Collins Dictionary states that a goal is “something that you hope to achieve, especially when much time and effort will be needed” (Collins, 2015). Other academic researchers have defined goals as “a cognitively represented end state that is desired and that influences evaluations, emotions and behaviours” (Shah and Gardner, 2008) and “the cognitive representation encompassing the linking of means to desired outcomes”(Natanzon and Ferguson, 2012).

Goal setting is one of the most influential and replicated paradigms in the management literature (Gross, 1969). Numerous experimental studies in a range of different domains, from the public and private sector, health to education, sports and industry, have found that human behaviour can be strongly influenced by goal setting, and thus they typically lead to changes in performance (Ordóñez *et al.*, 2009). Kaftan and Freund (2018) propose that all living organisms are characterised by goal directed behaviour and actions, including that of plants, whilst Tosi, Locke and Latham (1991) suggest that in order to survive, all systems, including organisations, must attain whatever goals they set out for themselves. In an organisational context, the focus of this study, there has been widespread promotion and extensive study on goal setting and their performance enhancing effect since the 1950's and they are a normal part of corporate life (Bandura and Cervone, 1983; Asmus *et al.*, 2015; Grover and Furnham, 2016; van der Hoek, Groeneveld and Kuipers, 2018; Bardach *et al.*, 2020). According to (Grant and O'Connor, 2022), though some coaches may define their role as helping clients to explore their values, or to navigate the waters of life, at its core, coaching is

necessarily a goal orientated activity (Graham, 2010; David *et al.*, 2014; Alessa A Müller and Kotte, 2020; Peláez Zuberbuhler, Salanova and Martínez, 2020).

Whilst there is a prominence of the role of goals in coaching there is a scarcity of empirical research, calling for research on influencing factors (Green and Grant, 2006), of which thoughts and emotions are pivotal. However, there is controversy as to the use of goals in that they can limit the coaching conversations, or the proposition of goals can be overly linear. Lomas and Ivztan (2016) claim that successful goal pursuit can be linked with both cognitive and affective aspects of subjective wellbeing. Kaftan and Freund (2018) state emotional reactions such as satisfaction, pride, and excitement, can be experienced alongside cognitive judgements of how well one is doing in relation to one's goals (Bagozzi and Pieters, 2010). Emotions are key in the pursuit of goals to generate the motivation, effort and energy required for successful attainment (Izard, 2009; Abe, 2015). They provide feedback or information regarding problems or progress as goals are pursued, and desired states sought (Baumeister *et al.*, 2007). Goals can also determine how and what people feel, with emotional preferences dependent on the goal being pursued, e.g reducing anger for collaborative goals or increasing it for confrontational goals, though people may not always know *why* they want to feel a certain way (Carver and Scheier, 2000; Hofmann *et al.*, 2012). People may pursue many different goals at a given moment with an emotional outcome such as wellbeing as a component (Tamir, Ford and Ryan, 2013). Paradoxically however, despite the pursuit of happiness being a cultural or national goal, and according to the Dalai Lama "the very purpose of our existence is to seek happiness" it can actually impair wellbeing (Mauss and Tamir, 2015). Moreover, it is suggested that both positive and negative emotions can be used strategically in ways that benefit goal attainment (Ford *et al.*, 2015), and research suggests that negative emotions have a key role to play in goal attainment (Fredrickson, 2004; Conway *et al.*, 2013; Grant and O'Connor, 2018). This focus on using emotions as feedback for problem solving and progressing towards goals, rather than ruminating and analysing emotions is suggested as a way to reduce any lasting impact of negative emotions and gain a positive benefit for goal attainment, but also in life (Tamir and Ford, 2009). Indeed, it is suggested that our negative emotions have an important role to play in goal pursuit and instrumental benefits can be gained from feeling emotions such as fear (Rusk, Tamir and Rothbaum, 2011). Emotions can provide people with important information regarding their state in

relation to their goals and reinforce their commitment and investment in particular value driven goals (Tamir and Ford, 2009), for example pride is linked to personal achievement (Ford *et al.*, 2015; Mauss and Tamir, 2015). It is proposed that pleasant emotions generally support the attainment of goals, and this will be explored as part of this study. However, Goetz *et al.* (2016) suggest that emotions can lead to goal conflict when there are both affect and non-affect goals e.g. joy might help to make friends, but impair one's ability to pass an exam. It is postulated that emotions can be regulated for the purposes of successful goal achievement (Kaftan and Freund, 2018), these can be both positive and negative emotions, such as anger, but they can still be instrumental in successful goal pursuit (Tamir and Ford, 2009).

Motivation, the intensity or strength of a wish to achieve a goal or outcome, is a key factor required for goal achievement (Mauss and Tamir, 2015). Motivation means to be *moved* to do something and shares its root with emotion, both coming from the latin word 'motere' – to move. As with emotions, people not only have different types (orientation), but different levels of motivation (i.e. how much). Feelings of desire are a common theme in motivation, with people facing inner conflict and outer obstacles when striving for goals (Ryan and Deci, 2000). By deriving satisfaction from engagement in the activity itself through intrinsic motivation, rather than the sole focus on more tangible reward, subjective wellbeing and energisation can be further developed (Wright, 2016). The broad network of beliefs and feelings associated with goal achievement is often referred to as (achievement) goal orientation, along with one's dispositional tendency to adopt certain goals (Netzer *et al.*, 2015). For example, young adults have been suggested to have a disposition to adopt goals associated with gains, whereas later into adulthood the disposition may be the avoidance of loss, or of maintenance of current standards (Fromm, 2020). This avoidance of pain and striving for pleasure are a powerful determinant of emotion goals with immediate hedonic benefits (Freund and Ebner, 2005). Hope has also been linked with goal achievement, and the expectancy for success that one has the necessary abilities to accomplish specific goals and feels inspired, confident, energised and eager (Mauss and Tamir, 2015). It has been suggested that a balance between optimism and pessimism is required, however, the latest research into grit has suggested that inappropriate persistence and over commitment can have its downsides if not kept in check (Carver and Scheier, 2004; Green and Grant, 2006; Snyder *et al.*, 2016). Although progress

towards goals is proposed to enhance subjective wellbeing, a proposition this study aims to explore, the ability to disengage from goals is also an important wellbeing maintenance strategy (Khan, Neveu and Murtaza, 2021).

When goals are blocked or delayed, frustration and anger are fundamental activating states that may occur, and these may positively or negatively affect goal achievement as this study intends to explore. Action planning is a boundary condition which may help achieve a positive outcome (Fishbach and Choi, 2012). Alternatively, selfdetermination theory suggests that when frustration arises, through self-correction of goal directed behaviours, either the behaviour can be altered, or the goal itself can be modified (Schmitt, Gielnik and Seibel, 2019). Research is still exploring the assumption that affect, or emotions are more strongly negative when goal progress is poor, and more strongly positive when goal progress is good (Deci and Ryan, 1985) and this study will explore this further. Setting of high and specific goals can also lead to a decrease in affect as this reference point can cause undue pressure and stress (McCrea and Vann, 2018).

Growing evidence suggests that adopting a *process* focus i.e. the way the goal is pursued, is associated with higher goal attainment, persistence, positive affect and subjective well-being, even when facing setbacks or difficulties (Fishbach and Choi, 2012). It should also be noted that progress and movement towards one's goals (autotelic theory) and the attainment of the goal or outcome (telic theory) may relate differently to the subjective wellbeing experienced (Kaftan and Freund, 2018; Adriaanse and ten Broeke, 2021). For some, as far back as Aristotle, it is suggested that it is the activity itself which brings about the positive human experience (autotelic) rather than the achievement of the end state (telic). This goal *process* focus appears to be more adaptive and successful than the goal *outcome* focus. The moment-to-moment experience holds a greater alignment with intrinsic motivation than the external benefits of the final outcome focus and subjects are therefore more likely to persist (Kaftan and Freund, 2018). Cognitive mediators, the mental processes that take place between a stimulus and our response, can be strongly affected by the perceptual difference between avoidance goals, that may require *inhibitional* behaviours such as spending less time socialising, and the *acquisitional* behaviours typically linked with approach goals that can encourage a successful, positive orientation (Grant, 2006; Tamir and

Ford, 2009; Ehrlich, 2012; Bardach *et al.*, 2020). However, it is proposed that goal setting

still leads to better performance in both these cases compared to setting no goals at all (Cochran and Tesser, 1996). Overall, the literature on types of goals suggest the potential impact goals may have on peoples thoughts and emotions, but not specifically what. As Welsh, Baer and Sessions (2020) state, insufficient acknowledgement of the affective experience of high performance goals has been an unintended side effect of the focus on cognitive dynamics by the goal setting literature. This is an important backdrop for this study as we consider specifically what people may be thinking and feeling as they pursue goals and how this helps or hinders their progress.

2.6.1 Goal setting

A number of factors from well-established goal setting literature were considered with regard to the type of goals participants set for this study.

SMART - this study took place over three months, so a relatively short time frame, and used the well-established SMART goal setting model (Drucker, 1954; Grant, 2006) due to its familiarity and existing use by some participant organisations. **Personal or professional** - personal or professional goals were set prior to commencing the study using the SMART pneumatic by participants either in their work setting or personal lives. **Approach vs avoidance** - as underpinned by positive psychology theory, stating goals in the positive and understanding their emotional impact is an important consideration (Mejía and Hooker, 2017). *Hedonic* goals are defined as those that “motivate specific behaviour towards their attainment by creating cognitive representation of desired affective states associated with immediate pleasure, or relief from displeasure” (Seligman, 2007). This relief from displeasure links to the concept of *avoidance* goals, the movement away from an undesired state e.g. ‘to be less stressed about work’ or its counterpart, the movement towards a desired state being referred to as *approach* goals (Schwarz, 1999). In Session 1 participants confirmed that their goals were approach goals, stated positively.

2.6.2 Goal Attainment Scale

An important element of goals is the measurement of progress, and goal attainment scoring is a method recommended by Spence (2007) as a rigorous and objective

outcome measure congruent with the collaborative nature of coaching. Originally designed by Kiresuk and Sherman (1968) to evaluate the effectiveness of mental health services, the use of GAS has expanded across the NHS (Turner-Stokes, 2009). It has also been used in other sectors such as education with Roach and Elliott's (2005) use in monitoring student progress, and executive coaching (Bartlett, Boylan and Hale, 2014). GAS allows a variety of different outcome measures to be scored in a standardised way to allow statistical analysis (Tee, Shearer and Roderique-Davies, 2019), and is used in this study to ascertain the level of goal attainment based on the following scale; +2 (much better), +1 (somewhat better), 0 (expected level), -1 (somewhat worse), -2 (much worse).

2.6 SUMMARY

It is clear from the literature that the definitions and theories surrounding thoughts, emotions are multiple and varied and whilst some coaching approaches incorporate these concepts an inclusive and unified framework of thoughts and emotions remains elusive both in broad terms and specifically related to coaching and goals.

In this chapter I have reviewed the literature relating to thoughts and emotions and the theories surrounding them along with relevant coaching approaches and goal theory. This review has shown the complexity of each domain, even when focusing more specifically on goals and coaching and the role thoughts and emotions may have within these. When searching for research or a model that spans these concepts the literature is left lacking.

I am proposing that there are two things that can dominate our lives in both helpful and unhelpful ways - our thoughts and our emotions. Goals (conscious or subconscious, approach or avoidance) are an inherent part of our professional and personal life and our thoughts and emotions play a key role in the attainment (or non-attainment) of goals, and our wellbeing. If we can make thoughts and emotions more accessible and visible (“make the unseen seen”) for the coach and coachee greater insight and therefore greater goal attainment, or positive goal adjustment could be achieved.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION AND CHAPTER OUTLINE

This chapter provides information on the philosophical approach used in the research, where it sits within the methodological paradigms along with the choices and constraints. It also covers the choice of Q-Methodology as a systematic and rigorous approach to answer the research questions and the exploration of subjective viewpoints, a brief history of this method, data collection tools and a step-by-step guide to the way Q-Methodology was applied in this study.

3.2 RESEARCH PHILOSOPHY

A philosophical worldview, or paradigm, is a 'basic set of beliefs that guide action' and the lens through which the researcher, and participants, look at the world (Mehta, 2011) - therefore, deeply affecting thoughts and emotions. Philosophical worldviews influence the practice of research, and like our thoughts and emotions tend to remain hidden, but a philosophical worldview can help to explain the choice of a research approach (Kivunja and Kuyini, 2017). A worldview also includes our beliefs on how we come to know truth or knowledge (epistemology) and the nature of reality as we know it (ontology). These are crucial to the decision of research method, how to make sense of the data gathered, and how to present that data in a way that appeals most broadly. The sense of truth and reality is also a pivotal aspect of this research from the participant's point of view, as this is underpinned by belief and influenced by thoughts and emotions. For example, truth and knowledge (epistemology) may come from objective empirical evidence, whilst others may base their truth on more personal, subjective experiences. In this study, I want to embrace both the objective and subjective, which Q-Methodology and critical realism allows, so the roles truth and knowledge play in how we experience thoughts and emotions can be discussed (Creswel, 2009). Overall, the ontology of Q methodology acknowledges the existence and significance of subjective viewpoints, while its epistemology recognises the subjective nature of knowledge and emphasises understanding individual perspectives (Nilsson, 2018).

My worldview is that there are multiple realities, depending on the interpretation we give based on our cultural backgrounds, beliefs, and upbringing, with some common

features in that we are all human and living life on earth. Truth and knowledge can alter and change, but there are elements of shared understanding and interaction e.g., the use of money, definitions of time etc. What was crucial for me and the people I want to impact is the mixed method design, combining qualitative and quantitative research methods to promote inclusion rather than separation. For example, empirical knowledge can change beliefs and personal truths about the world, how we think and what we feel, we can potentially change the subjective and objective reality we experience (Armstrong, 1973; Chiffi and Zanotti, 2017). These worldviews and beliefs also affect the lives and outcomes of the participants, as they have an impact on the thoughts and emotions they experience. Therefore, this study is undertaken from a critical realist ontological and epistemological position, allowing for multiple realities and perspectives to be acknowledged and understood.

3.2.1 Critical Realism

Knowledge can be constructed through evidence and experiential accounts. This is shown in Table 4 below in contrast to realism and social constructionism.

TABLE 4: WORLDVIEW POSITIONS

(Adapted from John W. Creswell, 2003; Vincent and O'Mahoney, 2018; Saunders, Lewis and Thornhill, 2019)

	REALISM	CRITICAL REALISM	SOCIAL CONSTRUCTIONISM
BELIEF	One true reality	Multiple realities but some common features	Multiple differing realities
ONTOLOGICAL ASSUMPTIONS	Reality unequivocally pre-exists and can be understood and explained through science	Reality is multivalent and shifting, and certain qualities of it are independent of our thoughts about it	There is no reality apart from the human being experiencing that reality and giving it meaning
EPISTEMOLOGICAL ASSUMPTIONS	Knowledge comprises of material, reproducible evidence	Truth claims can be evaluated in terms of real-world evidence;	Knowledge is constructed through language and discourse; it is therefore
	that can be measured and mathematised	some measure of shared understanding is possible	tentative, partial, relative and changeable

This is not to say that critical realism is right and other philosophies and paradigms are wrong, only to focus on critical realism as a model of how social systems (the world of human activity) work. Critical realism offers a framework to better understand the forces at play (Coghlan and Brydon-Miller, 2014), in this exploration of the thoughts and emotions associated with goal attainment. By distinguishing what is real (ontology), e.g. organisational structures as objective, and what we know (epistemology), e.g. the experience of goal pursuit as subjective, critical realism seeks to overcome the dualism of subjectivism and objectivism (Bhaskar, 2013) making it an ideal platform for this study. In this way critical realism combines positivist and subjectivist approaches, acknowledging the existence of a socially constructed world as well as an external world (Vincent and O'Mahoney, 2018), and is suggested that it might facilitate the understanding of people and improve their lives (Coghlan and Brydon-Miller, 2014) page number needed and so an obvious choice.

Critical realism offers a way to approach ontology and seeks to explore the mechanisms at play for what is experienced and observed, and sees reality as layered (Coghlan and Brydon-Miller, 2014). There is a distinction made between these stratified layers, or 'depth ontology' (Walsh and Evans, 2014) page number and these three overlapping layers of reality in critical realism are (Vincent and O'Mahoney, 2018). The **Empirical** domain, events that are observed and experienced, for example stress at an impending exam or goal pursuit, slowing down for a speed camera. The **Actual** domain - individuals perform (or do not perform) actions. Events both observed and unobserved, that are generated by mechanisms when activated e.g, utilising tools and completing a task or action. The actions people perform either reproduce or change structures in the real domain, for example taking exams at the end of a course, rather than handing in coursework throughout or learning on the job, performance appraisals to assess goal attainment, speed cameras to enforce speed limits. The **Real** domain - the deepest layer of social reality and the causal mechanisms and forces that constrain or enable actions. These can result in events in the actual domain e.g., work environments, the practice of medicine, law enforcement etc. Social structures are the socially constructed, intangible forces that exist in a social setting that can enable or constrain people's actions (Anderson, 2020). For example, the education system and how this influences a person and societies behaviour.

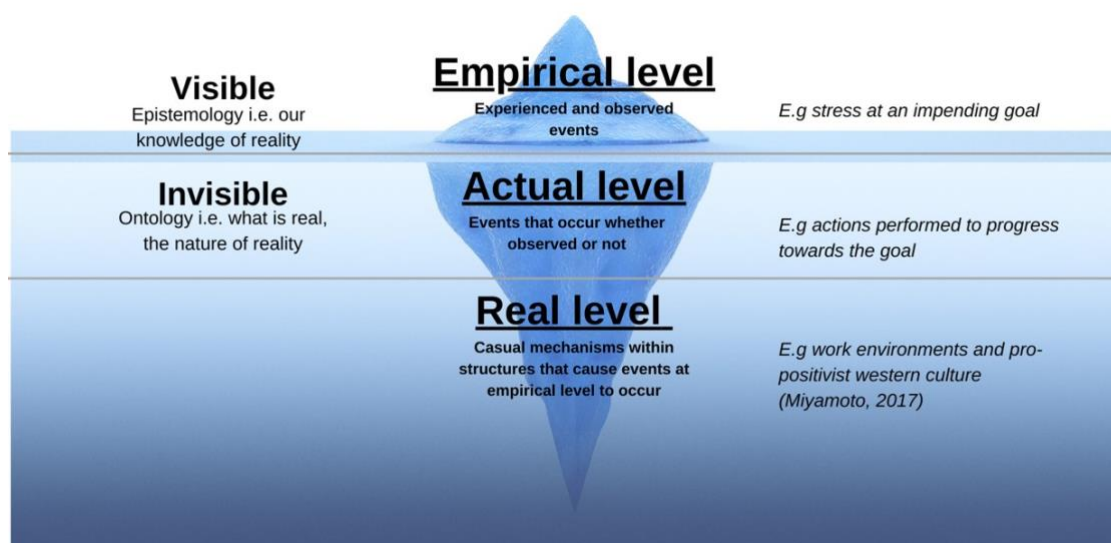


FIGURE 3: ICEBERG METAPHOR FOR CRITICAL REALISM

(Adapted from Fletcher, 2017)

As Figure 3 shows, a key focus of a critical realist researcher is that there are deeper levels of understanding awaiting discovery (Anderson, 2020). Critical realism addresses causality and consideration of causal mechanisms in the ‘real’ domain, invisible to the researcher, that can reach beyond the empirically observed events that positivism focuses on (Vincent and O’Mahoney, 2018). For example, the inner dialogue of thoughts and emotions is typically unobservable by a coach.

3.3 RESEARCH DESIGN

Critical realism endorses a legitimate combination of qualitative and quantitative, and a variety of research methods chosen according to the type of project (Scotland, 2012). Q methodology combines qualitative and quantitative elements, making it a versatile approach for studying thoughts and emotions. This mixed methods approach lends itself to the exploration of thoughts and emotions in a way that can add to knowledge, understand phenomena systematically and coherently, and add to epistemological universality (Onwuegbuzie and Leech, 2005). Stage 1 allows data to be gathered in the form of discourse from a Qualtrics survey and literature to answer research question 1, the common thoughts and emotions experienced by participants on the goal pursuit journey. Then in Stage 2, Q enables rich qualitative data to be collected through the Q

sort technique, where participants rank and sort statements or items based on their subjective viewpoint. By collecting this data at three timepoints answers can be offered for research question 2 - how participant thoughts and emotions change as participants progress toward a goal. The subsequent quantitative analysis using factor analysis provides a structured framework for interpreting and understanding the patterns and commonalities among these subjective viewpoints and the answer to the final research question of which thoughts and emotions, if any, are associated with goal attainment.

Whilst Action Research was considered for its ability to improve professional practice, there was a need to fill the gap in the literature on the thoughts and emotions experienced in the pursuit of goals. Phenomenological and grounded research options were also considered, as they would have offered a deep and rich understanding of the experience of the thoughts and emotions through the eyes of those experiencing them. Amongst the many choices and routes to knowledge, it was the practical and mixed method route of Q-Methodology that gives the tools and techniques to make this specific study possible (Taylor, 2018).

Q methodology involves active participation from the individuals being studied. Participants are actively engaged in sorting and ranking statements or items, which allows them to express their thoughts and emotions directly. This involvement increases the validity and richness of the data, as participants are given the opportunity to articulate their perspectives in their own words (Lundberg, de Leeuw and Aliani, 2020). The Qualtrics survey and Q-Set production of Q-Method allowed the qualitative thoughts and emotions to be explored, whilst the longitudinal quantitative factor analysis offers an opportunity to statistically evaluate patterns of thoughts and emotions during the goal pursuit journey. One of the reasons the mixed method approach of QMethod was chosen for this study was to offer in part, a quantitative perspective, with data that makes the subjective more visible and able to be tested and measured. Rather than reducing or eliminating the subjective experience with typical factor analysis methods such as R, Q focuses on this and the data represents expressions of qualitative intensity related to feeling or value (Shinebourne, 2009). In line with critical realism, Q-Methodology allows the systematic study of subjectivity (Zachariadis, Scott and Barrett, 2010), and is therefore closely aligned with the philosophy, ontology and epistemology of critical realism (Kampen and Tamás, 2014). Q-Methodology involves a technique (known as Q sorting) and methods (such as factor analysis), blending

quantitative and qualitative in a mixed method format ideal for this study. For example, creating the Q-Set by sourcing the common thoughts and emotions with an online Qualtrics survey and then interpreting and selecting the widest possible range of emotions and thoughts from the submissions (with the help of piloting and testing), a collective ‘truth’ is created (Churruca *et al.*, 2021).

3.3.1 Q-Methodology

Understanding human perspectives is crucial in advancing coaching research and Q Methodology enables this as it offers a clear and structured approach to elicit commonly held coachee experiences during the goal pursuit journey (Ramlo, 2016). It seeks to discover distinctive constructions and combinations across different perspectives, by sampling diversity of thought and opinion, and this can be achieved through small sample sizes (Brown, 1996; Zabala, Sandbrook and Mukherjee, 2018). Q also combines quantitative techniques, to empirically study subjectivity and uses data reduction methods such as factor analysis (Annette L. Valenta and Wigger, 1997) and finally reveals clusters of thoughts and emotions described using qualitative interpretation (Zabala, Sandbrook and Mukherjee, 2018; Churruca *et al.*, 2021).

Using the combination of qualitative and quantitative techniques in Q-Methodology, the data reduction techniques have allowed connections in the data to be identified that might be passed over by simply using nonstatistical, purely qualitative methods of data analysis (Zabala, 2014). Common social perspectives are revealed through these combinations using groups of sorts that are similar in key ways (Annette L. Valenta and Wigger, 1997).

Q-Methodology originated with the physicist-psychologist William Stephenson’s fascination with finding a way to reveal the inner workings of the mind and the unseen seen (Brown, 1996; Sickler and Lentzner, 2022). It is considered an alternative methodology that may be seen to critically challenge the positivist paradigms that have historically dominated psychological research. The ‘Q’ methodology Stephenson created uses the application of *by-person* factor analysis (where participants are the variables) rather than the traditional ‘R’ *by-item* (where the test scores are the variable).

In this way, it is possible to discover ‘clusters’ of people based on their views and characteristics, such as thoughts and emotions (Stephenson, 1993). These individual Views can then be statistically mapped into value positions, mental models or belief

systems in the form of *factors* for interpretation (Shinebourne, 2009). Rather than just logical distinctions, these resulting factors represent operant or functional clusters of subjectivity that are not imposed by the investigator but emerge and can then be systematically analysed (Bruce McKeown and Thomas, 2013). An important notion of Q-Methodology is that there are a limited number of distinct views that exist on any particular topic (Brown, 1996; Exel and Graaf, 2005) and this study aims to discover views aligned with various levels of goal attainment.

Some Q-Methodologists suggest that thoughts can be divided into three types (Stephenson, 1993): 1) deep thoughts, 2) off the top of our head or cursory thoughts, 3) fleeting thoughts. It is proposed that Q-Method collects deep thoughts, since participants not only consider familiar thoughts (and emotions), but also some they may have forgotten in addition to those they have never thought about. This can often give participants a sense of insight and learning from engaging with the statements and perspectives during a Q-sort, as they are considering the opinions of others and their own (Lee, 2017). This renders the contribution of the Q-Set an important one as it offers a tool to allow these deep thoughts to be elicited and discussed more readily.

Typical psychological R factor analysis has a large number of participants and a small amount of test items, in Q-Methodology the reverse is true, and similar segments of subjectivity, or views are revealed as factors (Stephenson, 1993). This enables the largely unexplored but greatly influential part of personality to be made visible (Lee, 2017) – i.e. make the *unseen* inner experience of the thoughts and emotions of coachees to be *seen* and more clearly understood. Due to this inversion of a small amount of people engaging with a larger number of test items (Exel and Graaf, 2005), it is compatible with small samples, and it prevents the researcher from imposing a predetermined assumption or frame as the combinations of thoughts and emotions emerge from the study (Bruce McKeown and Thomas, 2013; Ramlo, 2016).

3.4 STEP BY STEP GUIDE TO THE Q-METHOD STUDY

Initially, the topic must be identified - what is generally sought in a Q study is a purpose involving discovering and understanding different perspectives on a topic (Herrington and Coogan, 2011). The topic in this study is to explore what common thoughts and emotions are experienced at three stages of the goal pursuit journey – the beginning, middle and end, and unusually for traditional Q-Method, how these combinations of

thoughts and emotions may change over time. Longitudinal Q studies may become more common and emerging guidelines on using Q across time have been considered for this study; i) the Q-set and condition of instruction must be the same across time points, and ii) the study must examine one or more groups of subjects instead of individual participants e.g., exclusion of single-case designs (Embree *et al.*, 2022). The whole process of Q-Method can be summarised in five steps as shown in Figure 4 and Table 5 below.

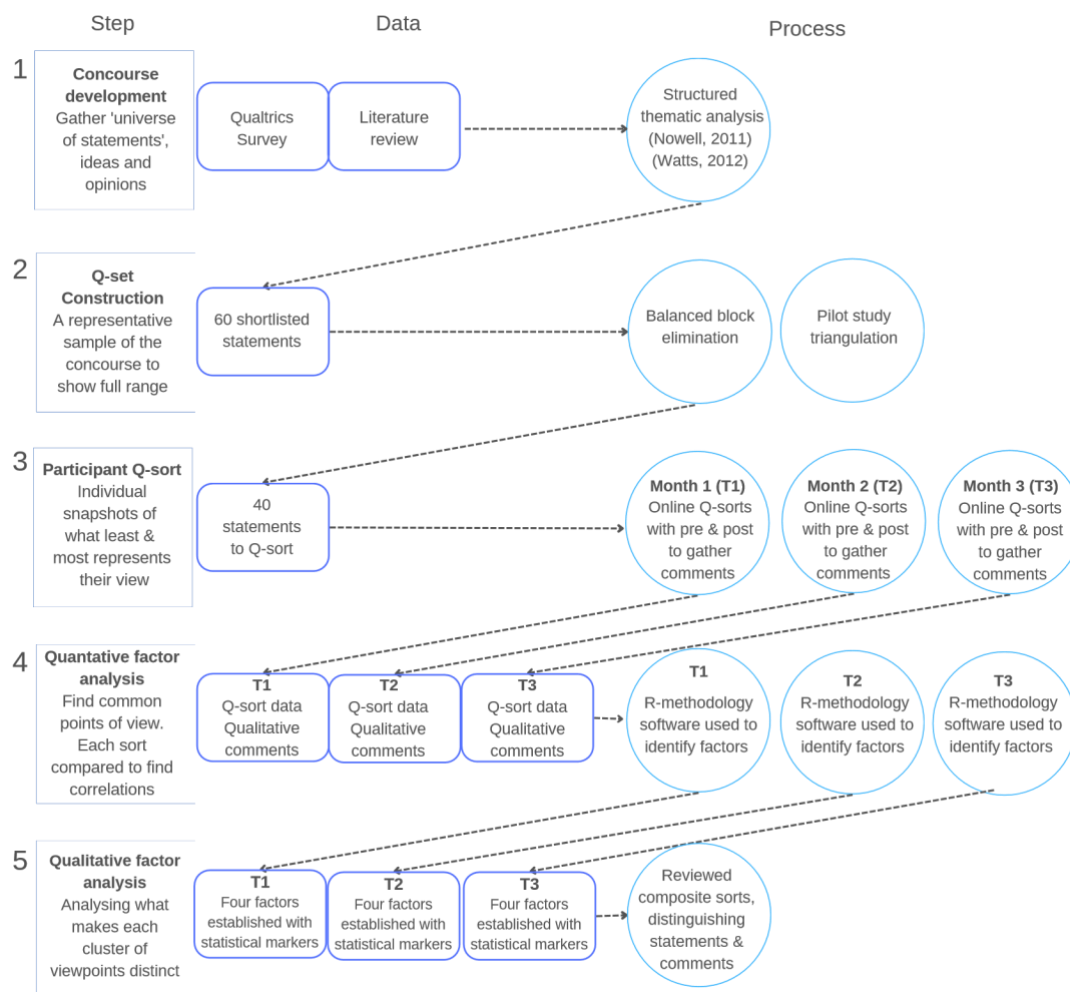


FIGURE 4: RESEARCH PROCESS

Q-METHODOLOGY STEPS (Author's own)

The stages only outline the two different participant groups – Stage 1 for Concourse construction and Stage 2 to undertake the Q-Sorts (Table 5). How these steps were applied in this study are described in more detail in the following sections.

TABLE 5: Q-METHODOLOGY STEPS

AND THEIR APPLICATION IN THIS STUDY

(Adapted from Zheng, Lu and Ren, 2020; Morea, 2022)

Steps of Q-Methodology	Application in this study
1. Concourse development: All ideas. Gather a 'universe of statements', ideas and opinions on the topic that has been identified.	1. Stage 1: Gathered wide range of statements on thoughts and feelings/emotions relating to goal pursuit from relevant literature, and a Qualtrics survey (with 38 Stage 1 participants with diverse perspectives on the thoughts and feelings experienced at the beginning, middle and end of a goal pursuit journey)
2. Q-Set Construction: The statements. A representative sample of the concourse is purposefully selected to represent a full range of perspectives and opinion.	2. Rationalised 166 Qualtrics statements and 156 literature statements to eliminate duplication or similarity using a structure e.g., balanced-block approach. Reviewed against the four quadrants of the Yale Mood Meterenergy and pleasantness matrix to ensure each were represented. Piloted and tested 60 statements using Q-Sort software to create a final set of 40.
3. Participants Q-Sorting: Collect a diversity of Views by having participants (P-Set) sort the sample of statements into a hierarchy (or forced distribution curve), to create an individual snapshot of what most and least represents their view	3. Stage 2: Recruited 47 sorters (participants) from three different sources (18 university alumni, 12 tech training company, and 17 national charity) to gain some diverse Views. www.QSortouch.com software was used to undertake the individual Q-Sorts during a goal pursuit journey online over three-months, at the beginning middle and end.
4. Quantitative Factor Analysis: Find common points of view. Each complete sort is compared to the	4. Used www.r-project.org software to discover four Views (as opposed to 3, 5 or any other number), by comparing and analysing common clusters (groupings of
other sorts to find correlations of views. Factor analysis finds clusters, or groupings of sorts by examining the correlations.	similar Views) in the collected sorts, to ensure statistical markers were met.

5. Qualitative Factor Interpretation: What the shared views reveal. Each cluster of similar views is a distinct, shared view. An idealised, composite sort represents the individual views that were part of that factor by a weighted composite.	5. Reviewed composite sorts and quantitative data to reveal distinguishing characteristics that strongly defined each factor (or View). Produced schematic to show the four Views that emerged along with a written description.
---	--

3.4.1 Step 1: The Concourse

In Q *concourse* refers to “the flow of communicability surrounding any topic in the ordinary commentary and discourse of everyday life” (Stephenson, 1993) page number needed, the kind that proliferates, and a collection of all the possible statements about the subject at hand (Lundberg, de Leeuw and Aliani, 2020; Sickler and Lentzner, 2022). As the inner experience concourse of thoughts and emotions is typically not expressed in ordinary commentary, Step 1 of the research was designed to elicit this concourse and better understand the thoughts and emotions experienced by participants in relation to the goal pursuit journey and answer Research Question Stage 1: *What are the common thoughts and emotions experienced by participants as they set, progress towards, and achieve goals?*

In general, a holistic, gestalt approach to collecting statements from a wide spectrum of opinions is recommended (Lee, 2017), ensuring that the particular requirements of the investigation are met (Lee, 2017). The concourse of common thoughts and emotions was collected from two data sources (Stephenson, 1952):

1. **Qualtrics Survey** - conducting an online survey
 - a. **Purpose** - to elicit personal perspectives and statements of thoughts and emotions experienced on the goal pursuit journey from lay people
 - b. **Participants** - 38 participants recruited via LinkedIn from various backgrounds including sport, charity, large multi-national corporate, government, education and entrepreneurs. 26 females, 12 males aged between 21 and 66.
 - c. **Method** – participants completed an anonymous 12 question Qualtrics survey (see Appendix 2 for the full survey) to recall a time when they were pursuing a goal and shared statements expressing the thoughts and emotions during the beginning, middle and end of the coaching journey.

For example, “Consider a goal you have worked towards in the past, what were some of the thoughts, self-talk or inner dialogue you can remember having?” and “When you consider the early stages of working towards a goal how do you typically feel?” This produced 166 thought and emotion statements.

2. **Literature** - Reviewing relevant academic and practitioner literature

- a. **Purpose** – to gather materials that represent a wide range of opinions and discourse from academics, professionals and scientists (Exel and Graaf, 2005) in relation to the thoughts and emotions associated with the goal pursuit journey
- b. **Search terms** - automatic thoughts, system 1 and 2 thoughts, coaching and goal pursuit, coaching and emotion, inner coach, inner game, selftalk, goal directed self-talk, inner dialogue, inner speech, emotion regulation, emotional intelligence, thought regulation, goal attainment strategies
- c. **Method** – identify existing statements developed in these theories that are relevant to this study or could be easily adapted. Ensuring a mix of first and third person statements (Brown, 2004a). When the statements were repetitive, the list appeared exhaustive (Lee, 2017), and I was satisfied that they reflected the ‘universe of statements’ (Stephenson, 1993) page number I ceased the collection. This resulted in 156 statements that could relate to coaching and goal pursuit (see Appendix 6 for the full list).

Structured and Unstructured approach

Whilst there is no single, standard approach to generating the discourse for a Q-set, there are two standard methods of Q-set design - structured or unstructured (Son *et al.*, 2011; Moser *et al.*, 2017). The unstructured approach can be seen as crafty, open to error or omissions and more taxing than the structured approach, but both approaches are judged with respect to their comprehensiveness and balance of coverage (Stenner and Watts, 2012). With a structured approach theoretical categories can be based on existing theory, though these are artificial categories as they are not known by the sorter, who confer their meaning in the context of their own opinion during the Q-Sorts (Watts and Stenner, 2005). In the absence of a cohesive and easily

understandable unified theory including a model of thoughts, I decided upon the structured, balance block approach. For this I used the two dimensions developed from emotion theories and the circumplex of emotion that have stood the test of time – pleasantness/valence and arousal/energy. By using the dimensions of energy/arousal and pleasantness I was able to introduce thought statements into this well-established model, and create a Q-Set ensuring all dimensions of the subjective experience of the goal pursuit journey were represented (Damio, 2016a). This does not impede the discovery of meaning but instead ensures the full range of possible experiences are represented (Watts and Stenner, 2005).

The 322 statements resulting from the data gathering were significantly more than the 40-80 statements that are typically required for the final representative sample (Bruce McKeown and Thomas, 2013) and a process of elimination would be required. Any complex answers were broken down into elementary meaning units, that is a statement that cannot be broken down any more without changing its significance or meaning (Umbach and Lyons, 1997). Thematic analysis was conducted on the statements to highlight the differences and similarities, summarise the key features and generate unanticipated insights (Nowell *et al.*, 2017). To conduct a rigorous and relevant thematic analysis predetermined coding categories were used based on the well-established dimensions of pleasantness and arousal/energy to categorise and group the statements, ensuring as many varieties and extremes of opinion as possible were represented. In addition, other concepts were considered, such as “I am” statements, 3rd person ‘You’ wordings (Webler, Danielson and Tuler, 2009b), performance and learning language, confidence building, psyching up, anxiety control, instruction, disengagement, or irrelevant thoughts (Moser *et al.*, 2017).

The process of constructing the Q-Set may be viewed as more of an art than a science as is typical in this stage of Q-Method (Stephenson, 1993), but as it is the participant that ultimately gives meaning to the statements when sorting them the important element is the diversity represented (Brown, 1996a). Hundreds of statements were reviewed to identify which dimension and quadrant they represented with top left high energy pleasant, top right high energy unpleasant, bottom right low energy pleasant, and bottom left low energy unpleasant. Figure 5 illustrates the artful process of grouping statements into four quadrants, with the ticks representing the number of times they appeared in the literature or Qualtrics survey.

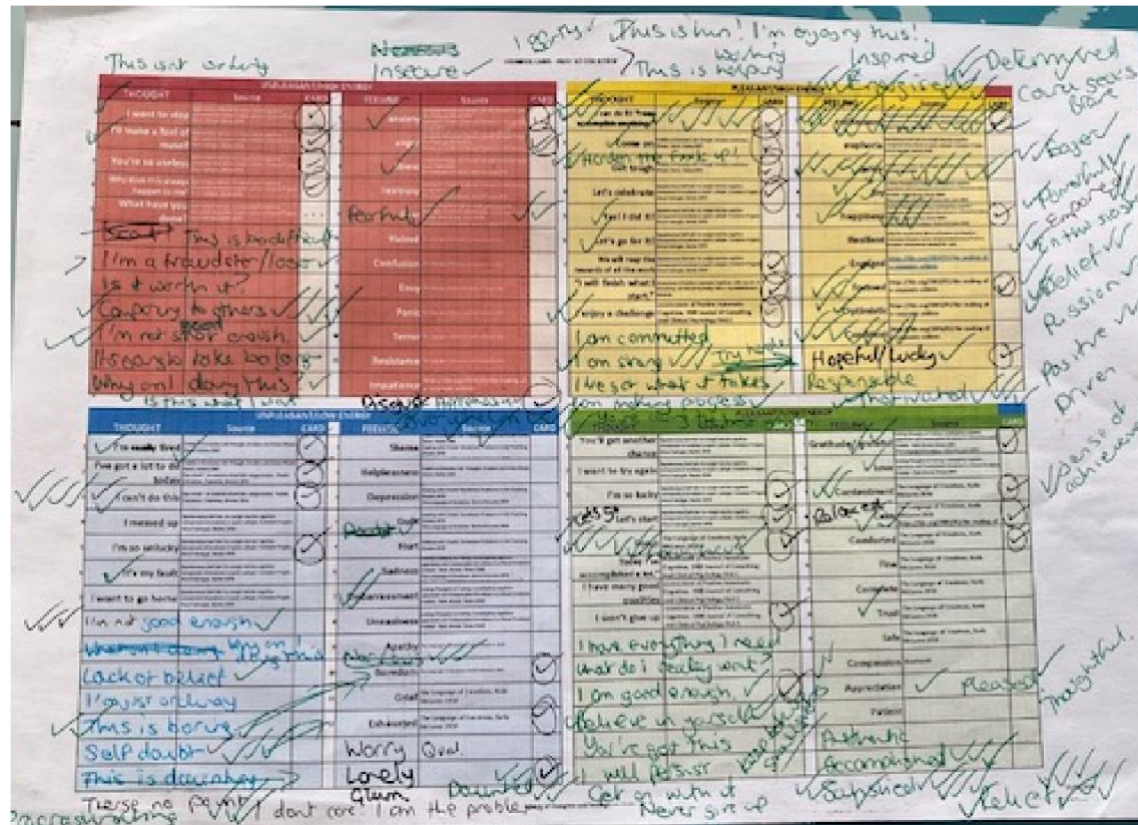


FIGURE 5: THEMATIC ANALYSIS OF STATEMENTS

USING THE BALANCED BLOCK STRUCTURED APPROACH WITH THE YALE MOOD METER QUADRANTS

Elimination was initially undertaken by reviewing the combined data for duplications, similar statements, ease of understanding and statements that did not fit with the 'condition of instruction' that sorters would need to respond to during the Q-Sort (Step 3) (Zabala, 2014). This review also ensured Q-Method guidelines were employed; such as salience, meaningful, understandable, a mix of positive and negatively worded statements, and subjective opinion statements that would elicit a response (Zourbanos *et al.*, 2011). Statements were refined over several cycles peer-validated, and reviewed with other members of my university cohort, work colleagues, and Step 1 participants aided in this vetting and review process to reduce the possibility of researcher bias (Webler, Danielson and Tuler, 2009b). The statements were then reviewed more extensively by a university focus group and scrutinised for further enhancement, to eliminate ambiguity and ascertain the comprehensiveness of the Q-and

representativeness of the statements. This scrutinisation is also crucial to further minimize any researcher bias (Damio, 2016b). The following outlines the steps taken; i.e Eliminating similarity and repetition, ii. reviewing popularity - i.e., number of times it appears in the literature or survey), iii. ensuring a polarisation of View – i.e., were a diverse range of opinions represented, iv. utilising the matrix of high energy vs low energy and pleasant vs unpleasant and ensuring representation in each quadrant. v.reviewing other considerations such as 1st and 3rd person, vi. sampling 120 statements with a small group of diverse individuals, and vii. undertaking a pilot study of the sample the set of 60 chosen.

As shown in Figure 6, statements were cut out and positioned in various locations aligned with the dimensions of energy/arousal and pleasantness/valence to establish where they best fitted and where there were overlap or gaps. The final set of 60 was then piloted to improve validity by serving as test bed for conflict resolution and innovation. According to Olson *et al* (2016), reliability may be reduced by introducing multiple ‘coders’, however Richards and Hemphill (2018) argue that whilst triangulation is thought to increase validity in qualitative research one may struggle to apply these quantitative principles to qualitative data.

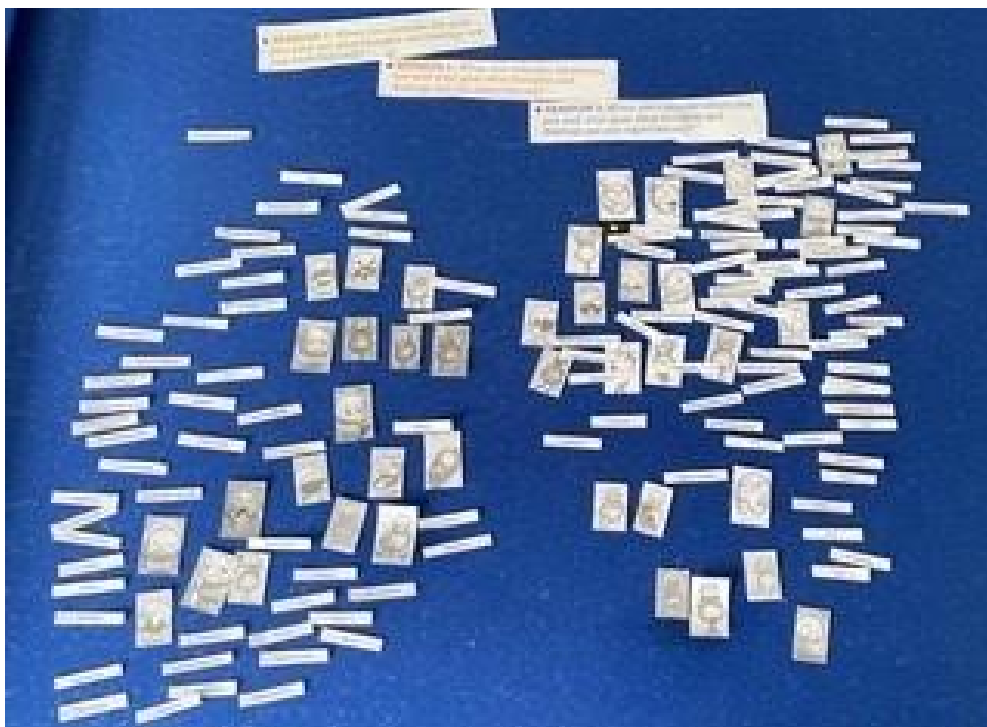


FIGURE 6: SCRUTINISING THE STATEMENTS FOR SELECTION

3.4.2 Step 2: The Q-Set

PILOT STUDY

To reduce the Q-Set to a manageable size for sorting online, a further reduction was explored via a pilot study to test the sample set of 60 for use by non-academic participants. The purpose of the pilot is to verify the validity of the concourse and applicability of selected statements to the goal pursuit journey (Van Oosten, McBrideWalker and Taylor, 2019). In addition, the pilot participant would digitally pre-test the statements Q-Sorting process for simplicity and clarity using the QSortTouch software. The pilot Q-Set could then be triangulated (i.e. drawing on the voices of objective pilot participants) to allow for comparison and cross checking of statement, as well as justification of the coding themes, further enhancing the credibility of these findings (Watts and Stenner, 2005; Damio, 2016b). The pilot study took place over several weeks with individual pilot participants having the opportunity to perform a Q-Sort online using QSortTouch within the time limit of 35 minutes (the proposed period for Stage 2 participants within the online group sessions). Instructions and link were shared via a joining email to replicate the go-live environment as much as possible. Further instructions on how to perform the Q-Sort were included in the online experience. Several post-sort questions were also included within the software e.g. which statements, if any were missing? I then spoke with each of the eight respondents independently to elicit further feedback with comments such as i. it felt like there were too many statements to sort and “people may have to rush to get through them all rather than engaging fully”, ii. it was suggested that the emotion statements should be made into a sentence i.e. rather than just ‘excited’, it should read “I feel excited”, iii. some statements seemed similar in nature e.g. “I can make it”, “I can do it”, “Peaceful” and “Relaxed” etc, and iv. some are not entirely relevant for the question posed “*Please select the statements that are most and least representative of your experience of...(setting a goal, pursuing a goal, achieving your goal) and place them in the grid... etc*”.

The pilot process resulted in further deletion and rephrasing of statements along with clearer instructions for undertaking the Q-Sort online.

Distribution Curve

Another alteration based on the feedback from the pilot study was the shape of the distribution curve used by participants to undertake the Q-Sort. For the pilot study this was a fixed, quasi normal distribution, from -7 to +7, with a forced distribution, with participants having to keep within the set placements for each column, as is common practice in Q-Methodology (Brown, 1996a). However, pilot participants felt very strongly that more flexibility was required for the placement of statements, allowing for skews in either direction. This formation is standard practice in a free distribution, where the statements can be placed without restraint in any position in the columns (Lee, 2017). In addition, other researchers have found that Q studies with a forced distribution pattern has the potential to distort the views of the participants (Brown, 1996a; Lee, 2017).

Therefore, as a result of the pilot, the study proceeded with a blend of forced and free distribution. Rather than a completely free distribution, a clear positioning of the positive and negative statements at the extremes of ‘most like me’, ‘least like me’ were fixed to three placements in each to present a clear distinction of the extremes of opinion. The middle five columns allowed free distribution so participants could place statements at will to offer the chance for their interpretation to be expressed in the placement rather than struggling to adapt their view to fit the fixed distribution (Lee, 2017). This alteration demonstrated the intention to maintain equality between parties. In line with standard ethical principles of reciprocity regarding the process of exchange and feedback in research, offering mutual benefit to both researcher and participants.

Figure 7 illustrates a completed Q-Sort showing the free distribution in the middle five columns and the fixed distribution of three selections on the outer two.

Most Agree	Strongly Agree	Agree Somewhat	Neutral	Disagree Somewhat	Strongly Disagree	Most disagree
I'm too lazy to complete this	I'm courageous	I feel self-doubt	I'm excited	I can't do this	If others can do it so can I	I feel motivated
I'm really tired	I can do it!	I feel proud	I feel confident	I am determined	I feel stressed	Focus! Focus! Focus!
I'm bored	Small steps climb big mountains	Why am I doing this?	I trust in a higher power	Never give up	What's the point?	Harden the F7@k up!
	I'm procrastinating	I want to go home	I am grateful	You're doing the best you can	Other people are better than me	
	I enjoy a challenge	Feel the fear and do it anyway!	I feel content		Will it kill you? No? Get on with it then!	
	I feel hopeful	I'm not good enough	I messed up		I feel anxious	
	I feel frustrated	I feel calm			I am fearful	
		I feel overwhelmed			I feel stressed	
		I feel satisfied				

FIGURE 7: A COMPLETED Q-SORT SHOWING FIXED AND FREE DISTRIBUTION

(Author's own)

After taking into consideration the comments of the pilot participants, previous contributions of the focus group and relevant literature the final set of 40 statements included 20 thoughts and 20 feelings, with 20 pleasant and 20 unpleasant is shown in Figure 8 below.



FIGURE 8: FINAL Q-SET
OF 40 BALANCED BLOCK STATEMENTS
(Author's own)

3.4.3 Step 3: The Q-Sorts

Sampling strategy

The third step involves selecting participants, who have an opinion on the topic. Only a limited number of respondents or participants are required for a Q-Methodology study (Exel and Graaf, 2005), with a common rule of thumb is half the number of participants to number of statements (Watts and Stenner, 2005b). Using this rule, 20 participants

would be required for the 40 statements in the final Q-Set. The participant sample must have a diverse range of opinions, but it does not need to be large, or representative of the population (Zabala, 2014b). The P-set is not random but are selected for their theoretical relevance to the problem under investigation (Exel and Graaf, 2005). For this study the target participant group were businesspeople who could acknowledge the thoughts and emotions they experienced as they pursued goals. Due to the impact of Covid-19 the original single source organisation was unable to release sufficient staff to participant and so participants for this study were sourced using an advert on LinkedIn. Therefore, the participants were selected in order to achieve a variety of opinion with regard to business background, managerial level and type of role. This resulted in 47 sorters from three sources - 18 from a university alumnus, 12 who work for a tech training company, and 17 national charity employees. Calendar invites and email reminders were set up to improve the response rate, however the effects of Covid-19 and the second lockdown taking place during the data gathering period resulted in a higher than expected dropout rate of 59%. Of the 47 who took part in Session 1, two participants took the option to withdraw, data could not be matched for 17 participants from Sessions 2 or 3, and nine did not complete all three sessions. The final sample of 19 was made up of four male and 15 females. 13 aged 25-34, four aged 35-44, and two aged 45-54. All participants had college degrees or higher – one with a Doctoral degree, eight with master's degrees, and ten have College Degrees. Five participants were in middle management positions, three in junior management, one was new to management, one support staff, three in selfemployment and six in other positions. Three were from a university alumnus, seven worked at a tech training company, and nine were national charity employees.

These participants arranged the Q-Set sample of ideas in their preferred order of importance, known as a Q-Sort (Danielson, 2009b). This is the technical means by which data is collected for factoring in Step 4 (Bruce McKeown and Thomas, 2013).

Online Q-Sorting Sessions

Historically Q-Sorts have been undertaken using a physical deck of cards (Exel and Graaf, 2005) this had been part of the appeal for me – the embodied engagement participants could have with the touch and feel of the cards, the ability to lay them out and get familiar with them. However, due to the pandemic and lockdown restrictions all sessions had to be undertaken online so this part of the method changed along with

timings, coaching intervention and levels of engagement. It has been found that computer-based Q-sorts can improve (Brown, 1996), as well as performance and engagement, and result in a high reliability coefficient superior to the traditional paperbased method (Reber, Kaufman and Cropp, 2000). Rather than face-to-face group sessions with an internal coach during a 2-hour session as originally planned, I took the role of facilitator and conducted the sessions virtually on Zoom or MS Teams. The sessions were 60 minutes, facilitated by myself using a web-based software called QSortouch to undertake the Q-Sorts, a novel but well tested method of conducting QSorts online.

To minimise bias and interference with my presence as researcher and facilitator, the sessions were kept very simple and light touch with the main focus being the independent undertaking of the Q-Sorts (Nazariadli *et al.*, 2019). The sessions were completed on three occasions at monthly intervals (the beginning, middle and end of the goal pursuit journey). During the 60-minute video call after a brief introduction to the study and instructions for use, the Q-Sort would be completed using QSortouch software while participants remained online, cameras off. This online tool included some data gathering questions to begin with, such as the goal they had chosen along with an explanation of the Goal Attainment Scoring method that would be used to measure progress based on the expected level being scored at 0, better than expected at +1, and much better at +2. If they achieve a worse than expected outcome this is scored at -1 for somewhat worse or -2 for much worse.

QSortouch software then begins with a ‘pre-sort’, where participants read each statement to get an impression of the range of opinion and options available (Exel and Graaf, 2005). Participants place each statement into one of three options - agree, neutral or disagree then move on to the main sort. For the main sort, participants were asked to individually rank the statements based on a ‘condition of instruction’ (Exel and Graaf, 2005; Watts and Stenner, 2005b). In this instance the condition of instruction was their personal perspective on the question “When you consider where you are with your goal how would you rank the following statements from most agree to most disagree?”. Participants can view their opinion and preferences and make any further changes before submitting their final distribution (Exel and Graaf, 2005). At the end of the sorting process several post sort questions were included in the QSortouch software for the participant to elaborate on the most salient statements at either end of the grid

(Exel and Graaf, 2005) such as “If you had to choose one of the ‘most agree/disagree statements which one would you choose?”, “What statements, if any, were missing for you?”. In the third session participants were also asked for their Goal Attainment Score and any further comments they may have, including what they liked and disliked about the process.

1. **Purpose** – to gather views from a variety of participants at the beginning, middle and end of a goal pursuit journey using Q-Sort software
2. **Process** – online groups within their cohort participating in three 60 minutes sessions at the beginning, middle and end of the goal pursuit journey:
 - i. *introduction/check-in* (data not recorded/used). Session 2 & 3 - chance to reflect, share any obstacles and statements that may have been particularly helpful.
 - ii. *anonymous individual Q-sorts* undertaken using QSortTouch software, on call with cameras off (approximately 25 – 30 minutes). I remained present in the Zoom room throughout for any questions or support required.
 - iii. *post sort survey questions* within software. 1) Please select a statement that you believe is most representative of your experience of achieving your goal and share why you placed it there. 2) What statements, if any, are missing for you? 3) Please select a statement that you believe is least representative of your experience of achieving your goal, and share why you placed it there. (data recorded and comments reviewed)
 - iv. *de-brief/checkout* (data not recorded/used), chance to share any obstacles and statements that may be particularly helpful (data not recorded or used). Reminder of next session date.
3. **Session outlines** – sessions took place monthly following the process above with exceptions as follows:

Session 1; Introduction to Sessions, software and Goal Set.

Introduced the flow of Sessions. Session 1 being the beginning,

Session 2 being the middle and Session 3 being the end, with the

intention that the goal should be achieved by Session 3. An opportunity to review the goals already set, i.e. SMART and approach. An introduction

and demonstration of the QSortTouch software to ensure all participants were able to undertake the Q-Sort online within the time available (approximately 25 – 30 minutes). ii. *Session 2*; midway point. Chance to reflect on whether they felt on track, share any obstacles and statements that may have been particularly helpful in the last month. Q-Sort undertaken. iii. *Session 3*; End point and Goal Attainment Scores captured. Each individual would anonymously score their goal attainment in the post-sort survey, using the GAS scale of +2 (much better), +1 (somewhat better), 0 (expected level), -1 (somewhat worse), and -2 (much worse). Post sort questions: 1) What has helped or hindered with you achieving your goal? 2) If you did not achieve your goal what is your confidence level out of 10 that you will achieve it in the coming weeks? 3) Would you prefer a group or individual programme? 4) What have you learned about yourself during this process? 5) What would you add or amend about the sorting process? 6) Any other comments or feedback?

3.4.4 Step 4: Analysing the data

Analysis was conducted on the results of these Q-Sorts to reveal how subjects are clustered and which of statements are consensus or distinguishing (Bruce McKeown and Thomas, 2013). R-Method software was used to compute a correlation matrix of the 19 Q-Sorts, followed by Principal Components Analysis (PCA) for factor analysis (the software and further details and advice on its use can be downloaded for free at <https://www.r-project.org/>).

Each of the qualifying Q-Sorts was entered into the software and as previously mentioned, they are analysed *by-person*, rather than the traditional quantitative ‘R’ analysis which is *by-item* (Watts and Stenner, 2005b). This step is often referred to as the scientific base for Q and is the purely objective and technical procedure (Exel and Graaf, 2005), identifying the patterns of divergence or similarities into themes or *factors* that represent the shared form of experience by the participants (Shinebourne, 2009). In mathematical terms Q is standard factor analysis turned on its side. So, rather than the standard ‘R’ method with correlations of traits across persons, ‘Q’ is the correlation between persons across the set of statements (Danielson, 2009). To avoid *a priori* assumptions and ideas influencing the outcome, Varimax rotation was used to

determine the best possible factor solution. Varimax is an automated rotation process within R-Method software and ‘purely technical objective procedure’ which allows the data to be examined from different angles (Exel and Graaf, 2005). Conceptually this process can be compared to viewing a theatre performance from different locations such as the stalls, gallery, backstage etc, and the process is consistent with Q-Method’s exploratory rather than confirmatory factor analysis (Stephenson, 1993). The factors or views, can be established at this statistical level, through the way the Q-sorts cluster together, or correlate. Once these correlations are created (see Section 4.4), the statistical markers indicate how many factors are extracted from the data for interpretation. The analysis of these factors aims to identify patterns of similarity, or difference, in how the participants have engaged with and ranked the statements. People with a similar view will share the same factor or view (Exel and Graaf, 2005).

At a high level the steps involved and undertaken by the software are:

- 1) First, QSortTouch produces a quantitative data set based on the final ranking of statements, or Q-sorts, undertaken by each participant. This data is inverted for factor analysis into a spreadsheet with statements as rows and respondents as columns so that each participant’s sort is treated as a variable, rather than traditional R factor analysis where the items are the variables (Robbins and Krueger, 2000).
- 2) Once these inverted csv files are inputted into R-Method software they are assigned a numerical value (+3 to -3) for each statement, depending on its position in the grid
- 3) Using set instructions R software produces a correlation matrix between the Qsorts, by inter-correlating each Q-Sort through by person factor analysis. This determines the level of agreement or disagreement between each sort where -1 indicates a perfectly negative linear correlation between two variables, 0 indicates no linear correlation between two variables, and 1 indicates a perfectly positive linear correlation between two variables
- 4) The software then reduces the data into components (or factors) by applying the criteria of total amount of variability explained and an eigen value greater than 1, with the first factor summarising the majority of the variance, i.e. the greatest number of participants load onto factor 1, or share that View. In that way they are ranked by popularity.

- 5) The next step is rotation of the components into a matrix of component loadings, showing the Q-Sorts as rows and the components, or factors, as columns (Zabala, 2014b). The resulting final factors represent groups of individual points of view that correlate highly with each other and are uncorrelated with others (Exel and Graaf, 2005).
- 6) Then, R software performs a flagging of the Q-sorts that will define each factor (qflag), with true and false labels to determine which participants load on to which factor.
- 7) Finally, calculating the z-scores of statements for each factor (qzscore). The zscores indicate the relationship between the factors and the statements i.e. how much each statement agrees with the factor and identifying the distinguishing and consensus statements (Churruca *et al.*, 2021).

Based on the z-scores, an idealised Q-sort can be attributed to each factor by observing the original quasi-normal distribution (Exel and Graaf, 2005). The Q-sorts of all participants who loaded significantly onto a factor are merged to produce a composite factor array and used as the basis for preparing factor interpretation and the narrative accounts for each factor (Shinebourne, 2009). This composite array represents how a hypothetical participant with a 100% loading on that factor would have positioned the statements and allows characterising statements to be identified. These characterising statements at the extreme ends of the composite sort allow a first description of that factor to be generated using the composite point of view (Exel and Graaf, 2005).

Factor Analysis

For each of the three time points thorough data analysis was performed to establish the optimum number of factors. The number of factors that emerges is wholly dependent on the individual inputs of the Q-sorters and an empirical process that could not have been known in advance (Zabala, 2014). There are regularly used quantitative criteria proposed by Q-methodology to establish how many factors to analyse. The number of factors that emerge from the data depends on the statistical strength of each factor (the eigenvalue), the amount of variability between the Q-Sorts, the number of participants represented by each factor, and the level of agreement or disagreement between each factor (correlation) as follows.

Variance explained and participants accounted for - Criteria to consider are the number of participants the solution accounts for and the percentage of the variance that can be explained. It is suggested that an interpretable Q-Methodological factor must ordinarily have at least two Q sorts that load significantly upon it alone. There might in certain circumstances, be a theoretical justification for Q-Methodology accepting and interpreting factors with only one exemplar, but the interest in shared perspectives is one that garners more value for me to understand better the thoughts and feelings associated with goal achievement. The factor solution should strike a balance between the number of sorts accounted for and the variance explained (Stenner and Watts, 2012).

Correlation Scores - The correlation scores (shown in Appendix 4) show the level of agreement or disagreement between sorts in each session. A number closer to 1 indicates a perfect positive linear correlation between two variables, so the lower the number the greater the difference of opinion or view. Highly correlated factors are not desirable as it indicates that the factors share a high level of similarity.

Eigenvalues - Eigenvalues are examined for each factor to ensure they are greater than 1. Eigenvalues offer the explanatory power and statistical strength of each factor (Stenner and Watts, 2012). The higher the eigenvalue, the higher the percentage of variance that factor accounts for in the study.

Factor comparison - The number of factors that emerge from the data depends on the amount of variability between the Q-Sorts, the number of participants represented by each factor, the statistical strength of each factor (eigenvalue) and the level of agreement or disagreement between each factor (correlation). For example, based on the selection criteria and Q-Methodology guidance, I could have used any number of factors from one to seven for this data, but the statistical markers drove me to chose four factors described above to inform this judgement (Watts and Stenner, 2005d). The fourfactor solution satisfied each of these clear quantitative criteria.

To ensure validity the automated software outputs for 3, 4 and 5 factor solutions at each time point were carefully reviewed, as illustrated in Table 6 below:

TABLE 6: COMPARISON OF 3, 4 AND 5 FACTOR SOLUTIONS

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5
3 FACTOR SOLUTION					
Eigenvalue >1	5.1	3.4	2.3		
No of participants	8	7	3		
Variance explained	27%	18%	12%		
Low correlations	<0.15	<0.32	<0.32		
4 FACTOR SOLUTION					
Eigenvalue >1	4.8	2.8	2.7	2.1	
No of participants	7	5	3	3	
Variance explained	25%	15%	14%	11%	
Low correlations	<0.21	<0.39	<0.39	<0.23	
5 FACTOR SOLUTION					
Eigenvalue >1	4.8	2.8	2.7	2	1.4
No of participants	6	5	3	2	1
Variance explained	25%	15%	14%	11%	8%
Low correlations	<0.23	<0.4	<0.4	<0.21	<0.15

Although Factor 5 only has one loading, it could make for an interesting interpretation to discover what the lone voice had to say. However, as the research design did not include the possibility of further interviewing this lone voice, the five-factor solution

only accounted for 17 of the 19 participants, and only 1 participant loaded on factor 5, this option was discounted. The 3-factor solution accounted for 18 of the 19 participants but only 57% of the variance. Therefore the 4-factor solution was the best option as this accounts for 18 of the 19 participants and 65% of the variance

Flagging of Q sorts & Factor Loading

For each of the three sessions, participants were flagged in the outputs of the R-software as loading onto one of the four factors. Participants can only load onto one factor, and these are identified with the location of the ‘true’ output in the example table below. For example, participant A has ‘true’ in column 3, identifying them as loading on to flag_f3 or Factor 3, and participant B has ‘true’ in column 2, they are therefore Factor 2 (Table 7).

TABLE 7: FLAGGED PARTICIPANTS

	<i>flag_f1</i>	<i>flag_f2</i>	<i>flag_f3</i>	<i>flag_f4</i>
A	FALSE	FALSE	TRUE	FALSE
B	FALSE	TRUE	FALSE	FALSE
C	TRUE	FALSE	FALSE	FALSE
D	FALSE	TRUE	FALSE	FALSE
E	TRUE	FALSE	FALSE	FALSE
F	FALSE	TRUE	FALSE	FALSE
G	FALSE	TRUE	FALSE	FALSE
H	FALSE	FALSE	FALSE	TRUE
I	FALSE	TRUE	FALSE	FALSE
J	TRUE	FALSE	FALSE	FALSE
K	FALSE	FALSE	TRUE	FALSE
L	TRUE	FALSE	FALSE	FALSE
M	FALSE	FALSE	FALSE	FALSE

N	FALSE	FALSE	TRUE	FALSE
O	TRUE	FALSE	FALSE	FALSE
P	FALSE	FALSE	TRUE	FALSE
Q	FALSE	FALSE	FALSE	FALSE
R	TRUE	FALSE	FALSE	FALSE
S	FALSE	FALSE	FALSE	TRUE

Below are the results from Q analysis after factor rotation indicating which participants' Q-sort loads significantly onto which factor. The higher the score the more significant the loading, but anything over 0.6 is high and can be used as a threshold to ensure that included sorts are representative of that factor (Stenner and Watts, 2012). Table 8 is an example of these results:

TABLE 8: PARTICIPANT FACTOR LOADING MATRIX

PARTICIPANT	F1	F2	F3	F4
C	0.81	-0.19	-0.17	0.33
E	0.68	0.17	0.12	-0.02
J	0.56	0.28	0.31	0.15
L	0.79	0.05	0.17	0.24
O	0.63	0.33	-0.04	-0.02
R	0.80	-0.06	0.17	0.25
Q	0.50	0.54	-0.25	0.04
B	-0.37	0.61	0.29	0.12
D	0.15	0.84	0.03	0.04
F	-0.39	0.68	0.15	0.18
G	0.05	0.62	0.13	0.36

I	0.13	0.72	-0.03	0.32
M	0.36	0.48	0.08	0.39
A	-0.15	-0.03	0.71	0.07
K	0.25	0.13	0.75	0.16
N	-0.18	0.46	0.65	-0.23
P	0.33	0.09	0.70	0.24
H	0.32	0.2	0.11	0.78
S	0.17	0.17	0.07	0.83

Composite sorts

After using the loading scores to identify which participants' sorts define each factor, a weighted composite sort of all 40 statements is produced for each Factor by R-Software. These composite sorts represent the commonalities and patterns of the sorts defining that factor and enable a holistic interpretation of the factors (Ellingsen, Størksen and Stephens, 2010). From this data analysis and four factor selection a total of 12 composite arrays (4 factors at each of the three timepoints) can be established. These composite arrays are the weighted average of all the Q-sorts in that factor and represent an 'idealised' array of the average patterns and commonalities of that view (Rost, 2021).

Research Question Data Analysis

The data analysis also enabled the research questions to be answered:

Research Question Stage 1: What are the common thoughts and emotions experienced by participants on the goal pursuit journey? To answer the first question of what the common thoughts and emotions are across the whole goal journey in practice, data from 57 participant Q-sorts (19 participants, completing three sorts at each stage of the journey) was used. When asked "When you consider where you are with your goal how would you rank the following statements from most agree to most disagree?" this

produces a list of the most agree and strongly agree statements from all participants, whether they achieved their goal or not, across all three sessions.

Research Question 2: How do participant thoughts and emotions change as participants progress toward a goal? To discover how participant thoughts and emotions change the four views were reviewed to interpret the representative and exemplar constellations of thoughts and emotions at each stage of the goal pursuit journey (the composite sorts). Then the factors were analysed to see how they changed over the course of three coaching sessions and how the Q sorts aligned with the final Goal Attainment Scores (between -2 and +2 as described in Section 2.5.2) achieved by the final session (Session 3). Next the participant loading scores were analysed and how these changed in each session was mapped to ease interpretation. Finally the individual comments collected within the QSortTouch software after each sort (e.g., asking participants which one statement they agree with the most) were reviewed for greater insight and understanding of their specific view.

Research Question 3: Which thoughts and emotions, if any, are associated with goal attainment? These were established by using data from those participants who attained their goal and looking specifically at the most agree and strongly agree common thoughts and emotions statements they experienced

3.4.5 Step 5: Interpretation of factors

Factor interpretation is the final step of data analysis to construct a qualitative description of the viewpoints expressed. Engaging the interpretative perspective of the researcher in a hermeneutic process the factor descriptions emerge as the qualitative interpretation of commonalities across views takes place (Shinebourne, 2009). As the process involves the researcher's thought processes, potential bias, prior knowledge and subjective experiences, measures were put in place to minimise these possible biases. A crib sheet was used to systematically analyse each view consistently and in detail. This tool, designed by Simon Watts (2005), ensures that the importance and location of each statement in all factors is subjected to the same rigorous procedure, not just the characterising or distinguishing statements (Plummer, 2012). Rather than the deductive approach typical of quantitative studies, and the inductive approach of qualitative studies, Q takes an abductive approach to find the most plausible explanation (Lee, 2017). The quantitative nature of the factors prevents the researcher from imposing a

pre-determined assumption or frame, as the pattern of views emerges from the data (Bruce McKeown and Thomas, 2013; Ramlo, 2016). The holistic nature of interpretation is a key feature of Q, and the relational view both the sorters and the analyst take when placing meaning on the statements as they are placed in relation to other statements is key i.e., the same statement can have a different meaning in different sorts based on where it is in relation to other statements (Danielson, 2009). Interpreting data can be seen as writing a story to make sense of the statement rankings, not just the highest or lowest rankings, but also those in the middle, as these can sometimes be the most profound and pivotal contributions (Watts and Stenner, 2005b).

Within these factor combinations are shared understanding and dominant narratives that can define that factor or perspective and give us insight into how thoughts and emotions may change for participants within that factor or view (Sickler and Lentzner, 2022). I will *express* in my interpretations what has been *impressed* into the array by the participants who undertook the sorts (Watts and Stenner, 2005b). Due to the volume of data and the potential complexity of interpreting in detail all 12 views, a likely explanation is sought amongst many possible combinations involving personal judgement and using abductive reasoning, as is standard practice in Q-Methodology (Jordan, Capdevila and Johnson, 2005). In addition, the big ideas of the views determined in Q-Method studies can be presented in a simpler, more visual way, such as word clouds. Word clouds offer a more methodologically advantageous way of presenting the additional data this longitudinal study has produced, in addition to the traditional tables and numerical formats that can overwhelm all but avid Q-Methodologists. In this way, communication of the ideas can be improved, enhancing clarity and support for the research findings (Lee, 2017). To create clear overviews for each factor, the following tasks were undertaken (Ramlo, 2011); i. Demographic data for each participant (see Section 4.6), ii. Crib sheet for each factor (see Appendix 5), iii. Distinguishing and consensus statements (see Appendix 6), iv. Creating word clouds for each factor using the most like me and distinguishing statements that were on the 'agree' side of the distribution grid, v. Eyeballing holistic patterns in the data using various colour keys on the composite arrays e.g., reviewing positive and negative statements, thoughts and feelings, high and low energy, vi. Qualitative information from the participants gathered during pre and post sort responses in the QSortouch software.

Distinguishing Statements

Distinguishing statements rank significantly differently in one view (factor) compared to any other so that only the people who 'load' onto that factor would be expected to agree, or disagree with that particular statement (Danielson, 2009). These statements could enable an R-method survey to be set up at a later date to validate the factors if required.

Consensus Statements

These are statements that are ranked relatively equally by all the factors, so do not distinguish between any pair of factors (Stenner and Watts, 2012). In this study, there were no consensus statements for Sessions 1 or 2, meaning there was no consensus or overlap or agreement between the participants on the thoughts and feelings associated with these two phases of the goal pursuit journey.

3.4.6 Criteria of quality

Research quality is essential if the findings are to be utilised in practice, provide a springboard for future research, and incorporated into coaching community conversations as is intended as a contribution by this study. Validity, reliability, and transferability are concepts typically associated with quantitative research, are often criticised in Q due to its mixed methods approach and are addressed as follows:

Validity

Validity is not tested in the same way for Q as it would be for a typical quantitative study due to the wholly subjective qualitative aspects. The unique view of each individual's view is considered as a valid expression of their opinion (Nicholas, 2011). The literature review and pilot provides content validity for the Q-Set and item validity does not apply in the study of subjectivity as might be expected in more traditional survey research (Valenta and Wigger, 1997).

Reliability

The most important type of reliability in Q is considered to be replicability. Studies administering the same Q-Set at multiple time points have shown that high correlation coefficients are consistently achieved through test-retest models (Exel and Graaf, 2005).

Transferability

Uncovering authentic and valid opinion clusters or views is the true value of Q and does not occur beyond the set of participants involved. Subsequent testing can reveal their prevalence amongst the population at large using wider group studies and standard variance analytics (Dennis, 1986).

3.4.7 Ethical Considerations

The University Research Ethics Committee (UREC) gave full written approval for this study and the strict guidelines were adhered to at every stage. The eleven common themes of multiple codes of ethics as examined by Bell and Bryman (2007) were used to ensure each principle was addressed. The eleven categories are harm to participants, dignity, privacy, confidentiality, deception, affiliations, honesty and transparency, reciprocity, and misrepresentation. Psychological safety and participant welfare are very important to me personally and great care was taken to ensure no harm comes to participants and their dignity is respected. Participation was completely voluntary and prior to any fieldwork commencing informed consent was obtained. The nature of the sessions was shared, and participants were given the option to opt out at any time (two chose to formally take this option). Contact details for the Samaritans, MIND and Employee Assistance Programmes were given.

Privacy and confidentiality were considered throughout the study. Participants agreed to the group sessions within their own organisation only and privately assigned themselves a nickname, shared the nature of their goal and minimal demographic data within the Q-Sort software only not within the group unless they chose to do so. The online Q-sort was completed individually with cameras off, and the data produced was only seen by the researcher, stored using university licenced software and password protected according to UREC's conditions. Any reference to nickname, organisation or specific goal that could identify a participant was removed as standard Q methodology process does not require any identifying data (though this may be seen as a limitation to analysing individual correlations or connections available with other methods).

3.4.8 Delimitations

This study has several known delimitations, some inherent with the research design itself. By design the study was not intended to produce generalisable results and was undertaken with a small demographic of WEIRD (Western, Educated, Industrialised,

Rich, and Democratic) participants (Henrich, Heine and Norenzayan, 2010). However, ecological insight may be drawn from the study participants. A large proportion of research on which assumptions are based and insight is undertaken on a WIERD - Western, Educated, Industrialized, Rich, and Democratic subset of the human race. For example, an individualistic rather than collectivist society, attachment vs nonattachment to possessions and identity, with sometimes selfish or organisational goals that do not necessarily align with our deeper personal values. So often individual values have been shaped by society's expectations that they do not truly align or inspire, and therefore do not result in the expected motivation.

The sample size of 19 participants is not small for a qualitative or Q-Method study, however, compared to other quantitative studies this may be seen as a concern. To mitigate related risks as far as possible, participants from different organisations were selected for heterogeneity of backgrounds and opinions. However, sampling bias may still have occurred through inclusion bias with the non-probability convenient sampling and omission bias, as not all types of the organisational population were covered (e.g., senior leaders or executive team).

This study was undertaken during 2020-2021 with the exceptional circumstances of the Covid-19 pandemic and the impact on both participants and myself as researcher and practitioner. Recruiting participants was challenging, the intended sample was smaller than expected with higher drop out rates and did not include senior leaders as anticipated as their focus was on adapting their teams and organisations in response to unprecedented conditions. This did however offer opportunities for the study to adapt accordingly as well. All aspects of the study were delivered online rather than face to face, which whilst it may have altered the engagement and understanding of the process also allowed an international and geographically spread sample from diverse organisational backgrounds to participate.

3.4.9 Strengths

Key strengths of this method were the interest and engagement of participants, creating an environment and opportunity to engage with their thoughts and emotions in a new and interesting way. The Q sort allowed a diversity of thoughts and emotions to be objectively considered by the participants, offering new perspectives and alternative views that they may not previously have been aware of. All the voices

of the participants at both stages of the study are considered, no matter how extreme or unpopular they may seem. An example of this was the use of ‘Harden the F&@k up’, which created a conflict of opinion both during the pilot phase and within the study itself.

The study has provided a window into the participants’ mind and emotional landscape and is the first known study to give equal measure to thoughts and emotions across the positive and negative spectrum. This offers a deeper understanding of the similarities and differences of thoughts and emotions experienced during the goal pursuit journey. By introducing multiple timepoints, the longitudinal opportunities for Q-Method have been further established as a solid foundation for further research in the coaching community and beyond.

3.5 SUMMARY

In this chapter my research philosophy has been explored and its influence on the research design choices of this study and why Q Methodology was best suited to answer the research questions. The Q methodological approach has been described along with decisions made in line with methodological best practice to enhance participant engagement and benefits whilst respecting ethical considerations and guidelines. Each step of the method has been explained as well as the limitations and strengths.

CHAPTER 4: DATA ANALYSIS

4.1 INTRODUCTION AND CHAPTER OUTLINE

In this chapter I will describe in detail the answers to the research questions revealed by the outputs of the data. As described in the previous chapter, the goal of Q-Methodology is to uncover views on participant experiences using factor analysis, and this can be revealed with small sample sizes (Brown, 1996a; Watts and Stenner, 2005a).

In summary the answers to the research questions are as follows:

Research Question 1: What are the common thoughts and emotions experienced by participants on the goal pursuit journey? Common thoughts included “I’m not good enough”, “I can do it” and “I can’t do it” and common emotions included excitement, pride and overwhelm. The complete list can be found in Section 4.2.

Research Question 2: How do participant thoughts and emotions change as participants progress toward a goal? 15 of the 19 participants change viewpoints throughout the goal pursuit journey, with many of those achieving their goal experiencing overwhelm, anxiety and self-doubt at the beginning of the journey with these changing to determination and motivation and thoughts of “Focus! Focus! Focus!”, “Feel the fear and do it anyway” towards the end of the journey. The full picture is revealed in Section 4.6.

Research Question 3: Which thoughts and emotions, if any, are associated with goal attainment? In order of frequency: I feel self-doubt, ‘I can do it’, ‘I enjoy a challenge’, I am grateful, I am courageous, ‘If others can do it, so can I’, I feel overwhelmed, I feel stressed, I am determined. These are reviewed further in Section 4.7 along with the thoughts and emotions associated with not achieving goals.

The chapter will begin with the common thoughts and emotions experienced during goal pursuit as identified by this study, then present statistical confirmation of the four factors including the rationale to analyse four factors creating the Four View Framework. These four factors, or views reveal the variety of thoughts and emotions participants experienced on their three-month goal pursuit journey. It will then go on to describe the four high level ‘clusters’ of views the data has revealed, before looking at how thoughts and emotions change during the journey. Finally, details of how each

participant loaded onto which view at each stage of the goal pursuit journey will be shared, along with their Goal Attainment Scores, before revealing which thoughts and emotions are associated with goal achievement according to the results of this research.

4.2 RESEARCH QUESTION 1 RESULTS: WHAT ARE THE COMMON THOUGHTS AND EMOTIONS EXPERIENCED BY PARTICIPANTS ON THE GOAL PURSUIT JOURNEY?

The most common statements identified from the literature review and Qualtrics survey in Stage 1 are presented in Table 9 below:

TABLE 9: STAGE 1 MOST COMMON THOUGHTS AND EMOTIONS
EXPERIENCED ON THE GOAL PURSUIT JOURNEY

according to literature and the Qualtrics survey (E) = emotions, (T) = Thoughts.

Pleasant	No of time it appears	Unpleasant	No of time it appears
(E) Excitement	20	(T) I'm not good enough	10
(E) Pride	15	(E) Overwhelmed	7
(T) I can do it	11	(T) I can't do this	7
(E) Energised	9	(T) I want to go home	7
(T) Focus!	8	(E) Fearful	5
(E) Satisfied	7	(E) Daunted	5
(E) Relief	7	(E) Anger	5
(E) Motivation	7	(E/T) Stressed	3
(T) I am strong	5	(T) I messed up	4
(E) Happiness	5	(E) Nervous	4
(T) Believe in yourself	5	(E) Panic	3
(E) Accomplished	4	(E) Anxiety	2
(E) Joy	4	(E) Confusion	2

(E) Empowered	4	(T) I'll make a fool of myself	2
(T) I enjoy a challenge	2	(T) I'm a loser	2
(T) Come on!	2	(T) I'm procrastinating	2
(T) Let's go! Go for it!	2	(E) Doubt/Self-Doubt	2
(E) Calm	2	(E) I'm tired	2

Stage 2 identified the most common statements on the goal pursuit journey using the most agree and strongly agree statements from the Q-Sort data of the 19 participants for all the three Sessions (Table 10). In contrast to the Stage 1 survey and literature results above the most common thoughts and emotions are:

TABLE 10: STAGE 2 MOST COMMON THOUGHTS AND EMOTIONS
EXPERIENCED AS PARTICIPANTS PURSUE GOALS

from Q-Sort data. (E) = emotions, (T) = Thoughts.

Pleasant	No of time it appears	Unpleasant	No of time it appears
(T) I enjoy a challenge	34	(E) Self-doubt	39
(E) Determined	34	(E) Overwhelmed	31
(E) Grateful	29	(E) Anxious	27
(T) You're doing the best you can	27	(T) I'm procrastinating	25
(T) I can do it!	27	(E) Stressed	23
(T) Feel the fear and do it anyway!	27	(E) Frustrated	23
(E) Hopeful	24	(T) Other people are better than me	23
(E) Courageous	22	I'm not good enough	20
If others can do it, so can I	20	(E) I'm really tired	19
Small steps climb big mountains	18	(E) Fearful	13

(T) Never give up	18	(T) Will it kill you? No? Get on with it then!	11
(T) Focus! Focus! Focus!	18	(T) Harden the f@&k up!	11
(E) Excited	14	(E) Bored	10
(E) Confident	14	(E) Panic	10
(E) Motivated	13	(T) Why am I doing this?	8
(T) I trust in a higher power	13	(T) I'm too lazy to complete this	5
(E) Proud	12	(T) I want to go home	4
(E) Satisfied	10	(T) What's the point?	4
(E) Calm	6	(T) I messed up	3
(E) Content	7	(T) I can't do this	1

The final shortlist of 40 statements, including a range of the common statements, were purposefully selected using the balanced block structured approach and pilot testing. This final Q-Set were then used to perform the Q-Sorts in Stage 2 of the research are shown in Table 11 below. As a result of the focus group and pilot testing, no instructional or irrelevant thoughts were included, and interestingly, although happiness is the one emotion claimed to be pursued by most, the systematic analysis and voting in the focus group and pilot test meant “*I feel/am happy*” did not make it into the final set. Perhaps due to the all-European survey respondents and pilot group, this will be discussed further in the next chapter. Many of the thoughts statements would fit in the conscious and effortful system 2 thinking, whilst it could be argued that some of the emotion statements might be the more quick, reactive and emotion System 1 mode of thinking.

TABLE 11: FINAL Q-SET OF WIDE-RANGING THOUGHT (T)
AND EMOTION (E)

statements used by the participants to perform their Q-sorts. (E) = emotions,
(T) = thoughts.

S1	(T) Never give up	S21	(E) I feel calm
S2	(T) I trust in a higher power	S22	(T) Focus! Focus! Focus!
S3	(T) Small steps climb big mountains	S23	(E) I feel content
S4	(T) You're doing the best you can	S24	(E) I feel satisfied
S5	(T) I'm too lazy to complete this	S25	(E) I am grateful
S6	(T) What's the point?	S26	(E) I feel hopeful
S7	(T) I'm procrastinating	S27	(E) I am courageous
S8	(T) I messed up	S28	(E) I feel confident
S9	(T) I want to go home	S29	(E) I am fearful
S10	(T) I can't do this	S30	(E) I'm excited!
S11	(T) I'm not good enough	S31	(E) I am proud
S12	(T) Will it kill you? No? Get on with it then!	S32	(E) I am determined
S13	(T) Why am I doing this?	S33	(E) I feel motivated
S14	(T) Feel the fear and do it anyway!	S34	(E) I feel overwhelmed
S15	(T) I can do it!	S35	(E) I feel stressed
S16	(T) I enjoy a challenge	S36	(E) I'm bored
S17	(T) Harden the f&@k up!	S37	(E) I feel anxious
S18	(E) I'm really tired	S38	(E) I feel self-doubt
S19	(T) If others can do it, so can I	S39	(E) I feel panic!
S20	(T) Other people are better than me	S40	(E) I feel frustrated

As the pilot demonstrated and the final Q-Sorts illustrate, participants engaged well with the Q-Set statements and were able to identify those that represented their current state at each stage of the goal pursuit journey. This offers confirmation of the cards usefulness as a coaching tool and a contribution to coaching practice.

Comments shared in the QSortTouch post sort survey regarding the statements offer useful suggestions for future use:

- *“the statements can be interpreted differently depending on who you are / how you think – but maybe that’s the point. E.g., for me the ‘higher power’ one just made me think of god and I’m not religious so immediately it doesn’t resonate with me”. (Female/25–34/support staff/business)*
- *“I think the statements worked well. Sometimes I wanted to add notes against cards to explain my rationale”. (Male/25-34/middle management/business)*
- *“I think some statements could be more neutral (?), but perhaps that’s the opposite of what they are supposed to do :D” (Female/35-44/other/charity)*
- *“An option to add your own statements. Maybe in a chart with colours?” (Female/25–34/middle management/business)*

4.3 FOUR VIEW FRAMEWORK (FOUR FACTORS)

The different views that emerged through the factor analysis data reduction techniques of Q-Methodology are now explored. From this point on the factors will be referred to as views as is standard practice in Q-Method. This term better reflects the experience and views of the participants (Bashatha, Page and Bashatah, 2014). A total of 57 Q-sorts were verified as suitable for analysis, three for each of the 19 participants at the beginning, middle and end of the goal pursuit journey.

4.3.1 Statistical validity for four factors

Table 12 below shows the statistical validity for the choice of four views at each of the time points at the beginning, middle and end of the goal pursuit journey. As can be seen from the low correlation figures (the highest being 0.49 between F1 and F4 in Session 1), there is a low level of similarity between the factors in each of the three sessions and is well within the acceptable parameters for Q-Method (Robbins, 2004)

TABLE 12: STATISTICAL MARKERS CONFIRMING THE CHOICE OF FOUR

	VIEWS			
	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
SESSION 1				
Eigenvalue >1	4.2	3.7	2.4	2.2
No of participants	6	5	4	2
Variance explained	22%	19%	13%	11%
Low correlations	<0.49	<0.37	<0.25	<0.49
SESSION 2				
Eigenvalue >1	4.8	2.8	2.7	2.1
No of participants	7	5	3	3
Variance explained	25%	15%	14%	11%
Low correlations	<0.21	<0.39	<0.39	<0.23
SESSION 3				
Eigenvalue >1	4.0	3.8	2.4	2.4
No of participants	5	5	2	4
Variance explained	21%	20%	13%	12%
Low correlations	<0.31	<0.42	<0.31	<0.42

By reviewing the statements sorted as ‘most agree’, ranked higher than other views and above neutral, and distinguishing statements, words clouds can be produced, followed by a full narrative interpretation (Damio, 2016a). All 12 composite arrays, (three for each of the four factors) can be found in Appendix 7, and a selection of these will be included to illustrate a point as each factor is interpreted and described.

The four views alter slightly over the course of the three-month goal pursuit, and I will explore this further when answering Research Question 2: *“How do participants thoughts and emotions change as participants progress towards a goal”* in Section 4.6. However, underlying characteristics and distinguishing features of the views remain identifiable throughout the journey. As Davies and Hodge (2012) suggest, the set of perspectives identified is adequate to summarise the range of views present at any given time. Summarising the views in this way requires a large amount of data to be distilled for ease of understanding and use, as is the nature of data reduction in factor analysis (Sickler and Lentzner, 2022). The full results for each of the Q-Sorts can be found in Appendix 7. Whilst recognising the complexity of human nature and a tendency to over-simplify, which is not the intention here - based on the statistical data, the four views that have emerged. These can be compared and contrasted together using the dimensions of energy/arousal and pleasantness/valence. Whilst not all the statements within each view are a perfect fit within the resulting quadrants, this four-box matrix (Figure 9) offers an easy-to-understand framework. It allows the data from all the sorts to be examined and interpreted in relation to each other, and with additional four type models.

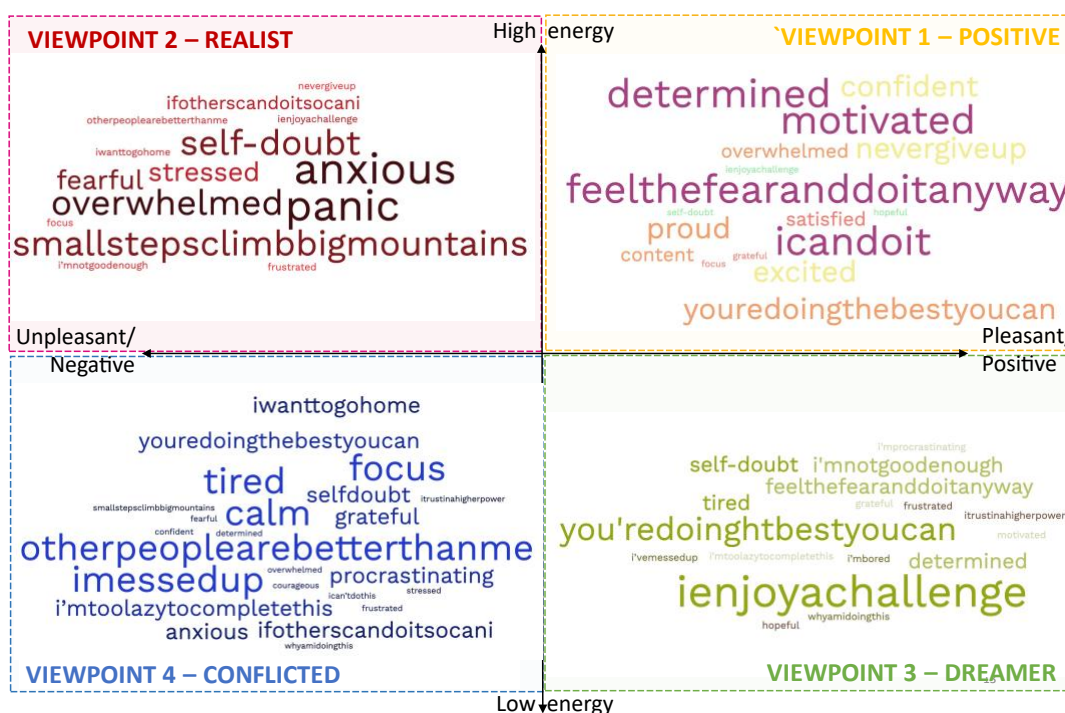


FIGURE 9: FOUR VIEW FRAMEWORK USING THE DIMENSIONS OF ENERGY AND PLEASANTNESS (Author's own)

4.3.2 Consensus & Distinguishing statements

Additional information to assist the interpretation of each view is the Consensus and Distinguishing statements. There were no consensus statements for Sessions 1 and 2, highlighting the differences between the views. By Session 3, there were two consensus statements, revealing some consensus between views by this stage (Brown, 2004b). These are “*If others can do it so can I*”, which all factors were either neutral or somewhat disagreeing with, and “*I am grateful*”, which all factors ranked at $P < .05$ or less between +2 and neutral (Table 13). This suggests that all factors felt an element of gratitude by Session 3 but no one positioned it as ‘most agree’. Factor 1 was neutral on this statement, so given the free sort option and the holistic and gestalt nature of the interpretation, it suggests further review and I will discuss this in more depth in section 4.6.1.

TABLE 13: CONSENSUS STATEMENTS

<i>SESSION 3 – End of the journey</i>	+3	+2	+1	0	-1	-2	-3
If others can do it, so can I				F1, 2, 4	F3		
I am grateful		F2, 3	F4	F1			

Across the three sessions and all four factors there were 109 distinguishing statements (see Appendix 6 for full sheets). 53 were unique to one of the four factors i.e., were distinguishing for one factor only, and not to two of them offering distinct insight for each view. Using a variety of Q-Methodology interpretation techniques such as abductive inference based on participant factor loadings, the pattern and placement of statements, including distinguishing statements and using participant comments to guide the overall story, a distinct story for each view can be created (Shemmings, 2006; Stenner and Watts, 2012; Lee, 2017). The four views represent the shared perspective of the group or cluster of participants loading on to that factor (Previte, Pini and Haslam-mckenzie, 2007). The labels are not essential but give the reader a way of quickly identifying what the perspective is about (Zabala, Sandbrook and Mukherjee, 2018) and are as follows:

4.3.3 View 1 - Positive

View 1 has a ‘Can Do’ attitude. What distinguishes Positive View 1 is the confidence building and psyching up thoughts of “*Feel the fear and do it anyway*”, “*I feel confident*”, “*I feel satisfied*”, and “*I am proud*”. The word cloud (Figure 10) of most agree, distinguishing statements, and statements ranked higher than other views illustrates the frequency of the predominantly positive and high energy statements:



FIGURE 10: VIEW 1 WORD CLOUD (Author's own)

Figure 11 shows a colour-coded item configuration of the composite sorts to illustrate the clearly positive nature of this ‘Positive’ View (Watts and Stenner, 2005d). The pink ‘pleasant’ statements are predominantly on the left (agree) at all three sessions, with the grey ‘unpleasant’ statements on the right.

FACTOR 1: SESSION 1							FACTOR 1: SESSION 2							FACTOR 1: SESSION 3						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE	MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE	MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	1	2	3	3	2	1	0	1	2	3	3	2	1	0	1	2	3
(T) I can do it!	(T) Feel the fear and do it anyway!	(T) Small steps climb big mountains.	(T) Never give up.	(T) I trust in a higher power.	(T) I messed up.	(T) What's the point?	(T) Focus! Focus! Focus!	(T) Small steps climb big mountains.	(T) You're doing the best you can.	(T) If others can do it so can I.	(F) I'm tired.	(T) I trust in a higher power.	(F) I'm bored.	(T) You're doing the best you can.	(T) I can do it!	(T) Never give up.	(T) Will it kill you? No? Get on with it!	(T) I trust in a higher power.	(T) I want to go home.	(T) I'm too lazy to complete this.
(T) I enjoy a challenge.	(F) I feel hopeful.	(T) If others can do it so can I.	(T) You're doing the best you can.	(T) I'm not good enough.	(T) I can't do it.	(T) I want to go home.	(F) I am determined.	(T) Never give up.	(F) I feel satisfied.	(F) I feel calm.	(T) I'm procrastinating.	(T) What's the point?	(T) I'm too lazy to complete this.	(T) Feel the fear and do it anyway!	(F) I feel hopeful.	(T) Small steps climb big mountains.	(T) Harden the is up!	(T) I'm procrastinating.	(T) I can't do it.	(T) What's the point?
(F) I'm excited!	(F) I feel proud.	(F) I feel grateful.	(T) I'm procrastinating.	(T) Why am I doing this?	(F) I'm tired.	(T) I'm too lazy to complete this.	(F) I am motivated.	(T) I enjoy a challenge.	(F) I feel proud.	(T) Other people are better than me.	(T) Harden the is up!	(T) I messed up.	(T) I want to go home.	(F) I am motivated.	(F) I feel confident.	(T) I enjoy a challenge.	(T) If others can do it so can I.	(T) I messed up.	(T) I'm not good enough.	(F) I'm bored.
	(F) I am determined.	(F) I am courageous.	(T) Will it kill you? No? Get on with it then!	(F) I feel calm.	(F) I am fearful.			(F) I feel grateful.	(T) Feel the fear and do it anyway!	(T) I can do it!	(F) I feel overwhelmed.	(T) I'm not good enough.	(T) Why am I doing this?		(F) I'm excited.	(F) I feel calm.	(T) Other people are better than me.	(F) I am fearful.	(T) Why am I doing this?	
C	(F) I feel self-doubt.	(F) I feel confident.	(T) Harden the is up!	(F) I feel overwhelmed.	(F) I'm bored.		C	(F) I feel hopeful.	(T) I can do it!	(F) I feel overwhelmed.	(T) I'm not good enough.	(T) Why am I doing this?		C	(F) I am determined.	(T) Focus! Focus! Focus!	(F) I feel content.	(F) I feel overwhelmed.	(F) I'm tired.	
E		(F) I am motivated.	(T) Other people are better than me.	(F) I feel panic.			G		(F) I'm excited.	(F) I feel confident.	(F) I am fearful.			D		(F) I feel satisfied.	(F) I feel grateful.	(F) I feel panic.		
L		(F) I feel anxious.	(T) Focus! Focus! Focus!	(F) I feel frustrated.			H		(F) I feel self-doubt.	(F) I am courageous.	(F) I feel frustrated.			F		(F) I feel proud.	(F) I am courageous.	(F) I feel stressed.		
N			(F) I feel content.				N			(F) I feel content.				L			(F) I feel anxious.			
Q			(F) I feel satisfied.				L			(F) I feel stressed.				Q			(F) I feel self-doubt.			
T			(F) I feel stressed.				Q			(F) I feel anxious.							(F) I feel frustrated.			

FIGURE 11: VIEW 1 COMPOSITE SORTS FOR ALL THREE SESSIONS

Colour coded pink = pleasant grey = unpleasant (Author's own)

This pattern applies to all three sessions with Session 1 (the beginning of the journey) in the column on the left, Session 2 in the middle and Session 3 (the end of the journey) on the right-hand side. 12 of the 15 statements sorted on the agree side of neutral are *positive* in Session 1, with 14 of 15 in Session 2 and all of the agree side statements in Session 3. *“I am determined”*, *“I feel motivated”*, and thoughts of *“I can do it”* are present throughout and Positive View 1 also ranks *“I feel confident”*, *“I feel hopeful”*, *“I am proud”* and *“I feel motivated”* higher than any other perspective suggesting high self-esteem and perhaps resilience (Haan, 2019). View 1 aligns with the more traditional ‘positive thinking’ view of the thoughts and emotions associated with goal pursuit - motivation, energy, excitement and a ‘can do’ attitude (Gawel, 1997).

View 1 are typically not in low energy negative states, with *“I’m too lazy to complete this”*, *“What’s the point?”* and *“I want to go home”* consistently ranking lowest in all three sessions. *“I’m procrastinating”*, *“I feel overwhelmed”* and *“I’m really tired”* are all ranked lower than with any other profiles. Low energy pleasant statements are all neutral and above apart from *“I trust in a higher power”*, which could be explained by Participant D when describing why this was least representative for them:

D: “I trust in a higher power - I think I’ve put this one here consistently as I believe you can only help yourself, nothing is magically going to happen unless you make it happen.” (Female/25–34/support staff/business)

4.3.4 View 2 - Realist

I chose to label this view Realist as all five participants who significantly loaded onto this view at the beginning of the goal pursuit journey went on to achieve their goals, suggesting it is in line with the dictionary definition “shows a sensible and practical idea of what can be achieved or expected” (Oxford English Dictionary, 2015). View 2 stood out from the other views due to the prodigious presence of emotions and negativity – ten of the 15 statements sorted on the agree side of neutral are feelings in Session 1, with nine of 15 in Session 2 and 3. 12, 10 then 8 of the 15 agree side statements in each session respectively are negative suggesting an improvement as the journey progresses, but still making View 2 distinct from the other three. *“I feel anxious”*, *“I feel selfdoubt”* and *“I feel overwhelmed”* were agreed with at all three sessions as illustrated by the word cloud in Figure 12.



FIGURE 12: VIEW 2 WORLD CLOUD

(Author's own)

View 2 is also experiencing higher levels of “*I feel panic*”, “*I am fearful*” and “*I feel frustrated*” than any other view. But as will be discussed in the next chapter, this panic may create the conditions for goal-orientated action, though this could be at the expense of their mental health, as indicated by Participant F a female, junior manager who works in a business:

“Work/life balance and busy days with meetings lead to minimal time on emails, and late-night email sessions. It is feeling overwhelming and makes me panic.” (Female/25-34/junior management/business)

The only thought or positive statement being ranked as *most agree* is “*You’re doing the best you can*”, all the others are either high or low energy negative emotions. Performance Inhibiting Thoughts associated with low self-esteem, such as “*I’m not good enough*”, “*Other people are better than me*” rank highly and distinguishing statements of “*anxious*” and “*self-doubt*” are sorted as ‘most like me’. There is a noticeable absence of emotions of “*calm*” and “*content*” at all three sessions. However, thoughts of “*Small steps climb big mountains*” are ranked higher than any other view at ‘strongly agree’ at the final stage of the journey.

By looking at the colour-coded composite arrays from each of the three sessions in a gestalt fashion outlining thoughts in purple and emotions in peach the skew towards negative emotions (shown in red text) of View 2 can be seen.

FACTOR 2: SESSION 1							FACTOR 2: SESSION 2							FACTOR 2: SESSION 3						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE	MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE	MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
1	2	1	0	1	2	3	1	2	1	0	1	2	3	1	2	1	0	1	2	3
(F) I feel overwhelmed	(F) I'm stressed	(T) You're doing the best you can	(T) Small steps climb big mountains	(T) Never give up	(T) I trust in a higher power	(F) I feel calm	(T) I feel overwhelmed	(F) I'm stressed	(T) You're doing the best you can	(T) Small steps climb big mountains	(T) Never give up	(T) I trust in a higher power	(F) I feel calm	(F) I feel self-doubt	(F) I'm stressed	(T) You're doing the best you can	(T) Small steps climb big mountains	(T) Never give up	(T) I trust in a higher power	(F) I feel calm
(F) I feel anxious	(F) I'm tired	(T) I'm procrastinating	(T) I can't do it	(T) What's the point?	(T) I'm not good enough	(F) I feel content	(F) I feel self-doubt	(F) I'm procrastinating	(T) I'm not good enough	(T) I can't do it	(T) I want to go home	(T) I'm not good enough	(F) I feel stressed	(F) I feel anxious	(F) I'm tired	(T) I'm procrastinating	(T) I can't do it	(T) What's the point?	(T) I'm not good enough	(F) I feel content
(F) I feel self-doubt	(F) I feel stressed	(T) I want to go home	(T) Will it kill you? No! Get on with it, then!	(T) I messed up	(T) Why am I doing this?	(F) I feel satisfied	(F) I feel overwhelmed	(F) I am determined	(F) I'm tired	(F) I am motivated	(T) Feel the fear and do it anyway!	(T) I'm not good enough	(F) I feel calm	(F) I feel stressed	(F) I feel grateful	(T) Feel the fear and do it anyway!	(T) Will it kill you? No? Get on with it, then!	(T) I messed up	(T) Why am I doing this?	(F) I feel satisfied
	(F) I feel panic	(F) I am fearful	(T) I enjoy a challenge	(F) I feel proud	(F) I'm excited			(F) I feel frustrated	(F) I am fearful	(T) Other people are better than me	(T) I can do it!	(T) Focus! Focus! Focus!	(F) I feel confident		(F) I feel overwhelmed	(F) I am fearful	(F) I'm tired	(F) I'm excited	(F) I am courageous	
		(F) I am determined	(T) Harden the f&@% up	(F) I am motivated						(F) I feel anxious	(F) I feel panic		(F) I feel confident			(F) I feel panic	(T) If others can do it, so can I			
		(F) I feel frustrated	(T) If others can do it, so can I	(F) I'm bored						(F) I feel stressed	(T) You're doing the best you can		(F) I feel proud			(F) I feel frustrated				
			(T) Focus! Focus! Focus!								(F) I am courageous						(F) I feel hopeful			
			(F) I feel grateful								(F) I feel hopeful						(F) I feel proud			
			(F) I am courageous								(F) I'm excited						(F) I am motivated			

FIGURE 13: VIEW 2 COMPOSITE SORTS

Colour coded peach = emotions, purple = thoughts (Author's own)

All five participants loading on to this factor in Session 1 go on to achieve or overachieve their goal, suggesting a healthy dose of discomfort at the beginning of the goal pursuit journey can create the ‘away from’ motivation and impetus required to achieve a goal as suggested by Price (2020), and that anxiety can result in more effort and investment in the goal pursuit (Wang *et al.*, 2018). This will be discussed further in the next chapter.

4.3.5 View 3 - Dreamer

In contrast to Realists, Dreamers have a lot of thoughts or self-talk, are hopeful and enjoy a challenge. In contrast to the high energy Positive and Realist Views, View 3 are low on energy. *“I enjoy a challenge”* is consistently placed as *most agree* and they always agree with *“You’re doing the best you can”*, Though this is coupled with low energy feelings of *“I’m really tired”*, *“I feel overwhelmed”* and *“I feel self-doubt”*. When looking at the statements at the opposite end of the scale *“Will it kill you? No? Get on with it then!”* is ranked ‘most disagree’ at all three sessions with *“Harden the f&@k up”* is ranked close by suggesting when in View 3 participants would not speak to themselves in this tone. This is illustrated by alumni Participant B and charity participant K, both females:

B: “I try to speak to myself more kindly than that in my head. I’ve worked hard on reframing things (eg, if I think ‘oh no, I’m procrast... Actually, I’m incubating and working things out so when I finally complete the action it will be better because I’ve taken more time and been more careful about it - I’m making progress)” (Female/35-44/self employed/alumni)

K: “Will it kill you? No? Get on with it then! - It won’t kill me, but it isn’t a motivational statement I find helpful. Feels quite old school as a mentality.” (Female/25-34/other/charity)

View 3 have positive self-talk such as *“Feel the fear and do it anyway”*, *“You’re doing the best you can”* and *“I trust in a higher power”*, however, there is also some less supportive self-talk such as *“Why am I doing this?”*, *“I’m too lazy to complete this”*, *“I’m not good enough”* and *“I’ve messed up”*. As the word cloud in Figure 14 below illustrates there is a prominence of self-talk with View 3. View 3 also has a low energy feel to it with *“I’m really tired”*, *“I’m bored”*, and *“I feel self-doubt”* being ranked higher than any other View.



FIGURE 14: VIEW 3 WORD CLOUD

(Author's own)

Only one of the four participants loading on to View 3 at the start goes on to achieve their goals. This may suggest that positive self-talk isn't all that is needed to achieve goals but that high energy emotions are needed too. And in the case of participants loading on to View 3 – collaboration and support from others.

- When asked what got in the way of achieving their goal: *“Working from home - not my preferred way of working - the accidental meeting people and chats that often lead to ideas and problem solving that can't happen when working virtually.” (Female/25-34/other/charity)*
- When asked what got in the way of achieving their goal: *“Just keep working at it has moved it forward and although I'm not where I hoped I would be I still made progress. Occasionally it feels that it's not really important to others and although I'm mostly self-driven it does get quite tiresome when other people don't take it seriously.” (Male, 25-34/middle management/charity)*
- *“Where I am is where I'm supposed to be. Meaningful things take time. Not everyone has the same priorities and values as me, and that's ok. I have my tribe “when I'm with you, I'm standing with an army” and we are greater than the sum of our parts and I will find my other people, slowly but surely. I will get where I'm going. Baby steps. What initially looks like a step back, in the long run can be a recalibration/ important adjustment of direction on the journey.” (Female, 35-44, self-employed/alumni)*

4.3.6 View 4 – Conflicted

Overall, View 4 is low energy and conflicted and would appear to have more Performance Inhibiting Thoughts. Though View 4 may appear less clear and defined than the other views, this itself tells an interesting story which makes View 4 distinct in its own way. There are a high proportion of low energy statements such as “*I feel calm*”, “*I’m really tired*” and “*I’m not good enough*”, while the feelings of “*I’m procrastinating*”, “*I feel overwhelmed*” alongside “*I am grateful*”, “*Focus!*” show signs of some potential inner conflict. As shown in the word cloud in Figure 15 below, there are a mix of thoughts and emotions, positive and negative likely to bring a sense of inner conflict and confusion for View 4.



FIGURE 15: VIEW 4 WORD CLOUD - CONFLICTED

(Author's own)

“*I am determined*” is agreed with by View 4 throughout the journey, but thoughts of “*If others can do it, so can I*” and “*Other people are better than me*” suggest a comparison to others that could knock confidence. View 4 participant comments, all from males give some insight into further inner conflict:

- *If music and languages are such a big part of who I am (this is what I tell myself and others), then the goals should not be difficult to achieve. But I trust absolutely 0% of what I tell myself and others so just want to punch myself in the gut really hard and scream COME THE F**K ON. (Male, 45-54, Self-employed, alumni)*

- *I feel bored of not making progress or achieving this I feel sick of finding myself in the same situation/hearing the same reasons for not achieving from myself. Sometimes I bore myself.*” (Male/25-34/middle management/business)
- *“Harden the f**k up” - I realise that I use that as much as a self-punishment as a motivator. I beat the 'elephant' rather than giving it a reason to follow the path I want.*” (Male, 45-54, Self-employed, alumni)

View 4 has the lowest number of participants loading onto it. In the first session two participants associated with View 4, one who goes on to achieve what they expected, one that achieves much less than they expected. In the 2nd session the two both go on to achieve more than they expected. In the 3rd session four associated with this view, one of whom achieves what they expected and the other three achieving less than they expected. This indicates that those who do not achieve their goals end up in a less pleasant, or conflicted state than those who do.

4.4. COMPARISON BETWEEN VIEWS

To bring the analysis together into a coherent whole it can be useful to compare and contrast the views (Zabala and Pascual, 2016). In Q-Methodology this can be undertaken using Z scores (shown in Appendix). R software automatically generates Z scores and they highlight agreement and disagreement between views. To permit ease of interpretation and allowing the Q-Method data to inform this comparison, only the ‘most agree’ statements in the +3 position for all three sessions have been compared. This provides a maximum total of nine statements per view (three at each of the three sessions). When presented in a Venn diagram, (Figure 16), these offer a general overview of where the overlaps and distinctions between the views are in a straightforward and easy to understand way.

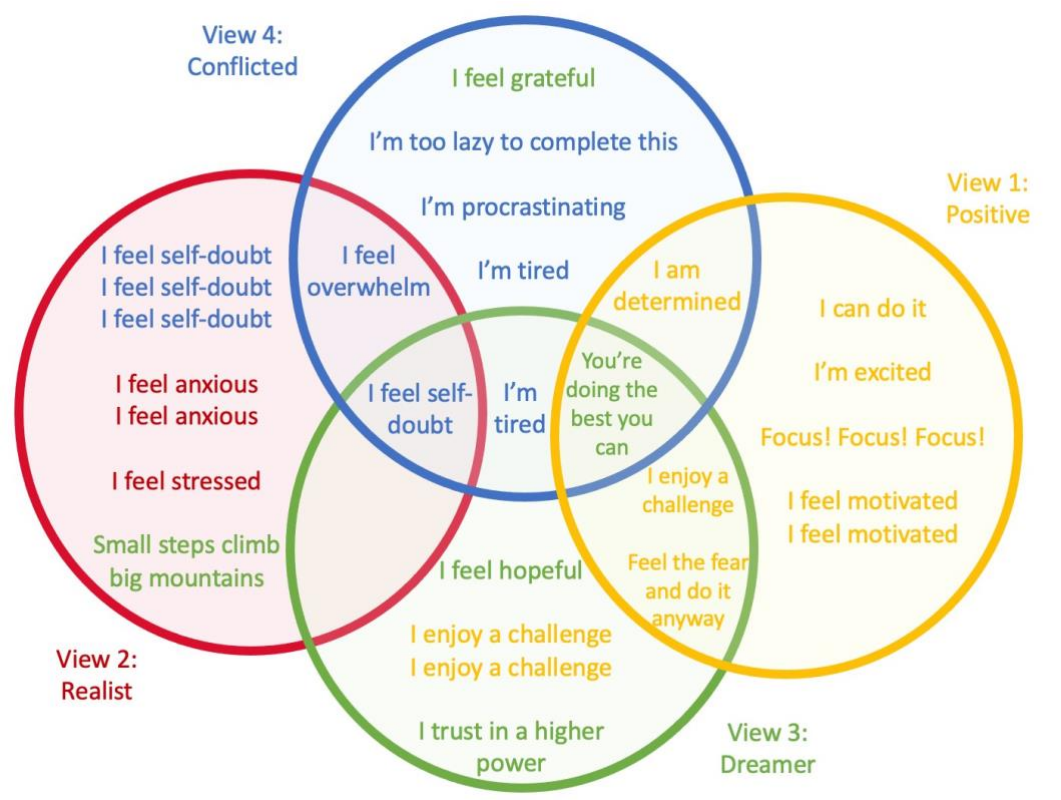


FIGURE 16: VENN DIAGRAM SHOWING THE 'MOST LIKE ME' (+ 3)

STATEMENTS FOR EACH VIEW AT ALL THREE SESSIONS

(Author's own)

4.4.1 Comparisons

1 and 2 Comparison

As you will see there is no overlap between these two views. They do not have any thoughts or emotions in common demonstrating the very different perspectives and experiences these participants have – one very positive and high energy, one much more negative and emotional.

1 and 3 Comparison

The two views share their positive thoughts but View 3 has some low energy self-doubt and tiredness that is absent from View 1.

1 and 4 Comparison

These two share the positive elements of being determined and doing the best they can, but otherwise View 4 is much lower energy, mainly unpleasant but feeling grateful.

2 and 3 Comparison

The only emotion these two share is self-doubt (in fact View 1 is the only View that does not feel self-doubt at all), however, both are feeling grateful. View 2 feels more anxious and stressed, with View 3 being more positive.

2 and 4 Comparison

These two share emotions of overwhelm and self-doubt but View 2 has far fewer thoughts, mainly focused on emotions, whilst View 4 has a wider range of thoughts and emotions at play.

3 and 4 Comparison

These two share some low energy thoughts and emotions but View 3 has a greater tendency towards positive high energy states than the low energy, negative states that View 4 has.

The prominence of self-doubt is again evidenced with its overlap across Views, 2, 3 and 4. The Venn diagram also clearly shows the predominantly emotion-based nature of View 2.

4.5 PARTICIPANT INFORMATION & GOAL ATTAINMENT

Before answering research question 2 “*How do participant thoughts and feelings change on the goal pursuit journey?*” it is important to understand a little more about the participants.

In total 47 participants from three organisations performed the Q-sort procedure. The three organisations were A), alumni members from the MSc in Applied Positive Psychology, B) a business-to-business technology training company and, C) a national charity. With the expected drop out between sessions (seven participants) and incomplete data matching for a further ten, I was left with a complete set of data for 19 participants which is included in these results and is sufficient for Q-Method to be

effective in establishing patterns of similarity as well as differences (Churruca, Ludlow, Wu, Gibbons, Nguyen, Louise A. Ellis, *et al.*, 2021).

Table 14 below includes demographic information for the participants along with their goal attainment scores (GAS), from the top nine in bold overachieving expectations (+2 for Participant A) to the bottom ten underachieving expectations (-2 for Participant S). The Org column shows which organisation they were part of A = alumni, B = Tech training company and C = Charity. The colours represent which of the four views the participant loads (the extent to which a participant agrees with that factor) onto at each of the three sessions; Yellow = View 1: Positive, Purple = View 2: Realist, Green = View 3: Dreamer and Blue = View 4: Conflicted.

All eleven participants who experience View 1 at some point in their journey are pursuing a profession goal (apart from Participant F). However, only three of the eleven participants who significantly loaded on to View 1 at some stage of their journey went on to achieve their goal, perhaps suggesting the eight participants who did not achieve their goals are overly high energy, positive and optimistic.

TABLE 14: PARTICIPANT VIEW AND GOAL ATTAINMENT INFORMATION

Yellow = View 1, purple = View 2, green = View 3, blue = View 4. GAS = Goal Attainment Score. Org = organisation; A = Alumni, B = Business, C = Charity

<u>Participant ID</u>	<u>Age</u>	<u>Gender</u>	<u>Role</u>	<u>Goal</u>	<u>Factor Loading: Session 1</u>	<u>Factor Loading: Session 2</u>	<u>Factor Loading: Session 3</u>	<u>GAS</u>	<u>Org</u>
A	45-54	Female	Self Employed	Personal	0.71	0.86	0.83	2	A
B	35-44	Female	Self Employed	Professional	0.61	0.56	0.76	1	A
C	25-34	Male	Junior Mgmt	Professional	0.81	0.95	0.87	1	C
D	25-34	Female	Support Staff	Professional	0.85	0.42	0.58	1	B
E	25-34	Male	Middle Mgmt	Professional	0.68	0.33	0.47	1	B
F	25-34	Female	Junior Mgmt	Personal	0.68	0.66	0.86	0	B
G	25-34	Female	Other	Professional	0.62	0.73	0.61	0	C
H	35-44	Female	Middle Mgmt	Professional	0.78	0.57	0.47	0	C
I	25-34	Female	Middle Mgmt	Professional	0.72	0.68	0.72	0	B

J	35-44	Female	Other	Professional	0.56	0.77	0.51	-1	C
K	25-34	Female	Other	Professional	0.75	0.90	0.73	-1	C
L	25-34	Female	Middle Mgmt	Professional	0.80	0.55	0.59	-1	B
M	25-34	Female	Other	Professional	0.48	1 & 2	0.76	-1	C
N	45-54	Male	Self Employed	Personal	0.65	0.62	0.62	-1	A
O	25-34	Female	New to Mgmt	Professional	0.68	0.74	0.65	-1	C
P	35-44	Female	Other	Professional	0.7	0.8	0.51	-1	C
Q	25-34	Male	Middle Mgmt	Professional	1 & 2	0.72	1 & 2	-1	C
R	25-34	Female	Other	Professional	0.6	0.8	0.64	-1	B
S	25-34	Female	Junior Mgmt	Professional	0.84	0.55	0.66	-2	B

Nine of the 19 participants achieved their goal, with six ending the journey in a pleasant state. Seven of the ten participants who did not achieve their goal ended in the less unpleasant states, bringing into question the role of goals and their potential negative impact on emotional and mental states when not achieved. Two participants (M in Session 2 and Q in Session 1 and 3) have confounding sorts where they load onto both Factor 1 and Factor 2. I have left these in as they loaded significantly in the other sessions and their results are worthy of inclusion. It would have been interesting to speak with these participants to explore their journey in greater detail and understand how the shifts in states from View 1 (Positive) to View 2 (Realist) were experienced from their perspective. Unfortunately, with the anonymity of the study design, this was not possible. Another interesting result as shown in Table 15 below, is that none of the participants from the MSc Applied Positive Psychology alumni loaded onto View 1 with its positive thoughts and emotions, as might be expected of this group. I will go on to discuss this further in the next chapter.

TABLE 15: VIEWS OF THE APPLIED POSITIVE PSYCHOLOGY ALUMNI PARTICIPANT

<u>Participant</u> <u>ID</u>	<u>Age</u>	<u>Gender</u>	<u>Role</u>	<u>Goal</u>	<u>GOAL</u> <u>Imp.</u>	<u>Goal</u> <u>Ease</u>	<u>Factor</u> <u>Loading</u> <u>Session</u> <u>1</u>	<u>Factor</u> <u>Loading</u> <u>Session</u> <u>2</u>	<u>Factor</u> <u>Loading</u> <u>Session</u> <u>3</u>	<u>GAS</u>	<u>Org</u>
A	45-54	Female	Self Employed	Personal			0.71	0.86	0.83	2	A
B	35-44	Female	Self Employed	Professional	7	4	0.61	0.56	0.76	1	A
N	45-54	Male	Self Employed	Personal	8	5	0.65	0.62	0.62	-1	A

4.6. RESEARCH QUESTION 2: HOW DO PARTICIPANT THOUGHTS AND EMOTIONS CHANGE ON THE GOAL PURSUIT JOURNEY?

As indicated in the preceding descriptions, 15 of the 19 participants changed views during the goal pursuit journey. The participant factor loadings are used to inform the extent of these shifts between views, for each participant at each of the three sessions as shown in Table 16 below. The higher the factor loading score, the more the participant agrees with that view. Three participants remain in View 1 for the duration, and one remains in View 2 all other participants move at least once.

TABLE 16: PARTICIPANT FACTOR LOADING SCORES FOR THE THREE SESSIONS

Participant ID	Factor Loading: Session 1	Factor Loading: Session 2	Factor Loading: Session 3	GAS
A	0.71	0.86	0.83	2
B	0.61	0.56	0.76	1
C	0.81	0.95	0.87	1
D	0.85	0.42	0.58	1
E	0.68	0.33	0.47	1
F	0.68	0.66	0.86	0
G	0.62	0.73	0.61	0
H	0.78	0.57	0.47	0
I	0.72	0.68	0.72	0
J	0.56	0.77	0.51	-1
K	0.75	0.90	0.73	-1
L	0.80	0.55	0.59	-1

M	0.48	1 & 2	0.76	-1
N	0.65	0.62	0.62	-1
O	0.68	0.74	0.65	-1
P	0.7	0.8	0.51	-1
Q	1 & 2	0.72	1 & 2	-1
R	0.6	0.8	0.64	-1
S	0.84	0.55	0.66	-2

Some participants who do not shift very much at all. Such as Participant C who remains in View 1 for the whole journey, with particularly high loading figures in the three sessions respectively of 0.81, 0.95 and 0.87, suggesting a more *trait* like positive personality. And Participant I who remains in View 2, with loading figures in the three sessions respectively of 0.72, 0.68 and 0.72, and who comments in the post sort questionnaire:

“When you take time to reflect on things, it can prompt real change and desire to do things differently. Having the time and space to take stock of where I’m at, what I’m feeling and how I can use this to help me achieve my goal”.

(Female/25-34/middle-management/business)

Unfortunately, as no personality type data was collected the traits cannot be verified. There are other participants who shift more dramatically, such as Participant G who moves from 0.62 in View 2, to 0.73 in View 1 then finally 0.61 in View 4, suggesting a more temporary state, and going on to achieve their goal to speak up more in meetings. They commented *“It gave me the push I needed, and I am now putting myself forward”*, though the Conflicted View 4 they find themselves in at the end of the journey may suggest further support is required to maintain progress. Participant A, who achieves more than they expected with a personal goal to join the gym and lose half a stone, remains in low energy views throughout, but moves from high pleasantness to low pleasantness and back again. Their comments in the post programme survey was that over-achieving their goal was due to *“being accountable*

and reminded of my goal through attending the sessions” (Female/45-54/self-employed/alumni).

Further qualitative data using interviews would have been useful to understand these shifts better, but unfortunately this was not included in the research design. For participants who did not achieve their goals there are some shifts between session 1 and 2, however, the majority end in a less pleasant view than the start, but five participants move into a higher energy state. I will discuss this in further detail in the next chapter.

4.6.1 Movement between Views

Some interesting insights of alterations in participant views emerge when plotting the number of participants in each view at each stage of the goal pursuit journey (Figure 17). At the beginning of the journey (on the left) 12 participants of 19 are in View 1 or 2 (View 1 = yellow, View 2 = purple, View 3 = green, View 4 = blue).

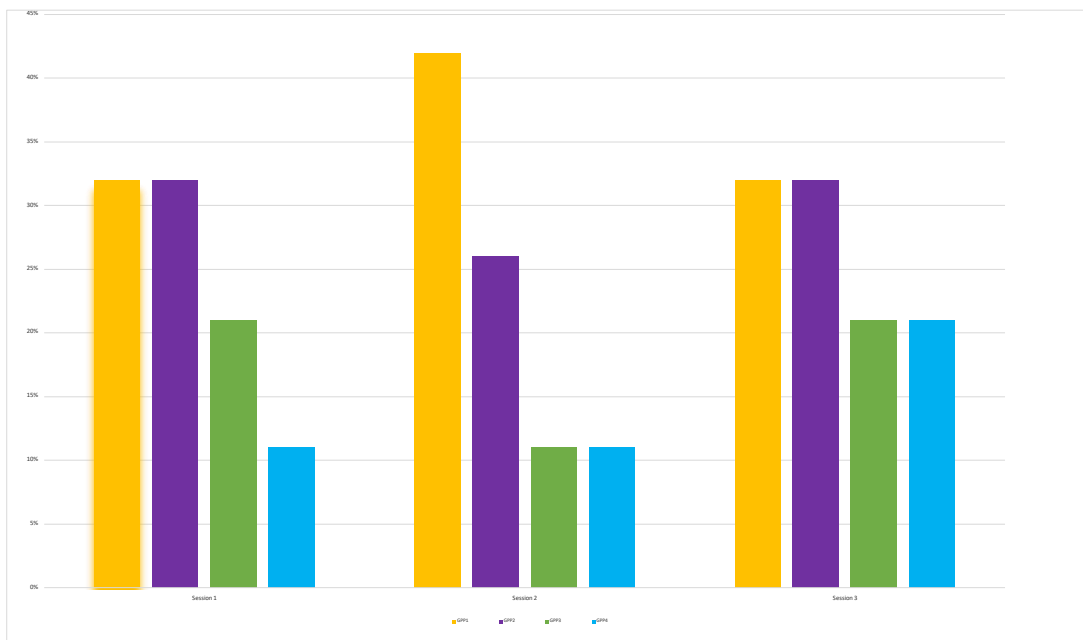


FIGURE 17: NUMBER OF TOTAL PARTICIPANTS IN EACH OF THE FOUR VIEWS

(Author’s own)

However, the picture is quite different (Figure 18) when the data is separated out for those that achieved their goals (from 0 Goal Attainment Score what they expected, to

+2 more than they expected). 5 of the 9 ‘goal achievers’ began their goal pursuit journey in View 2, with its ‘negative’ emotions of anxiety, overwhelm and self-doubt.

The number of goal achievers in View 2 decreases down to three in Session 2, and two in Session 3.

The number of goal achievers in View 1, with emotions of determination and motivation and thoughts of “*Focus! Focus! Focus!*”, “*Feel the fear and do it anyway*” doubles from two in Session 1 to four in Sessions 2 and 3.

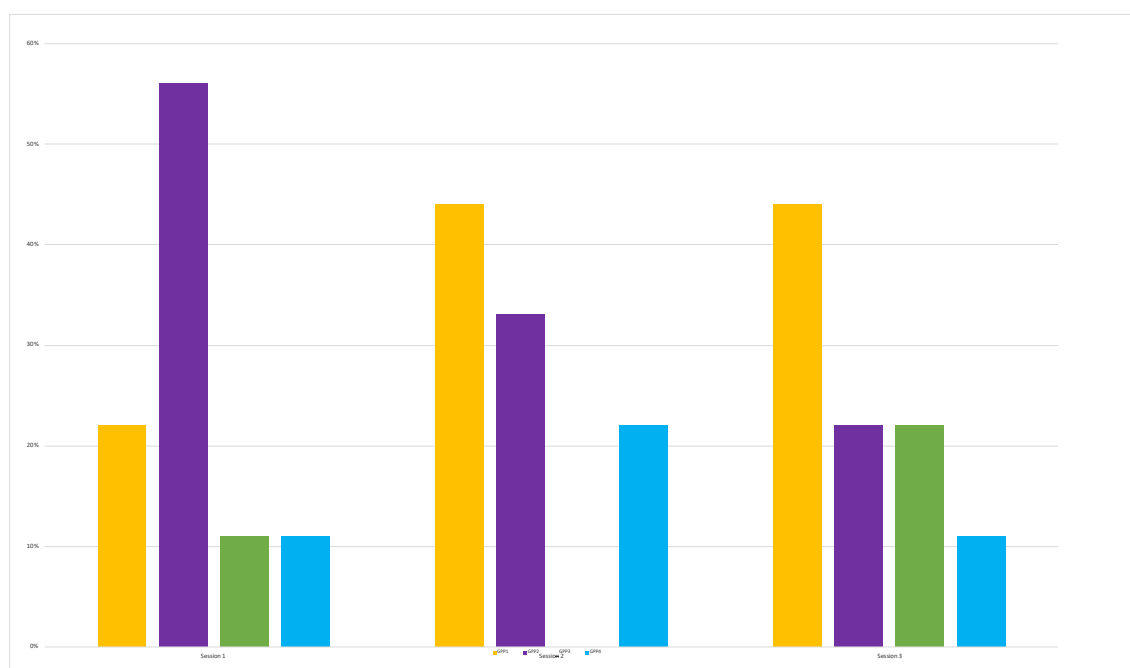


FIGURE 18: GOAL ACHIEVERS AND THEIR VIEWS DURING THE THREE SESSIONS (Author’s own)

In contrast, for those who achieved less than they expected or much less than they expected (-1 to -2 Goal Attainment Score) only 1 participant is in View 2 in Session 1, but the number doubles each session with 2 in Session 2 and 4 in Session 3 (Figure 19). 4 participants who do not achieve their goal are optimistically in View 1 and 3 in View 3 in Session 1 suggesting over-optimism and enthusiasm at the beginning of a goal pursuit journey may not align with goal attainment, which can then result in an increase in unpleasant states towards the end of the journey when the goal is not attained.

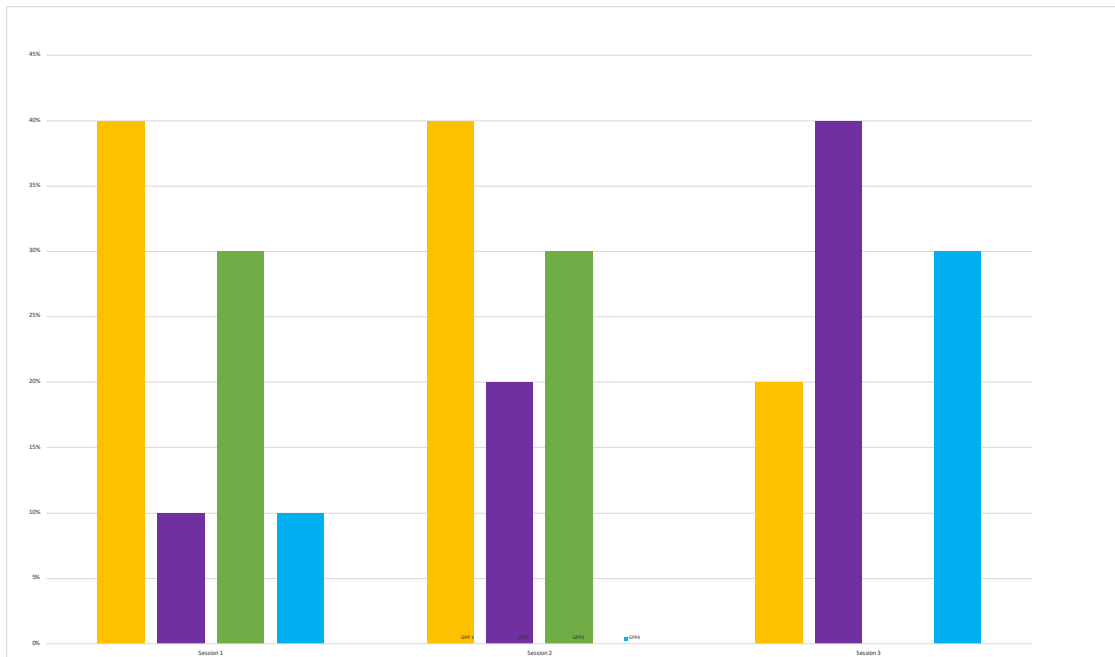


FIGURE 19: UNDER ACHIEVERS AND THEIR VIEWS DURING THE THREE SESSIONS (Author's own)

I have chosen to describe the factors as 'Views', because whilst the perspectives may have some stability, they may not be fixed or a trait-like personality (Davies and Hodge, 2012). As revealed, an individual may change views as they progress along the goal pursuit journey.

By using the simple four-box matrix to show the movement between views in Figures 20a and 20b the shifts can be clearly shown. This is achieved by plotting the loading scores for each participant for illustration purposes e.g., the higher the loading score the further to the left or right, top or bottom of the quadrant it appears. The letter indicates participant A – I and the number indicates session 1, 2 or 3 i.e., D1 is Participant D for session 1 who begins in View 2 with a loading score of 0.85, D2 is participant D for session 2 now in View 1 with a score of 0.42 and D3 is participant D for session 3 ending in View 1 with a score of 0.58. As this example demonstrated and is illustrated in Figure 20, many of the goal achievers start on the less pleasant left-hand side, and as indicated by the yellow arrows, ended in a more pleasant view towards the right.

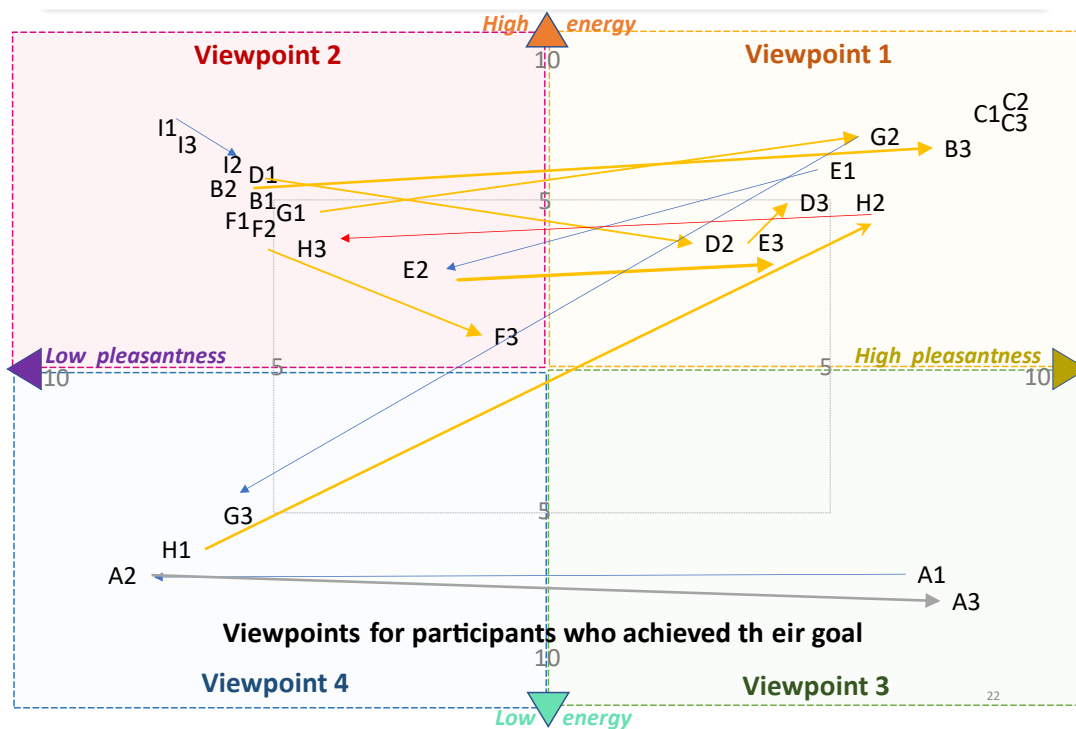


FIGURE 20A: SHIFTS IN VIEWS FOR PARTICIPANTS ACHIEVED THEIR GOALS (Author's own)

In contrast, as illustrated in Figure 20b below, for many of the participants who did not achieve their goals the shift in views was from pleasant to unpleasant as indicated by the red arrows and participant R, who begins in View 3 (R1 0.6), moves to View 1 (R2 0.8) and ends in View 2 (R3 0.64). Therefore the notion that happiness or pleasant emotions lead to success (Akhtar-Danesh, Baumann and Cordingley, 2008) is not borne out by the data in this study. The findings of Question 2 would suggest that successful achievement of goals can lead to more pleasant emotional states.

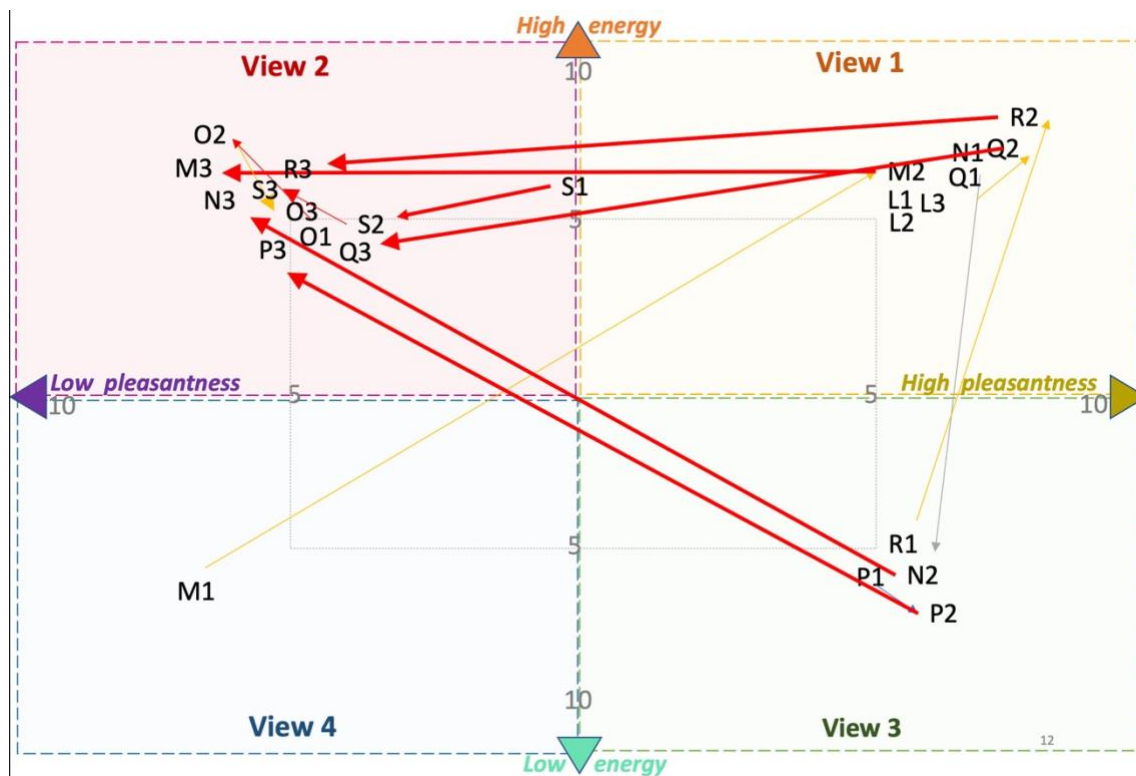


FIGURE 20B: SHIFTS IN VIEWS FOR PARTICIPANTS WHO DID NOT ACHIEVE THEIR GOALS (Author's own)

4.6.2 Shifts between thoughts and emotions

Using the statements that all views most agree with across the three sessions it is evident that the percentage of thought statements is higher at the beginning of the goal pursuit journey, and emotions are more present towards the end (Figure 21).

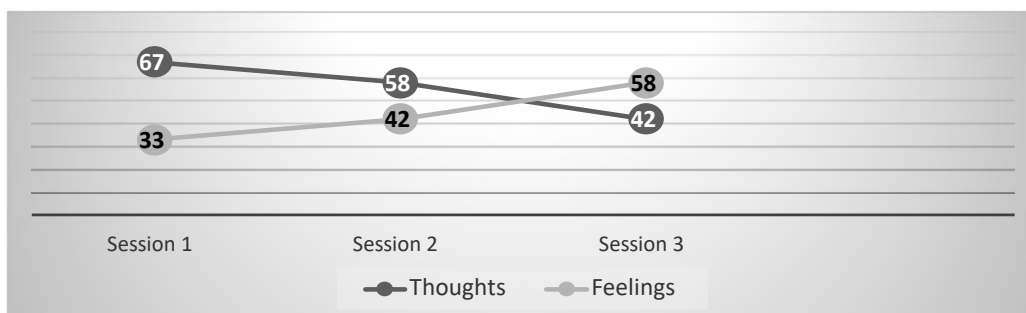


FIGURE 21: PERCENTAGE CHANGES IN THOUGHT AND EMOTION 'MOST AGREE' STATEMENTS OVER THE COURSE OF THE THREE COACHING SESSIONS FOR ALL FOUR VIEWS (Author's own)

In addition, the positive statements steadily rise by 20% over the three sessions from 47% in Session 1, 59% in Session 2 to 67% in Session 3, including determination increasing over the three sessions. Negative statements, including self-doubt and overwhelm, whilst still present, decrease.

4.7. RESEARCH QUESTION 3: WHICH THOUGHTS AND EMOTIONS, IF ANY, ARE ASSOCIATED WITH GOAL ATTAINMENT?

Whilst the partial interpretation of the arrays to understand specific thoughts and emotions is not typical with the holistic gestalt interpretation encouraged by Stephenson and Q-methodology, in order to answer this final research question, it is important to include the specific thought and emotion statements of the individuals that achieved their goals (Watts and Stenner, 2005d). The ‘most agree’ and ‘strongly agree’ statements across all three session Q-Sorts of those who attained their goals are shown in Table 17 below:

TABLE 17: MOST AGREE AND STRONGLY AGREE STATEMENTS OF THOSE WHO ACHIEVED THEIR GOALS

Pleasant/Positive	No of time it appears	Unpleasant/Negative	No of time it appears
(T) I can do it	19	(E) I feel self-doubt	22
(T) I enjoy a challenge	18	(E) I feel anxious	17
(E) I am grateful	18	(E) I feel overwhelmed	15
(E) I am courageous	17	(E) I feel stressed	15
(T) If others can do it so can I	16		
(E) I am determined	14		

Notice the higher number of *trait* like ‘I am’ pleasant statements, and the unpleasant statements are all *state* like ‘I feel’ statements, with no unpleasant thoughts. As Hardy, Roberts and Hardy (2009a) claim, this may relate to high self-efficacy and belief about one’s own abilities. suggest a more permanent positive identity construct of being determined, courageous, grateful, able to do it and rise to the challenge, in contrast to the more temporary *feeling* states of self-doubt, anxiety, overwhelm and stress that may be temporary and manageable in the moment. In addition these states could be still be categorised as engagement rather than disengagement (Bülbül, 2020). Some of the comments in the post-sort questions offer greater understanding and insight:

- *“I am determined - I know it's really important to the team's success that this goal is achieved and I believe we can do it” (Male/25-34/junior management/charity)*
- *“I am determined - I know there will be barriers and challenges to achieving the goal but ultimately if I am determined and don't give up I can achieve it” (Male/25-34/junior management/charity)*
- *“I am determined... because I am. One way or another, I will achieve my goal with integrity and my head held high. I will live the life I'm supposed to live, share the gifts I have to offer with the world and help myself and others feel better every day... walk the talk” (Female/35-44/self-employed/alumni)*
- *“I am determined - it can be difficult to get things done quickly/efficiently at a large complex organisation like XXX and having determination to drive things forward and find solutions/compromises is critical.” (Male/25-34/junior management/charity)*
- *“I can do it! - my goal wasn't completed as the debrief date got moved back by the stakeholder, but the rehearsal for this presentation went well and it made me feel more confident about the final debrief. I will try to sustain the feeling!” (Female/25-34/support staff/business)*

When presented in the Four View Framework (Figure 22) with the dimensions of pleasantness and energy, there are a greater percentage of high energy positive. These findings would suggest that whilst positive thoughts, in combination with emotions of gratitude, courage and determination are present in the successful achievement of goals, this is not in the absence of unpleasant emotions such as self-doubt and anxiousness.

However, perhaps these are more temporary emotional *states* rather than being adopted as a *trait* or part of identity.

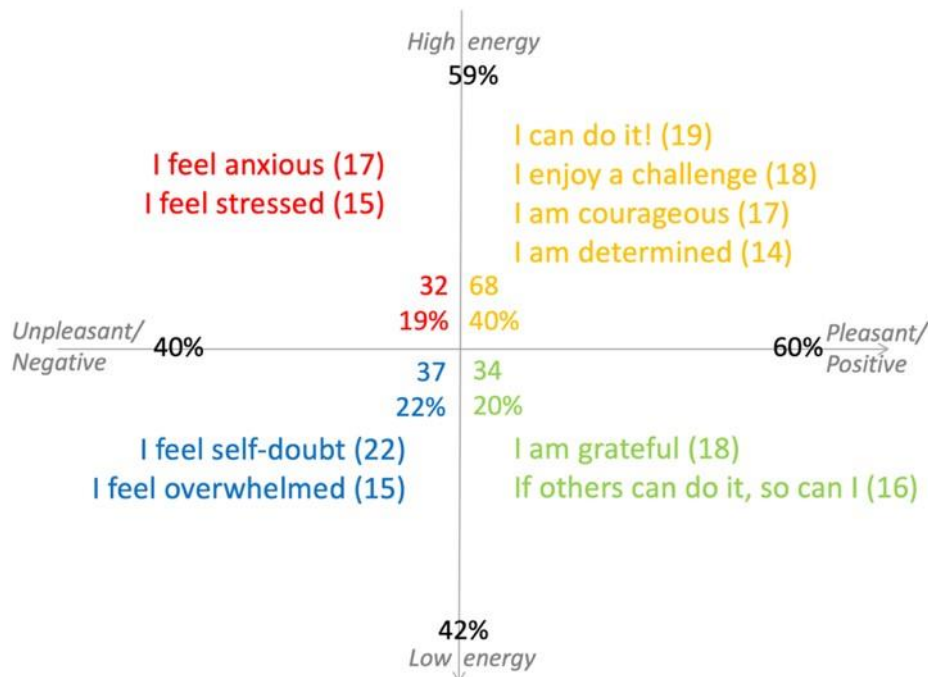


FIGURE 22: BALANCE OF MOST COMMON STATEMENTS IN THE COGNITIVE AFFECT GRID FOR GOAL ATTAINERS (Author's own)

The results for the positive psychology alumni who achieved their goal are also worth noting. Not at any period during the goal pursuit journey did these experts in positive psychology load onto the positive View 1, and yet these were two of the highest goal achievers, both choosing “I enjoy a challenge” and “I am determined” suggesting that positive self-talk combined with self-doubt and overwhelm play more of a positive role than overly optimistic cheerleading. Some social desirability or participant bias could be affecting these results due to the self-reporting of goal attainment.

TABLE 18: APPLIED POSITIVE PSYCHOLOGY ALUMNI PARTICIPANT VIEWS

<u>Participant</u> <u>ID</u>	<u>Age</u>	<u>Gender</u>	<u>Role</u>	<u>Goal</u>	<u>GOAL</u> <u>Imp.</u>	<u>Goal</u> <u>Ease</u>	<u>Factor</u> <u>Loading</u> <u>Session 1</u>	<u>Factor</u> <u>Loading</u> <u>Session 2</u>	<u>Factor</u> <u>Loading</u> <u>Session 3</u>	<u>GAS</u>	<u>Org</u>
A	45-54	Female	Self Employed	Personal			0.71	0.86	0.83	2	A
B	35-44	Female	Self Employed	Professional	7	4	0.61	0.56	0.76	1	A
N	45-54	Male	Self Employed	Personal	8	5	0.65	0.62	0.62	-1	A

Although all three completed the journey in a low energy state, two of them experienced the high energy, ‘negative’ state of View 2 with its feelings of self-doubt, stress and anxiousness. In contrast, the most prominent and regularly occurring ‘most agree’ and ‘strongly agree’ statements across the Q-Sorts of those who did not attain their goals are shown in Table 19 below:

TABLE 19: MOST AGREE AND STRONGLY AGREE STATEMENTS FOR THOSE WHO DID NOT ACHIEVE THEIR GOAL

Pleasant/Positive	No of time it appears	Unpleasant/Negative	No of time it appears
(E) I am determined	19	(E) I feel self-doubt	17
(T) I enjoy a challenge	16	(E) I feel overwhelmed	16
(T) Feel the fear and do it anyway!	15	(E) I feel anxious	15
(T) You’re doing the best you can	12	(E) I feel frustrated	11
(E) I am grateful	11	(E) I’m procrastinating	11
		(T) Other people are better than me	11

Whilst some of the self-talk is positive, the frustration, procrastination and negative comparison with others may be a factor holding people back from achieving their goals. Some statements such as “*Other people are better than me*” may be Performance Inhibiting Thoughts (Yesilyaprak *et al.*, 2019), repetitive or automatic thoughts that are preventing success (Burgess and Haaga, 1994b; Watkins, 2008), but this would need further exploration. The distanced self-talk statement of “*You’re doing the best you can*” may alter meaning making according to Dolcos and Albarracin (2014a) that while useful when processing negative events, may not have the desired effect during goal pursuit. This third person statement contrasts with the first person “*If others can do it, so can I*” self-talk of the goal attainers, and may be worthy of extra exploration in Discussion, and understanding in future research, along with the skew towards less pleasant states. Reflections from participants who did not achieve their goal give more insight:

- “thinking about the statements and which ones relate to you opened my eyes to the fact that most of them are based on how I see other people and how I think they see me and my work.” (Female/25-34/new to management/charity)
- “That I shouldn't be overwhelmed by other people's achievements, and I shouldn't let self-doubt hinder my own progress.” (Male/25-34/Middle Management/charity)

In contrast to the four-box matrix for the goal attainers, the overall the *affective* state for the participants is more balanced – there are 154 most agree and strongly agree statements. Those that did not achieve their goals show a slight skew towards the low energy, unpleasant states perhaps illustrating the key role that energy plays in the attainment of goals (Figure 23).

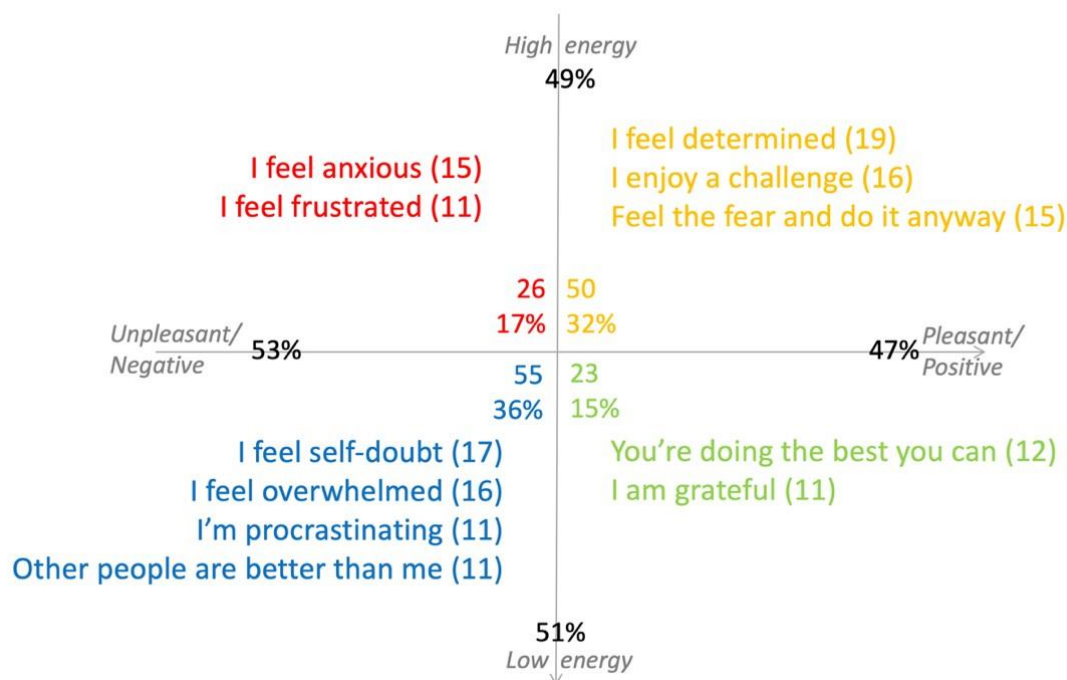


FIGURE 23: BALANCE OF THE MOST COMMON STATEMENTS IN THE FOUR-BOX MATRIX FOR NON-GOAL ATTAINERS (Author's own)

4.8 SUMMARY

This chapter began by answering the research questions to reveal the common thoughts and emotions associated with goal achievement, share how these changed during the pursuit of a goal and which thoughts and emotions were associated with goal achievement. The results from the Q-sorts were reported to find clusters with common viewpoints and the four factors were described using statements that statistically

distinguish them and give them their voice and character. This was achieved by reviewing statements that have a higher and lower agreement by each viewpoint offering distinctive characteristics and identifying each viewpoint with a descriptive title.

CHAPTER 5: FINDINGS & DISCUSSION

5.1 INTRODUCTION AND CHAPTER OUTLINE

The previous chapter offered data analysis for the three research questions on the common thoughts and emotions experienced during goal pursuit, how these change over time, and which combinations of thoughts and emotions are associated with goal attainment. A unified model of thoughts and emotions was created and tested in the form of the Q-Set statements, which can be mapped in the Four View Framework. Using Q-sort factor analysis and statistical markers of the data of 19 participants during three sessions, four factors or Views were revealed: View 1 – Positive, View 2 – Realist, View 3 – Dreamer, and View 4 – Conflicted.

This chapter will go on to discuss the findings in more detail linking them back to the research questions. The four views revealed by this study show four distinct patterns of thoughts and emotions associated with the goal pursuit journey. These views can be mapped onto the Four View Framework with dimensions of pleasantness and energy and could be used to map the current view in relation to the goal and consider alternative perspectives.

The creation and testing of the Q-Set offers a contribution to coaching in the form of a unified model of thoughts and emotions to help coaches and coaches make the ‘unseen seen’ during the goal pursuit journey. The Q-Set forms a set of cards that can be used as a coaching tool to reveal patterns, enhance coaching conversations, and help clients engage with and reflect on their thoughts and emotions more holistically.

The thoughts and emotions associated with goal attainment include four ‘negative’ emotions - self-doubt, anxious, overwhelm and stress. The role of these emotions is explored alongside positive thinking, and a formula for creating ‘springboard’ states for goal success is proposed.

Finally, what next for goals and coaching is discussed. With the prevalence of ‘negative’ emotions highlighted in the data, and less than half the participants achieving their goals, the question of prejudice towards goals in organisations and coaching, and the coaching approaches and tools used by the majority of the community requires further discussion.

5.2 FOUR VIEW FRAMEWORK

Whilst Q-Method does not usually claim to reveal views that are consistent within individuals across time, such as traits might assert, longitudinal Q studies are becoming more popular, and there is opportunity for future research in this area (Hardy, Roberts and Hardy, 2009a). As The Oxford Review (2021) comment, “working out what is a state or a trait can often be difficult, and is the content of much scientific argument”. I propose there is usefulness in considering through coaching, whether a client feels they may have a *trait* or *state* like view of their approach to goal pursuit. The four views presented in Findings have recognisable characteristics present at each of the goal pursuit timepoints, demonstrating the belief that only a limited number of distinct views exist on a topic, and these can be revealed using the Q-Method approach (Watts and Stenner, 2005b). These distinctive views, or patterns of thoughts and emotions, give the researcher and reader a greater appreciation of the perspectives experienced by participants on their goal pursuit journey, in an objective and unbiased way, as enabled by factor analysis (Zheng, Lu and Ren, 2020; Morea, 2022). The Four View Framework that has emerged could prove useful as a conversation starter and reflection opportunity in coaching, just as personality frameworks create a chance to review and reflect on natural tendencies alongside learned behaviours. For example, in agreement with Revelle and Scherer, (2009) that emotions and thoughts are to personality what weather is to climate as suggest, then the Four View Framework could be used as a map to plot the inner weather of both thoughts and emotions, and forecast the weather to come.

As four distinct views were statistically identified at each stage of the goal pursuit journey, these will be discussed and interpreted by comparing them with other four box models, that also juxtapose two dimensions or continuums. In this way an intriguing theoretical analysis can be proposed, with a finer discrimination of the potential opposition and similarities of each view. In agreement with Doody and Immerwahr (1983) that the durability of four type models is due to their powerful formal structure, combined with a substantive intuitive insight there is value to be gained from this comparison. It could however suggest that there are not alternative methods of interpretation, that the views share no common characteristics, and that there may be more and less desirable views, which oversimplifies the lived experience and is not the intention here. Whilst personality assessment data was not collected from participants to enable further analysis, or correlation between the four views of this study and other

four type personality profiles, there is still value in applying this structure to garner insights.

5.2.1 Four Type comparisons

As introduced in the Literature Review, there are a range of influential and popular four type classification studies, from classical to contemporary literature, with which the four views from this study can be contrasted. Using this long-standing approach to interpret and present data, the views from this study were also mapped into a four-box matrix. Using this structure helps situate the Four Views in existing theories and compare these models in a familiar format. Each of the relevant models can be shown in a two-by-two matrix with bipolar dimensions as shown in Figure 24 below. To a large extent, the findings are in agreement with theories such as the Yale Mood Meter with its low to high energy, and low to high pleasantness (Robbins and Krueger, 2000), the four temperaments and moist to dry, and hot to cold (Doody and Immerwahr, 1983), the action to stability, and challenge to collaboration of DISC (Schwefel, 2011), and the left to right brain, and emotional to thinking dimensions of Whole Brain Living (Taylor, 2021).

Whilst this study did not set out to compare personality models Figure 24 is offered as a discussion tool and opportunity for insight. By referring to other four factor frameworks deep discussion and possible connections with these theories and knowledge can be postulated. By acknowledging potential overlaps there is an opportunity for coachees to consolidate insights from multiple tools, perhaps stimulating alternative perspectives and maximising the self as a tool (Passmore, 2010). There is an opportunity for future research to explore this concept further by gathering appropriate personality data and identify in greater depth any potential relationships between the Four Views and four factor personality types.

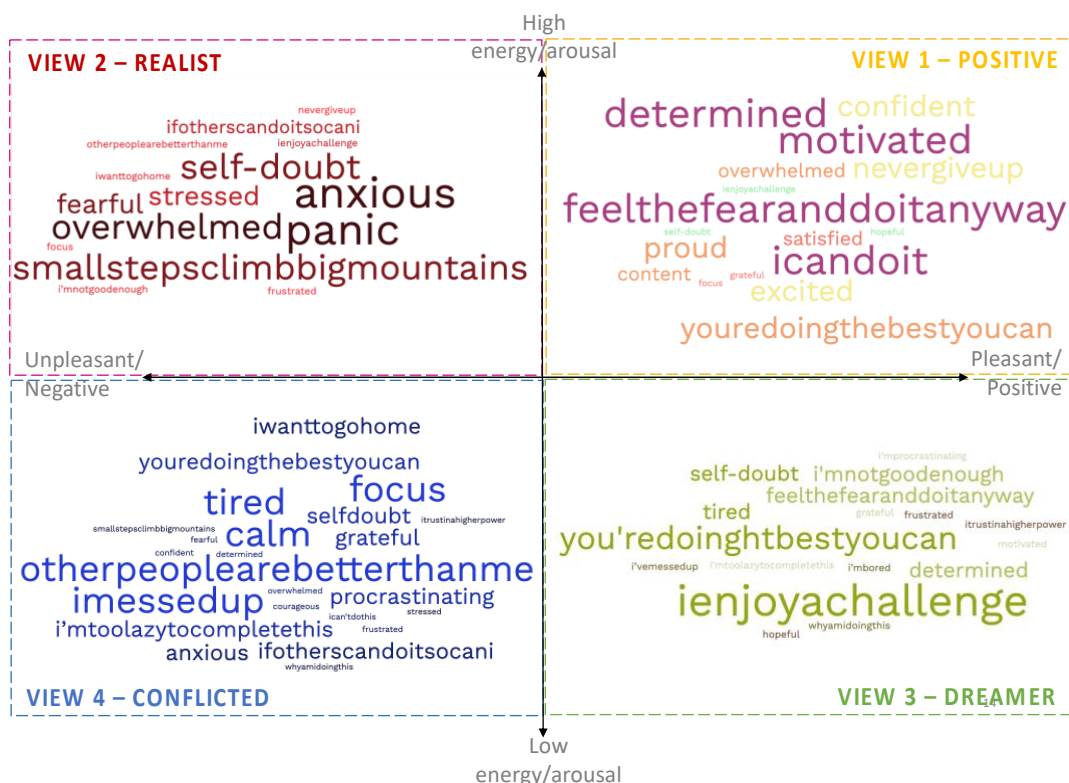
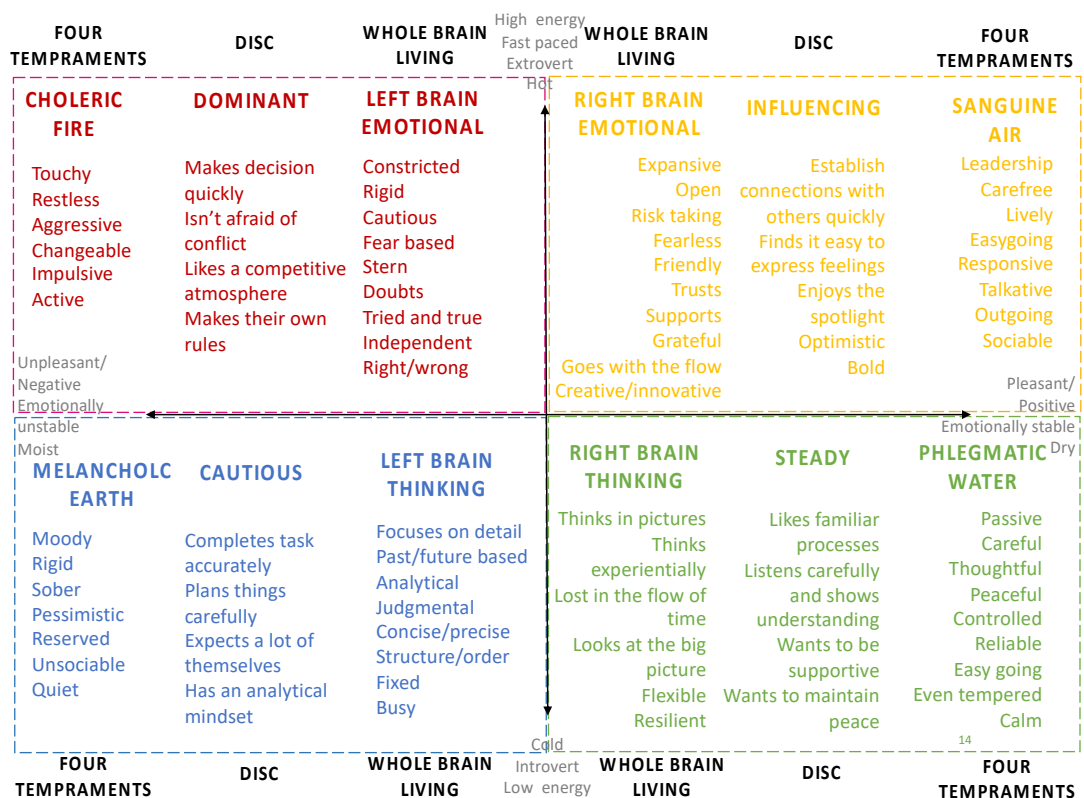


FIGURE 24: FOUR VIEWS FRAMEWORK AND RELEVANT PERSONALITY THEORIES MAPPED INTO A UNIFIED MODEL (Author's own)

5.2.2 View 1 - Positive

The positivity and high energy of View 1 could be aligned with the characteristics of the descriptors in the top right corner of Figure 24, as several of the thoughts and feelings resonate with attitudes described in the other models. For example, the risk taking and fearless Right Brain Emotional of Whole Brain Living (Taylor, 2021) is reflected in statements such as *“I feel confident”*, *“Feel the fear and do it anyway”* and *“I can do it!”*. The Sanguine qualities of lively, confidence, optimism and spontaneity from the four-temperament model are reflected in View 1. The confidence, pride, motivation, and hope View 1 experience also resonate with the Influencing character in DISC, who are bold, enthusiastic and enjoy the spotlight. If the Big Five personality theory were considered, View 1 is likely to score highly on Extraversion with its sociability, assertiveness and emotional expression. With three participants remaining in this view for the entire journey, it may be that these participants would map to the high energy positive personality types too, but the data is not available to substantiate this theory. Counter intuitively, though it might be assumed these positive participants would be the most likely to achieve their goals, this study challenges the research of Lyubomirsky, King and Diener (2005) suggesting that positive people are the most successful. The findings show that rather than positivity leading to success, the reverse may be true for some participants. View 1 is mainly aligned with goal achievement at the end of the goal pursuit journey rather than at the beginning, and the more negative View 2 has a greater chance of goal success. My results are in agreement with McCrea and Vann (2018), that affect, or emotions are more strongly negative when goal progress is poor, and more strongly positive when goal progress is good. Though this is not the whole story, and as discussed later in the chapter, negative emotions have a pivotal role in goal attainment as demonstrated by View 2.

5.2.3 View 2 – Realist

As illustrated in Findings, from View 2 things are predominantly negative and emotional. View 2 align best in the top left ‘driver’ quadrant of the unified framework – task orientated, high energy leaders, which aligns with the tendency to achieve goals when starting in this view. According to DISC profile they are decisive and organised but can get easily stressed, resonating with the “stress”, “anxiety” and “panic” statements. There are a higher proportion of emotion statements, suggesting affiliation with the Left-brain Emotional of Whole Brain Living (Taylor, 2021). Taylor (2021) suggests the Left-Brain Emotional character can be doubtful and cautious, resonating

with *“I’m not good enough”* and *“Other people are better than me”* agreed with in this view, but not particularly orientated with some of the descriptors in other theories. This demonstrates that like with many theories on a topic, while there may be similarities and areas of alignment, there will be differences and conflict, and careful use and interpretation is required by coaching practitioners. Coaching conversations may also explore the Performance Inhibiting Thoughts (PIT) such as *“I’m not good enough”* alongside the emotions (E) of anxiety, panic and stress – perhaps using a model like SPACE to help understand the Social Context (S), as well as the Physiology (P), and Actions (A). What is clear from the data and the Findings of this study is the polarity of View 1 and View 2. A similar bipolarity can be found in the Big Five trait of Neuroticism, with View 2 being anxious and prone to negative emotions. All but four of the participants experienced one or both of these views, and there is a potential opportunity for coaches to explore the positions with clients, and what causes movement between them. Five participants (B, D, F, G, and I) who load on to View 2 from Session 1 went on to achieve their goal. This would concur with Price (2020) who claims that a healthy dose of discomfort, or in the terms of this study, a *‘springboard state’*, can create the away from motivation, regulatory focus, and impetus required to achieve a goal, and that anxiety can result in more effort and investment in goal pursuit (Wang *et al.*, 2018).

5.2.4 View 3 - Dreamer

As described in Findings, from the Dreamer view a high level of thoughts are experienced, such as *“You’re doing the best you can”*, *“I enjoy a challenge”* and *“Feel the fear and do it anyway”*, suggesting an alignment with the right-brain thinking character of Taylor's (2021) Whole Brain Living, who is flexible and resilient. The thoughts and emotions expressed by the participants in View 3 could align with the bottom right quadrant who, according to personality theories such as DISC and the Whole Brain characters, can get lost in the flow of time and aren't goal orientated, for example *“You’re doing the best you can”* and *“I trust in a higher power”*, along with less supportive self-talk such as *“Why am I doing this?”*, *“I’m too lazy to complete this”*, *“I’m not good enough”* and *“I’ve messed up”*. Those participants who were ‘Dreamers’ at the beginning of the goal pursuit journey, were least likely to achieve the goal stated, which could be explained by the low energy emotions of *“I’m really tired”*, *“I’m bored”*, and *“I feel self-doubt”* being ranked higher than any other view. Further research would be required to understand this possible phenomenon of goal aversion in

greater depth, and how participants who load onto this view approach goals, or if goals are appropriate at all when people find themselves in this view (Klug and Maier, 2015). The collaborative nature proposed by DISC profile in this quadrant is supported by statements of participants loading onto View 3 as shown in Findings, such as *“the accidental meetings and chats that often lead to ideas and problem solving”* and being *“greater than the sum of our parts”* and *“standing with an army”*. The two participants who achieved the highest goal attainment ended their journey in this view, with reflections aligning with the acceptance, peace and calm illustrated in DISC, Whole Brain Living and the Four Temperaments.

5.2.5 View 4 – Conflicted

As illustrated by the title ‘conflicted’, View 4 does not necessarily neatly fit either in the framework, or with the other classifications and would require further research to gather more data. Nonetheless, as personality can be thought of as an integration of cognition, affect, physical and conative characteristics and how these manifest in an individual as focal distinctness to others (Eysenck, 1946), it could be argued that there is perceived value in considering what the focal distinctness of the cognitive and affective states might be as part of a coaching conversation. As the comments in Findings show, there is a recognisable presence of negative self-talk, and the low energy View 4 could align with the thoughtful and cautious Melancholic, suggested in distinguishing statements such as *“You’re doing the best you can”* *“Focused”* and *“Calm”*, but *“Procrastinating”*. These also correspond with the Cautious DISC character, who expects a lot of themselves, plans things carefully and has an analytical mindset, tying in with the high number of thought statements indicating an alignment with the Leftbrain Thinker from Whole Brain Living, who is analytical, judgemental and past and future focused, reflected in statements such as *“Other people are better than me”*, and *“If others can do it so can I”*.

The Four View Framework and views within it are not intended as a diagnostic, or for direct comparison with other personality types to be established. Had four factors been anticipated, or a hypothesis that there would be alignment between personality theory and the thoughts and emotions associated with goal pursuit the research could have been designed differently to accommodate this theory. For example, testing participants for personality type. However, the Framework was an unexpected outcome, and the potential symmetry with existing theory was my way of making sense of an overwhelming volume of data. The Four View Framework can be used as a tool for

reflection and curiosity regarding which view best represents the current stage of goal pursuit, and whether the state is temporary or more permanent. And there remains an opportunity for further research to establish if there is a common framework into which multiple theories can converge.

5.3. COACHING CARDS (Q-SET)

I propose a novel integration of cognitive and emotion models in the creation of a set of coaching cards based on the Q-Set statements generated in Stage 1 of this study. As a comprehensive theoretical model combining thoughts and emotions is yet to be widely accepted in domains such as health, sport, education, organisations, clinical science and coaching, this unified model offers an opportunity for future direction regarding how thoughts and emotions interplay and impact outcomes. Whilst Palmer's (2005) SPACE model of Cognitive Behavioral Coaching is an example of intervention on the relationship between these concepts, and Burgess and Haaga (1994) have now included positive and negative automatic thoughts, thoughts and emotions have not been mapped collectively. Brackett's (2019) Mood Meter and the Circumplex of Emotions have created a framework to help map and understand emotions, however thoughts are excluded and a unified model of specific thoughts and emotions has remained elusive.

By piloting the use of representative emotions, incorporating thought statements from a diverse sample of participants, and engaging with existing literature to draw on theories such as self-talk (Van Raalte, Vincent and Brewer, 2016), and automatic thoughts (Tod, Hardy and Oliver, 2011), into the Q-Set this study has produced. By verifying the Q-Set statements in relation to the goal pursuit journey, a classification has been made within the Four View Framework based on the dimensions of pleasantness and arousal/energy (Karamitrou *et al.*, 2017). Utilising data from the survey in Stage 1, and piloting and testing during the Q-Sort process of Stage 2, this study has created a unified model, representing a 'universe' of thoughts and emotions in relation to the goal pursuit journey. Whilst recognising the abundance of options that emerged, and the necessary choices with the focus group and pilot test that were required to limit the selection - the resulting Q-Set of 40 statements has value for use as a coaching tool. The coaching cards and unified model invite individuals, groups, teams, and organisations, to evaluate a variety of states beyond those they may normally consider, due to the broad 'universe' of statements that are included as a result of the literature review and Qualtrics survey. An opportunity to consider various states such as stress and anxiety in combination with

other thoughts and emotions, as potentially functional and adaptive, and contributing to ‘springboard’ states, that could encourage active coping strategies, and promote progress towards goals. As the findings demonstrate, participants in this study were able to use the statements to reflect on their experience of thoughts and emotions during their goal pursuit journey. Definitions and language are important as they allow the semantic categorisation of the emotional and cognitive experience (LeDoux, 2012; Brown, 2021; Damasio and Damasio, 2022). Defining thoughts and emotions is a notorious problem with no agreed upon definition. Indeed, many of the statements used in this study were fiercely debated within the focus group and pilot testing, and a conclusion had to be drawn to meet with the time constraints. With some statements making it into the final set without question, such as “*I feel stressed*” and others creating debate and discussion on meaning and applicability to goal pursuit, such as “*I feel angry*” and “*I feel sad*” with other emotions deemed as better suited. Interestingly, “*I feel/am happy*” did not make the final set as the pilot group believed other positive statements such as “*I feel content*” and “*I feel satisfied*” better reflected the goal pursuit journey. This may have been due to the all-European pilot group, and the potentially limited debate on definitions. With hindsight the Q-Set would have been better suited to incorporate discussion on the pursuit of happiness as a goal with this statement included. Guiding literature has progressed, even since the final production of the QSet, that may have influenced the final selection had it been available. Brene Brown (2021) claims most people can recognise three emotions – happy, sad and mad and therefore future iterations of these coaching cards may include these to allow further exploration.

The final set of 40 Q-Set coaching cards within the Four View Framework is shown in Figure 25 below, now with added imagery and colour that was not used during this study.

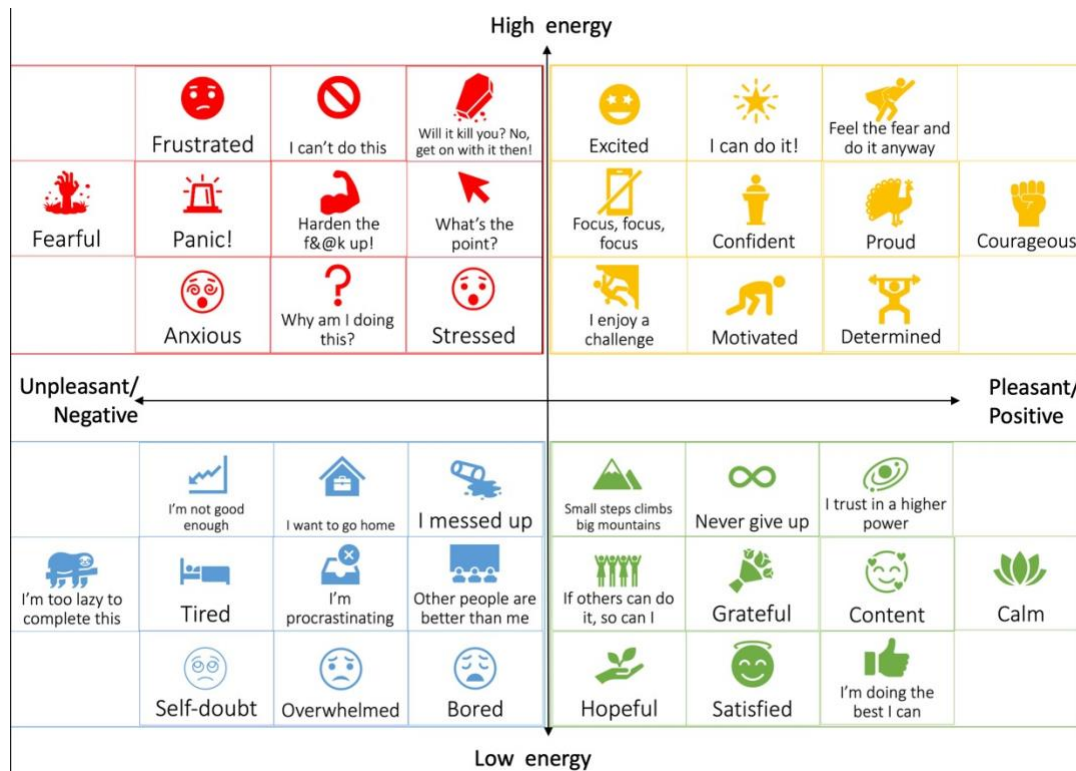


FIGURE 25: 40 Q-SET COACHING CARDS

(Author's own)

In agreement with Orvell *et al.*, (2021), learning to sit with the discomfort of some of the unpleasant thoughts and emotions, whilst recognising the different effects of negative and positives statements could be a key tenet of coaching going forward, and one that the Q-Set could assist with. Emotional regulation strategies such as Yaratani and Yucesoylu (2010) propose, with reappraisal rather than suppression to develop productive ways to manage self-doubt, anxiousness and goal outcomes could be assisted by the use of the Q-Set. The resulting conversations, reframing the value of the range of responses could help navigate a path through the emotional and cognitive landscape, and help create the conditions for success and wellbeing. To transform states such as stress, from a toxin into a valuable resource as Crum and Lyddy (2014) propose, demonstrating that rather than debilitating they can have an enhancing effect, eliciting transformational change and psychological thriving. The findings indicate that, in the reality of the goal pursuit journey, negative emotions are a normal and natural part of the pursuit of goals. Many participants found comfort in the fact they were not alone in some of the thoughts and emotions they were having, and an option to reframe, accept and even embrace the discomfort as part of the journey to achieving meaningful goals,

is a clear role for coaching (Woolley and Fishbach, 2022a). As Crum *et al.* (2017) and prior research has suggested, altering situation-specific evaluations of states, such as stress, can improve performance, therefore the aim of these cards is to enable those evaluations and reflections through coaching conversations. There are several ways the cards could be used, for example; **Select and Sort** - in a similar way to the Q-Sort, coachees select three cards that they most agree with and least agree with given a condition of instruction (e.g. when you think about where you are with your goal which of these cards most reflect your current state). They can then discuss the reasons for their choices to garner insights and reflexivity. **Map the journey** – the coachee could lay the cards in reaction to predicted obstacles or opportunities on the goal pursuit journey to imagine and overcome, or rehearse reactions before they arrive (Zimmermann and Antoni, 2018). The significance of predicting the almost inevitable highs and lows along the goal pursuit journey could help coachees navigate the negative and give coaches an intervention to help make the unseen seen and open for exploration and new awareness. **Mind the gap** - the cards could be used as a tool to clarify where the coachee currently is e.g. “*I feel self-doubt*” and “*Other people are better than me*” and where they want to be e.g. “*I feel determined*” and “*I can do it/I enjoy a challenge*”. These could be placed in relation to each other i.e. how far apart are they, in which direction etc. Which other cards might be part of the journey between the two to bridge the gap? **Meaning making** - Using the dimensions of pleasantness and energy allows nuances and relationships between the thoughts and emotions at play to be explored. Whilst the Q-Set considered the *use* and *content* of the statements, both are relevant for the practitioner when considering if the use of the Q-Set is an appropriate intervention (Cox and Bachkirova, 2007; Brown *et al.*, 2020). As suggested by some participants, new statements could be added to suit the particular situation at hand (Brackett *et al.*, 2019).

Goals can be thwarted by psychological blocks created by irrational thoughts and emotional disturbance. By challenging these beliefs using approaches such as Cognitive Behavioural Coaching, and creating alternative, rational thoughts, emotions and behaviours that support goal achievement, progress can be made - and the Q-Set coaching cards could assist in that process (Neenan and Dryden, 2020a).

5.3.1 The ‘necessary’ negative

This study supports Ford *et al.*'s (2018) suggestion that negative thoughts and emotions are commonly experienced. With 62% of statements selected as most agree or strongly

agree being emotions, as opposed to 38% of thought statements, this empirically highlights the prominent role of emotions in goal pursuit. At an *affect* level this study provides evidence that emotions, and particularly negative emotions, play more of a role than may have been anticipated (Mejía and Hooker, 2017; Grant and O'Connor, 2018). When viewed at a macro, gestalt level, as is typical in standard Q-Methodology practice, the findings of this study resonate with Ford and Gross (2019), and Diener, Thapa and Tay (2020) that emotions, both positive and negative, can drive us to action and create motivation towards goal attainment. With the higher energy statements of the goal attainers outbalancing the lower energy state of those that did not achieve their goals, it is important to consider the impact of energy, and whether this is being increased or decreased by the experience (Hawkins, 2002, 2020; Baker, 2019). For example, when the most agree and strongly agree statements are placed in the Four View Framework along the dimensions of energy/arousal and pleasantness/valence, the ratio of *positive* statements is 3:2 for goal attainers vs 1:1 for those who do not achieve their goals and 3:2 of high *energy* statements (including anxiety and stress) for goal attainers vs 1:1 for those who do not.

The findings, which show a balance across the dimensions of energy and pleasantness, resonate with the dialectic nature of well-being i.e. positive cannot exist without negative, the light cannot exist without the dark. The recognition that we all have a 'dark side', and that negative states are unavoidable, with a role to play in goal attainment, has been brought into focus by this study (Kashdan and Biswas-Diener, 2014; Ivztan *et al.*, 2015). I now recognise that whilst this study sought to bring unification of thoughts and emotions it has retained the separation of positive and negative. In psychological terms this separation of good and bad is called 'splitting' and can be damaging, so instead of attempting to rid ourselves of 'negative' states Gilbert and Choden (2014) propose that engagement with emotions, integration, transformation and healing is needed. In agreement with Parrott, (2014), it is recognised that negative emotions are necessary (Netzer *et al.*, 2015; David, Clutterbuck and Megginson, 2016), and indeed discomfort is an inherent part of growth that could be sought and embraced as a sign of progress (Woolley and Fishbach, 2022a).

Nonetheless, many people attempt to suppress negative states, which can paradoxically lead to a greater frequency of the state attempting to be suppressed (Nezlek and Kuppens, 2008). In contrast, what could be informed by this study is that evaluation of negative states and willfully using them as a tool may result in higher goal outcomes as

Weidman and Kross (2020) propose, or in contrast, psychological health benefits may result when they are accepted without judgement (Ford *et al.*, 2018b). It has been claimed by many that they work better under stress, and in line with the Findings of this study, individuals who are able to use anxiety and stress as a form of motivation and mitigate these with positive thoughts such as “*I can do it*” and “*I enjoy a challenge*” are more likely to achieve their goals. This sense of thriving on anxiety and eustress is backed up in other studies (Strack *et al.*, 2017), yet the neural mechanisms that promote the focus of attention, motivation to work harder and help in achieving goals are still poorly understood and would require further investigation (Lemos and Alvarez, 2020). Knowing unpleasant thoughts and emotions have a valuable part to play are thought to improve recovery after a distressing event (Richards and Gross, 1999; Rassin, Merckelbach and Muris, 2000; Campbell-Sills *et al.*, 2006; Niessen *et al.*, 2020), yet discomfort and the role of emotions such as anxiety, self-doubt and overwhelm in goal pursuit, may have been overlooked and undervalued. At a *content* level this study revealed a high level of specific ‘unpleasant’ emotions such as *self-doubt* and *overwhelm* that consistently appeared throughout the goal pursuit journey for both those who attained their goal, and those that did not, and these are worthy of further discussion as individual emotions.

5.3.2 Self-doubt

Self-doubt is the most common emotion in the study, appearing a total of 39 times in most agree and strongly agree across the three sessions for all participants. Self-doubt has been long neglected in social and personality psychology, and yet in line with the Findings of this study Oleson *et al* (2000) suggests self-doubt plays a pivotal role in success and goal attainment. As stated by Braslow *et al.*, (2012), self-doubt can be seen as problematic in a world that prizes certainty and clarity, and yet, as this study shows, we all experience self-doubt from time to time, and particularly under conditions of goal pursuit. Self-doubt is often used to refer to insecurity or a lack of confidence (Brown, 2021), worry about self-worth, rumination on failed accomplishments, and intrusive and unhelpful thoughts that can persist when pursuing goals and demanding tasks (Sarason, Pierce and Sarason, 1996). And yet it is proposed that self-doubt is where learning occurs (Kashdan and Biswas-Diener, 2014), and development of competence and confidence can only be achieved from a place of discomfort (Woolley and Fishbach, 2022b). The role of self-doubt in goals could be misinterpreted given the Oxford English Dictionary definition of self-doubt as;

the (subjective) state of uncertainty with regard to the truth or reality of anything; undecidedness of belief or opinion. The condition of being (objectively) uncertain; a state of affairs such as to give an occasion for hesitation or uncertainty.

Self-doubt is treated as “a general sense of feeling unsure about one’s competencies, abilities, and thus outcomes in daily life that stem from those abilities. Individuals who experience chronic self-doubt are faced with the unsettling experience of uncertainty about their capacity to cause a desired outcome.” (Braslow *et al.*, 2012). By definition, self-doubt is the focus on oneself in a potentially negative way, judging one’s self-competence and state of self-liking, rather than engaging in tasks in an unselfconscious way (Karnaze and Levine, 2020). Self-doubt is also linked to procrastination and self-downing, the making of negative global evaluations about oneself (Balkis and Duru, 2018). These are evident in some of the views, such as View 4, where “*I’m procrastinating*” and “*I feel self-doubt*” are ranked most highly, along with “*I messed up*” and “*Other people are better than me*”. Along with View 3 in Session 1, where “*I’m procrastinating*” appears alongside “*I’ve messed up*”, “*I’m too lazy to complete this*”, and “*Why am I doing this?*”, suggesting a low level of self-worth, that has also been linked to procrastination. Rather than believing they have just failed at a task, that they have failed as a person suggesting a more permanent trait-like experience, rather than a temporary state. This is represented in some of View 3 participant statements;

- (Session 2) “*I feel self-doubt' - mixed with a bit more 'I can do it!' than I felt last time! I still feel these thoughts creeping into my head but I am trying to replace them with the feeling that I can do it because people tell me that I can. But it's hard to change a lifetime of behaviour and always thinking you can't do something!*”
- (Session 1) “*I feel self-doubt - I wanted to use this exercise to try and work towards something I keep not achieving without an apparent good reason.*”

Oleson (2000) connects self-doubt with various strategies to cope such as self-handicapping (sabotaging one’s own efforts), which may have self-defeating cognitive, emotional, and behavioural effects. Individuals in other studies, who score highly on the self-doubt subscale, lack a clear image of themselves, in their current state and as

they intend to be, and lack a reliable plan for approaching successful outcomes (Oleson *et al.*, 2000). The mediating statements in this study for those who go on to achieve their goals appear to be the positive thinking statements of “*I can do it*” and “*I enjoy a challenge*”, suggesting a combination of positive thinking and negative feelings could create the ‘springboard’ conditions for change and progress. This may also reflect another self-doubt coping strategy of overachievement that, as Braslow *et al.* (2012) suggest, involves extra effort and exertion to avoid failure. Those who experience selfdoubt are more likely to be impacted positively by avoiding failure, than achieving success. Known as defensive pessimism, it involves a strategy of setting low expectations so that failure can be avoided, success can be orchestrated, and negative emotions can be managed (Oleson *et al.*, 2000). Along with the irrational beliefs that their performance reflects their self-worth perpetuates the procrastination and self-doubt (Balkis and Duru, 2018). This is represented in some of the participant comments;

- “*I feel self-doubt - worried that I won't be able to secure the meetings and if I do that I won't be persuasive during them to drive income from them.*”
- “*I feel self-doubt - I don't think I started early enough in the year on working towards this goal and now I'm not sure there's enough time to secure the XXX needed, but I made a commitment that I could achieve this and so have to deliver. I'm worried I can't talk about the project well enough and am confident enough in talking to XXX in order to get them on board and engage with the project.*”

This study agrees with Kashdan and Biswas-Diener’s (2014) suggestion that, depending on your psychological state and type, self-doubt can enhance performance and improve outcomes, anger can fuel creativity, and one can become wiser and more effective when one experiences a painful or difficult situation. A variety of coping strategies and behaviours are proposed to help overcome feelings of self-doubt, such as listening to sad music, or talking with a loved one, which Sachs, Damasio and Habibi (2021) suggest can regulate or enhance positive emotions, and is correlated with empathy and absorption in some situations. Both self-doubt and procrastination can also be considered with their counterpart self-worth, which includes both self-liking and selfcompetence, and could be linked to a fixed mindset, where effort, learning, and perseverance are downplayed (Dweck, 2017; Chen *et al.*, 2020). Along with adopting a growth mindset, Zhao and Chang (2022) propose that the effects of self-doubt can be

reduced by shifting one's mindset e.g. from seeing self-doubt as 'bad' and a 'silent antagonist', to being 'good' and a 'strong motivator'. Counterintuitively though, whilst their findings' showed mindsets are indeed malleable, it was a negative selfdoubt mindset that shifted the self-doubt to non-significance, perhaps as the participant took corrective actions. Whereas the positive self-doubt mindset group were higher on task attention and enjoyment. This role of negative experiences to prompt action resonates with the findings of this study – that negative valence is a necessary part of goal pursuit for most. There is a clear role for coaching with the crucial role of reframing and supporting clients through the challenging and difficult experiences that could go on to support the attainment of goals, and intervening in the potential downward spiral triggered by self-doubt. In isolation self-doubt may be paralysing, but using emotion regulation strategies, reframing and cognitive interventions that coaching can offer, self-doubt and other negative states could be seen as part of the normal and natural discomfort of personal growth as Woolley and Fishbach (2022a) suggest.

5.3.3 Anxious

"I feel anxious" scored highly with both goal attainers and those who did not achieve their goal with 17 and 15 placements respectively. This result may be due to the influence of the Covid-19 pandemic, which sparked or amplified mental health problems by an estimated 25% in the first year and severely disrupted support (World Health Organization, 2022). Feeling anxious can be a natural response to stressors such as Covid-19, with the unpleasantness being a mild or moderate distress that last for a few hours, days or weeks. However it can also last months or years when the condition is severe (Freeman, 2022).

Anxiety can also be a healthy response to certain triggers such as pursuing a goal or an important project, and according to Brooks (2014), many individuals feel anxious often before important tasks. The outcome of any goal is uncertain, however as Rowe and Fitness (2018) propose, goal anxiety is an almost inevitable part of the goal journey, but surely with a strong desire to make something happen there must be an increased chance of success. Anxiety and anxious are described identically in the dictionary, demonstrating the need to address the importance of the nuance of language in defining and describing how we feel. Looking at the definitions for anxiety and anxious their role in goals seems obvious and perhaps even unavoidable:

- i. *a feeling of worry, nervousness, or unease about something with an uncertain outcome.*
- ii. *strong desire or concern to do something or for something to happen.*

The feelings of worry, nervousness, or unease about something with an uncertain outcome may well have been exacerbated by the presence of Covid-19 all participants would have been experiencing at the time of this study. However, no data was gathered to isolate this as a cause of the anxiety as participants were specifically required to consider their state in relation to their goal and not prevailing circumstances or context. Any underlying anxiousness caused by covid may have been subconsciousness, highlighting as critical realism claims, that reality is shifting, and certain qualities of it are independent of our thoughts about it with the intangible forces that exist in a social setting that can enable or constrain people's actions.

The claim that uncertainty is the primary mechanism driving anxiety is made by a substantial body of empirical and conceptual research (Welsh, Baer and Sessions, 2020). Anxiety tends to differ in strength and persistence to feeling anxious and can be state e.g. a temporary condition that may be related to a situation such as a test, or trait i.e. a long-term characteristic with excessive worry about everyday issues and situations (Brown, 2021). This is often differentiated in the way we refer to ourselves as either *feeling* anxious or stating “*I am* anxious”. As this study was ethically required to work with well adults, undertaking a study with participants experiencing trait anxiety would have presented challenges, but would still offer valuable future exploration. The thoughts that accompany the anxiety can be varied as participants comments illustrate.

- “*I feel anxious - I find I think about it when I'm trying to sleep or when I wake up and then I have moments of respite where I think 'actually I can do this' or 'It will be over in July.'"*
- “*"I feel anxious" - I feel like I've revised enough and I may pass my exam, but I'm worried to sit and fail.*

Distinguishing between the emotional labelling of anxiety compared with the bodily sensation *feelings* of anxiety, such as trembling, sweating, racing heart etc (that could

also be the feelings of excitement) may help, as how we interpret them can determine how we experience them (Brown, 2021; Damasio, 2021). There are times when feeling the feelings of anxiety can be a pleasant experience, such as before a roller coaster ride, or big social event as Kashdan and Biswas-Diener (2014) suggest. There are opportunities in coaching conversations for these to be repositioned as excitement, supported by Brooks (2014). Whilst anxiety has previously been thought to decrease self-confidence, drain working memory and harm performance (Feldman, 1995), Dennis-Tiwary (2022) proposes that anxiety stimulates the brain and makes one more alert, with a sharper sense of hearing and potentially better vision. According to (Calvo and Eysenck, 1992) anxious people tend to be motivated to gather important information and find a solution. Kemper and Lazarus (1992) proposed the adaptive function of anxiety is to avoid potential harm when faced with danger or a threat, and oftentimes the danger or threat with goals is fear of failure, as the participant comments above suggest. Anxiety and motivation are conceptually related by the affective quality (or valence) referring to the 'attractiveness' (or positive valence) of motivation, and the 'averseness' (or negative valence) of anxiety, which captures the avoidance or negative evaluation (e.g. fear and uneasiness). However, Wang's (2018) study of math anxiety and motivation have shown that, when combined with high motivation, anxiety can result in more effort and investment in learning rather than more avoidance. This finding is shown in View 2 Realists, who may then go on to put in more effort and investment in achieving the goal, rather than avoiding it. Whilst singling out any one particular thought or emotion is a complex task, this study offers an observation that the unpleasantness of the emotional valence of anxiety, stress and self-doubt could provide the necessary "springboard states" and away from motivation to activate progress towards a goal. That said, when working with anxious individuals, with a duty of care for the client always at the heart, the accompanying thoughts and emotions are crucial aspects of the coaching conversation, along with an understanding of the duration and root causes. This is to establish whether the state is temporary or something more serious, giving the opportunity to talk openly and understand if there are symptoms or signs of something requiring referral to a medical professional. Whilst this study does not address the boundary between therapy and coaching, or specific emotions in detail, what has been highlighted by the prevalence of negative emotions such as anxiety, is the growing need to support individuals and organisations in the best way possible. With a paucity of research on the boundary, gap and overlaps between coaching and therapy this need cannot be ignored or overlooked, so that while coaches recognise they are not

there to unpack past trauma (Giraldez-Hayes, 2021), when a trusting relationship and safe space has been created, talking may be the best therapy. The notion that coaching can reduce anxiety and stress has been reported as a benefit but further awareness and training may be required (Soosalu, Henwood and Manea, 2018; Grant, 2020) and this will be put forward in the next chapter.

5.3.4 Stress

With 15 placements for the goal attainers “*I feel stressed*” occurred with similar frequency to “*I feel overwhelmed*”. Interestingly though, it did not appear highly for those who did not achieve their goals. Perhaps it is this ‘internal state of urgency that focuses our attention and motivates us to work harder’ that, according to Lemos and Alvarez (2020), can help us achieve specific goals as well as encouraging exploration of new spaces and people. Indeed, amongst the numerous definitions of stress, Carver, Connor and Smith (2010) consider stress to be the ‘experience of anticipating or encountering adversity in one’s goal-related efforts’. But there are many other definitions and explanations of what stress is, such as:

- i. *Stress can be defined as any type of change that causes physical, emotional or psychological strain (WHO, 2021)*
- ii. *Stress is how we react when we feel under pressure or threatened. It usually happens when we are in a situation that we don't feel we can manage or control.*
(Mind, 2022)
- iii. *Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous. (Berger, 2014)*

Again, this emphasises the importance of how phenomena are framed, defined and understood in the meaning and interpretation, and the impact this can have on outcomes. The finer definition and nuances of states tools like the Q-Set and Yale Mood Meter encourage, with the wider range of thoughts and emotions to describe and experience, could have a bearing on some of the stress measures and management tools used to inform Gallup Inc. (2021), and World Health Organization (2022) studies on this topic, encouraging broader debate and discussion on what is billed as the next global pandemic – that of mental health (Clifton, 2021). There is also contradiction, and no clear consensus, to explain optimal stress responses to help meet challenges (Taborsky

et al., 2021). Whilst Crum, Salovey and Achor (2013) suggest that a ‘stress-is-enhancing’ mindset is a distinct and meaningful variable in determining the stress response, typically there is a desire within organisations to reduce and manage stress and anxiety, rather than considering how beliefs about stress (and I would suggest anxiety, overwhelm and self-doubt), may positively or negatively impact performance, as Smith, Young, and Crum (2020) propose. Clearly when states such as stress and anxiety become traits, and are associated with low achievement, physical illness, and suicidal thoughts or behaviours, appropriate intervention is absolutely necessary. But the boundary between what coaching can provide, and when referral to therapy is necessary is not clear, and requires further investigation to avoid pathologising potentially normal mental and emotional states (Cremona, 2010). The typical focus of coaching has been on the growth and development of non-clinical clients, rather than dealing with adversity. Despite the fact that adversity, psychological disturbance, and dissatisfaction may arise during the course of coaching, and indeed because of the focus on goals many coaching approaches subscribe to. In fact, this study concurs with the view of O’Riordan and Palmer (2021) that coaching related adversity and the onset of a state of stress is highly likely in the pursuit of a challenging goal. Coaches should be prepared for such eventualities where possible, rather than potentially adding to an already stressful situation for the client with referrals to other services. In the opinion of Amanvermez *et al.* (2020) stress management interventions may be effective in reducing distress, for example amongst college students but further investigation is needed. However, the belief that there is a ‘growing plague’ of stress (Crum, Salovey and Achor, 2013), and the dominant cultural valuations that stress is bad (Crum, Jamieson and Akinola, 2020) may still predicate. This is despite the alternative views of scholars such as McGonigal (2015), that there is an upside to stress, and as my results indicate - that stress has a positive role to play in goal attainment. What the presence of each of these ‘negative’ emotional states in the goal pursuit mindset of this study provides, is initial evidence that is too important to be left unacknowledged by coaching communities, therapy providers and organisational leaders.

5.3.5 Overwhelm

With 15 placements for the goal attainers and 16 placements for those who did not achieve their goals “*I feel overwhelmed*” occurred with similar frequency to “*I feel anxious*”, and “*I feel stressed*”. The feeling “that our lives are unfolding faster than the human nervous system is able to manage” is how Kabat-Zinn (2019) describes

overwhelm, and that we need more non-doing, no-agenda time to overcome this state. In the context of this study with the focus on goals, and the circumstances many participants found themselves in, with the second lockdown of a continuing pandemic, it is not surprising there was a feeling of overwhelm:

- *“I feel overwhelmed - just so much going on at the moment. Tired. Yesterday I was crying in the car and thought the word to describe what I was feeling was “overcome”. If the goal was the only thing I had to manage/focus on I may feel differently but after this intense year and 26 days of Easter holidays with a small child at home with nowhere to go most of the time I'm low energy”*
- *“I feel overwhelmed. I feel that there is so much information to digest and I have a big responsibility as the rest of the team are relying on me. I also feel a pressure to turn things around quickly which is sometimes difficult with my part time hours.”*
- *“I feel overwhelmed. I'm not doing it right, or my mind just won't settle, or there's too much else to do that is more important than this.”*

Overwhelm and burnout are not just being experienced as a result of the pandemic, this has just exacerbated a long-standing issue in every domain from education (Vye, Scholljegerdes and Welch, 2007), to health (Carsky and Yeomans, 2012), and yet there is still surprising little research on overwhelm and its effects. According to Schlossberg (2008), overwhelm comes with major transitions and changes in our lives . These may be involuntary such as redundancy or bereavement, or within our control, such as major goals. Gazelle, Liebschutz and Riess (2014) suggest that when the psychological resources of the person are no longer able to cope, and external pressures are greater than the internal sense of control (such as with the pandemic), overwhelm occurs. Condon (2014) states that overwhelm is common in today's fast-paced, multi-tasking and is a universal living experience. Everyone will feel overwhelmed at some point or another, as this study shows, but the experience can very often be hidden from view (Carsky and Yeomans, 2012). With people pushed to the limits in all walks of life, potentially believing that things will never get any easier, there is a great and growing need to look more closely at overwhelm (Schlossberg, 2008). Overwhelm is defined as:

iii. *To bury or drown beneath a huge mass of something*

iv. *To have a strong emotional effect on.*

According to Kabigting (2019) using a parsesciencing approach (a mode of inquiry to discover the discerning extant moment of the living experience), the three themes of overwhelm are as follows: (a) feeling overwhelmed arises as an engulfing turbulence, (b) feeling overwhelmed surfaces with disquiet isolation, and (c) feeling overwhelmed emerges with reaching for relief. What can cause overwhelm in one individual can be very different to what causes overwhelm in another. Whether a person can effectively manage and cope with the psychological pressures will depend on previous triggers and stressors they have experienced. Ontological coaching is proposed as an approach that would explore the learning that underpins the overwhelm (Palmer and Whybrow, 2018). With this approach the ‘way of being’ for the client is explored so for example, the client may have learned not to say no, or has learned to be independent and cannot ask for help. The role of coaching in creating a safe space to share, explore, understand, and cope with overwhelm, stress, anxiety and self-doubt in these changing and challenging times, is one that could be tackled within coach training and supervision (de Estevan-Ubeda, 2018).

5.3.6 Grateful

“I am grateful” was the only consensus statement on the ‘agreed with’ side of the distribution grid, and therefore worthy of discussion for that alone. *“I am grateful”* was the most common feeling after self-doubt for those that attained their goal. Grateful is defined as – *feeling, or showing an appreciation or gratitude for something done or received*. Gratitude has been a fundamental variable in positive psychology frameworks, and studied in relation to constructs such as wellbeing, social support, productivity and performance (Braslow *et al.*, 2012). Proposed by Fernández-Berrocal *et al.* (2017) as an “antidote to toxic emotions in the workplace”, a “way to cope with stressful circumstances” by Emmons (2003), and a “precious resource that sustains performance” by Sheldon and Lyubomirsky (2006), the prevalence of feeling grateful in the workplace goal pursuit journey is not surprising. In addition, gratitude is associated with prosocial behaviours such as helping, sharing, volunteering and co-operating (Fernández-Berrocal *et al.*, 2017), which may align particularly with the participants of this study - who work for a national charity, as well as positive psychologists, and staff in a training company. Perhaps the originally planned cohort including global senior leaders, would not have had such a high occurrence of feeling grateful, or indeed the other feelings of self-doubt, overwhelm or anxiety, an area that warrants further study.

As with all the statements, it is important to note that as Barrett (2017) proposes, they are merely constructs, and open to differing definitions and subjective experiences by individuals. The situational appropriateness, and degree to which these states are displayed to gain any possible advantageous results, are unique to each individual and out of the scope of discussion in this study. This presents multiple opportunities for further research (Grant and Gino, 2010).

5.3.7 Springboard States and Positive thinking

It is clear from the findings that positive thinking plays a role in goal achievement, but not to the extent I had anticipated. There were noticeable choices of positive, confidence building and psyching up '*I am*' statements alongside positive selfregulation thoughts by those participants who achieved their goals (Bülbül, 2020). But not in the absence of negative states, which were exclusively emotions rather than thoughts, and therefore an interesting outcome when considering the relationship between thought and emotions in models such as Cognitive Behavioural and EmotionFocused approaches (Timulak *et al.*, 2018). As motivational and positive statements aimed to increase confidence, regulate effort and create positive moods, I concur with Theodorakis, Hatzigeorgiadis and Chroni (2008) that the effect of Performance Enhancing Thought statements such as "*I can do it*" and "*I enjoy a challenge*" in goal attainment is demonstrated. As the most common thought statements for both the goal attainers and those who did not achieve their goals it could be easy to see their effects as the same, though "*I can do it*" was not present for those who did not achieve their goal. In addition, the distanced self-talk by those who did not achieve their goal of "*You're doing the best you can*" contrasts with the immersed "*If others can do it, so can I*" selftalk of the goal attainers. In agreement with Kross *et al* (2014) and Orvell *et al* (2021) this study illustrates how self-perspectives can be leveraged through subtle shifts in language, such as "*I am*", "*I feel*" and "*You are*" that have implications on outcomes. Whilst self-regulating positive thinking such as "*I can do it*" and "*I enjoy a challenge*" do have a role in goal attainment, "*I feel self-doubt*" and "*I feel anxious*" appear to have an almost equal or greater role and the combination could create 'springboard' states for goal attainment. The findings from this study suggest that thought and feeling combinations from all corners of the four-view framework could create springboard states:

positive identity statements + unpleasant activating feelings = goal success

e.g. (I can do it + I enjoy a challenge + I am grateful and courageous)

+ *(I feel self-doubt, anxious, overwhelmed and stressed)* = springboard
state for success

Within the coaching literature, the negative effects of suppressing emotions and the positive role emotions play in performance has been widely accepted (Brown, Sokal and Friedman, 2013) and my results concur with that view. Both positive and negative emotions, such as anger, pride, gratitude and anxiety can be thought of as tools to enable the achievement of a specific goal when deployed with purpose, yet the focus is typically on the use of positive emotions and my findings would encourage a more balanced view (Weidman and Kross, 2020). Thought and feeling combinations will be unique for each individual, however, avoiding unpleasant thoughts and feelings may not be possible. Reframing them as activating emotions and *springboard states* that are part of achieving meaningful goals may be possible, and perhaps essential to minimise the risk of damaging mental health concerns. Godwin and Hershelman (2021) suggest people typically want to savour positive emotions such as gratitude and see them as more favourable, and want to dampen or decrease unpleasant negative experiences using thought self-leadership. The view that has dominated the field of subjective wellbeing since the 1990's is that minimizing unpleasant emotions and maximising pleasant ones was the secret to happiness (Ma, Tamir and Miyamoto, 2018). However, culturally and individually this is not always the case and views are shifting. For example, as proposed by Miyamoto, Ma and Wilken (2017) negative emotions are accepted as having a perceived utility in East Asia, and therefore a more balanced valuation is given with mixed emotions, and dialectical thinking being culturally expected and accepted (Diener, Oishi and Lucas, 2003). This information is not new, the Greek philosophy of Aristotle held that happiness is linked to feeling unpleasant emotions when they are appropriate and goal conducive (Miyamoto, Ma and Wilken, 2017).

This study also implies that the role of what may be perceived as 'negative' emotions appear to be part of the process of achieving goals, certainly for some participants, whilst others may seek immediate positive and hedonic states. So, if positive emotions create a broaden and build effect as suggested by Fredrickson (1998), then in contrast negative emotions can create focus and attention, and 'springboard states'. As discussed in the Literature Review, broaden and build theory suggests that positive emotions lead

to a broadening of experience and building of psychological resources, increasing and encouraging one's awareness, novel, exploratory thoughts and actions (Fredrickson, 1998, 2004; Grant and O'Connor, 2018). They are also proposed as enhancing cognitive, affective and physical resilience (Fredrickson, 2011; Cox, Bachkirova and Clutterbuck, 2018). Indeed, as shown in Findings, participant comments from those who achieved their goal suggest positive thinking, and particularly determination play a powerful part in the goal pursuit journey. However, as already discussed Wang *et al.*, (2018) suggest that negative emotions such as anxiety can fuel cognitive work, and Schwartz (2021) proposes that anger can help define boundaries. Therefore, aligned with Lomas and Ivztan's (2016) view, perhaps we need to rethink the classifying of phenomena as either positive or negative and leverage the combined value of both ends of the continuum. As the expression of negative emotions can motivate individuals and teams from a state of lifelessness to alertness (Barretta, 2020), perhaps by referring to them as 'springboard states' their experience can be altered. Suppressing our emotions because they are unpleasant can lead to issues in all life domains, and yet many try to inhibit outward signs of unpleasant emotion. Clearly there can be social benefits of attempts to suppress emotions, for example not showing disgust at a leaders' sexual comments, or getting angry with family members in public. But emotional suppression as self-regulation can be cognitively demanding, and according to Richards and Gross (1999), actually increases activation of the sympathetic nervous system. In addition, Chapman *et al.* (2013) state that suppressing emotions can potentially increase the risk of an early death. As third wave positive psychology and this study suggests, negatively valenced qualities can lead to positive outcomes (Lomas *et al.*, 2020). For example, Lomas (2017) proposes that boredom can facilitate creative imagination and introspective insight, resonating with participants in this study that achieved their goals whilst experiencing unpleasant thoughts and emotions, including boredom, self-doubt and overwhelm. As participant E wisely states, perhaps the journey to success needs to be viewed in more a pragmatic way.

- *"I learned about some of the negative thought patterns I have, unhelpful emotions and how to identify and address them to try and remain productive/handle emotions differently. I also learned to view the journey towards success in a pragmatic way."*

Rather than being seen as distinct and separate, cognitive and emotion regulation techniques could unified to assist the ease with which various states are managed (Jiang

et al., 2016). In addition, it is worth remembering that the participants from the Applied Positive Psychology alumni did not load on to the high energy positive View 1. These are individuals with a master's degree in Applied Positive Psychology – so aware of the theory, practice and application of positive psychology techniques. There could be many reasons for this such as imposter syndrome or regulatory focus, and this could be a topic for further research. There is the chance that in some cases, positive psychology could have the reverse of its intention by placing more pressure on people, adding a burden of trying to be positive (or toxic positivity), when they may be dealing with life events that naturally result in negative states (Schofield *et al.*, 2004). Although understanding that positivity is not the panacea, the thoughts and emotions associated with goal achievement are not what I expected. Nor were they those identified as most common in the pre-survey used to explore this topic, which with retrospective recollecting were emotions such as “*pride*” and “*excitement*”. With 65% positive statements from P-Set Stage 1 participants who recalled previous goals, this aligns with research on a positivity bias, which is a prevalent phenomenon with autobiographical memory when remembering past events (Marsh *et al.*, 2019; Adler and Pansky, 2020). This positivity bias does not reflect the lived experience of goal pursuit for most participants, as demonstrated by this study. Further studies into ‘directed forgetting’ discovered that negative words are more likely to be forgotten than positive ones and would benefit from further exploration. This may be because the excitement at the beginning of the goal pursuit journey and pride on completion are the easiest to remember. Or that the literature seems to focus more on goal setting and performance success, than on the journey itself.

One of the fundamental properties of science is that it can progress and auto-correct through rigour and peer review, or at least stimulate lively debate on such topics (Brown, 2017) and I hope my Findings go on to stimulate further lively debate.

5.4 GOALS AND COACHING

Whilst goals and coaching were not the main focus of this study, the important topic of the effects of goals on individuals, and the crucial implications for organisations has been brought into sharp focus by the Findings (Müller and Kotte, 2020). As highlighted in the Introduction, and intimated by the Findings, the incessant pursuit of certain goals could be causing stress, overwhelm and negatively impacting mental health (Höpfner and Keith, 2021). In numerous studies over the years reviewed by Müller and Kotte

(2020), coaches are reported as ‘frequently’ applying goal setting approaches in their coaching practice, and the large majority indicating that goal setting is ‘very important’ or even ‘essential. In line with these assumptions, this study began with a clear prejudice towards goals in coaching, and a presumption that most of the participants would attain their goals, and yet less than half of them did. There are a number of explanations for this, from the self-selection of goals with no review of their alignment with personal values, to the depleted resources due to the pandemic and lockdown conditions. Whether goals were organisation-set or self-set was not clarified or measured, nor whether as Gray, Ozer and Rosenthal (2017) show, there may have been goal conflict that could be impacting wellbeing, and the bearing this may have had on anxiety, enthusiasm and emotional exhaustion (Welsh, Baer and Sessions, 2020). In addition, in designing the study, the role of goals in coaching was not critiqued with the rigour that a non-goal advocate may have exercised. Nor were tools such as the SMART heuristic, synonymous with goal setting in many organisations, wholly challenged. A more sophisticated and nuanced understanding of the circumstances is required to assess the parameters, to avoid setting off with an over-simplified, fixed mindset about what is to be achieved. As recent studies such as Swann *et al* (2022) have illustrated, goals do not have to be specific to be effective, and in fact according to Hawkins *et al* (2020) non-specific, open and do your best goals can lead to as much, if not more activity and progress, especially when in the early stages of engagement in an activity. The most recent studies, such as undertaken by Swindells, Iddon and Dickson (2023) support the notion that goal flexibility and adaptive goal processes can perform a protective role in mental wellbeing.

The popular assumption by the majority of coaches, myself included, that goals are an inherent part of the coaching process, was at best naïve, and at worst could be potentially damaging and destructive if not administered mindfully and compassionately. Particularly for those coachees that may feel like there is something wrong with them - for not having a goal, or being ‘driven by ambition and desire to get to a destination or aim’, as the Oxford English Dictionary would suggest. Or the need to ‘regulate, monitor or adjust their behaviour’ (Locke, Latham and Erez, 1988), to reach a ‘boundary or limit’, as the root word for goal would propose. As this study shows, what goal focused behaviour may foster in many people is overwhelm, selfdoubt and anxiety, and there is a dearth of empirical research on the consequences of failure. In line with fixed and growth mindset theory, individuals who view their skills as fixed

may see failure as a reflection of incompetence, and experience greater levels of negative affect (Dweck and Yeager, 2019). Whilst this study suggests anxiety has a role to play in goal attainment, what was not taken into account was the impact of failure, and if this led to emotional exhaustion. These factors should be a critical consideration for organisations and the coaches who support them. Beginning from a wider horizon and exploring areas such as identity, values, and purpose before diving into goals could create greater opportunity for improved wellbeing (Clutterbuck, 2016). Too much structure, planning and goals can result in stress and a tunnel vision that does not see alternative realities to the ones we currently know and understand. Goals by nature can omit other opportunities, alternative scenarios, innovative solutions, and missing out on the fundamental joy of a life less planned. And if the pursuit of happiness is the goal, there is a high chance of missing out on the richness and wholeness of states previously sought to be avoided. States that could springboard us towards unknown possibilities and unforeseen opportunities.

That said, despite linguistic gymnastics used by some coaches, such as exploring ideas, charting a course and clarifying intentions, as Grant (2016) claims, at its core organisations, and therefore coaching in organisations, is essentially a goal focused activity. It may just be, that some of the coaching approaches and methods rolling out across organisations and countries at an exponential rate, may not be fit for purpose. Organisations, coaching bodies and trainers recognise the purpose is changing in the post-pandemic environment. As coaches and practitioners, the community must be careful not to make assumptions about some of the tools and approaches that have formed the cornerstones for coaching practice, such as goal setting and positive thinking (Tee and Passmore, 2022). There is still limited knowledge in the public domain of some of the alternative approaches and key tools available, for example the Cognitive Behavioural Coaching, Acceptance and Commitment Based Coaching, Ontological Coaching etc. As proposed by Skews and Palmer (2016) Acceptance and Commitment Based Coaching could be offered as an approach to better manage the uncomfortable and even painful thoughts and emotions which are an inevitable part of life. As this study has demonstrated, humans are linguistic beings, and ontological coaching may offer a way of rethinking what it means to be human and come up with a new approach to the human phenomenon (Campone *et al.*, 2022). In addition, utilising tools and approaches such as mindfulness and body scans could help clients notice thoughts and emotions in a productive and nuanced way (Tod, Hardy and Oliver, 2011; Tamir, Ford

and Ryan, 2013; Loades, Clark and Reynolds, 2014). However, as suggested by Cox, Bachkirova and Clutterbuck (2018) coaches not encouraged to go beyond their current boundaries and knowledge, to know where their competence and comfort ends, which may result in them not trusting in their ability to connect at a human level and do no harm. In addition, much of coach training offers session structure frameworks (such as REGROW and SPACE) that may inhibit intuitive engagement in the moment, coaches may be reluctant to try new things or go beyond their current knowledge (Tee and Passmore, 2022). Humans have the capacity to withstand the negative, the discomfort, and even the pain (Kashdan and Biswas-Diener, 2014). Emotions such as self-doubt, anxiety and overwhelm can build resilience, create learning and creativity, and allow growth and development (Judd, 2016). At the real level of critical realism, goals and coaching structures as causal mechanisms within organisations, that may trigger the empirical experience of negative states must not be ignored.

5.5 REFLEXIVITY

The researcher bias in my position as a positive psychology coach has certainly influenced many aspects of this study, such as the choice of a structured Q-Set based on positive and negative valence, and curiosity regarding the role of positive thinking on goal attainment. The expectation that positive thoughts and emotions would proliferate amongst goal attainers was perhaps a naïve perspective. Even with the appreciation of the tension between the two interacting forces of positive and negative from second wave positive psychology (Ivtzan *et al.*, 2015), I had not anticipated the level of ‘negative’ emotions, or their ongoing presence with so many participants. Before undertaking this doctorate, I had an unconscious bias towards positivity, goal setting, objectives and measurable success, believing it was part of normal corporate life, and a paradigm that a large majority of people subscribed to. Performance goal orientation was my worldview, and the lens through which the majority of this study was undertaken (I probably would not have completed the doctorate without it!). Even knowing that this doctorate was a learning goal, did not stop performance goals from being front and centre of my activity and way of being (Carol Dweck, 2007). However with the pursuit of achieving a doctorate came some dark times, prolonged periods of negative states, and a sustained experience of low energy. As my study journal illustrates, I was in the Conflicted View for much longer than was comfortable. It was the support and commradary of my cohort, fellow students, and a social study hub that

enable me to endure these difficult emotions and challenging thoughts. Yet this is another example of a causal mechanism that suits me and my way of being, and one that is subscribed to through much of corporate culture. There are those participants that prefer individual coaching and thrive under very different conditions.

When I started this study, despite the positive psychology advocacy of finding meaning and purpose, I could not, or did not see beyond goals in my life or in coaching, believing that goals gave clarity and signs of progress, regardless of the individual, situation, or context. Even if the goal was to have no goal and to find meaning and purpose, my narrative still included language such as objective or intention, and would still seek ways to measure success – how will you know when you’ve got there? etc. Suddenly, when I take on a goal free point of view, that goals have the potential to be limiting and confining, the way I have operated as a coach is called into question.

5.6 SUMMARY

In this chapter the viewpoints discussed in the Data Analysis chapter have been revisited and the distinctions between the Positive, Realist, Dreamer and Conflicted discussed in further detail. I have considered the insights offered to the coaching community and the possible implications of this research for coaches.

In agreement with other research this study proposes that a healthy dose discomfort from unpleasant thoughts and emotions could create ‘springboard states’ and the away from motivation, regulatory focus, and impetus required to achieve a goal and that anxiety can result in more effort and investment in goal pursuit (Wang et al., 2018). That is not to say positive thoughts do not have a role and positive thoughts such as “I can do it” and “I enjoy a challenge” seem to mitigate the possible detrimental effect of negative emotions. Indeed emotions such as self-doubt could actually enhance performance and improve outcomes and one can become wiser and more effective when one experiences a painful or difficult situation

However, what has also been discussed in this chapter is the how boundary between what coaching can provide in contrast to therapy requires review to avoid pathologising potentially normal mental and emotional states (Cremona, 2010). The field of coaching continues to evolve, and researchers and practitioners must continue to explore ways to bridge the gap for a more comprehensive understanding of human psychology.

CHAPTER 6: CONCLUSION

INTRODUCTION AND CHAPTER OUTLINE

I will conclude this study by re-focussing on the original aims and objectives and how these were addressed and met and consider the implications for the practice of coaching and contribution to literature. I will then put forward potential areas for future research, before finally reflecting on the study, and how it has affected me as researcher and practitioner. The original intention of this study emerged from a desire by leaders and individuals to better understand the positive and negative effects of thoughts and emotions on goal outcomes during these stressful times. The wide range of possible explorations and breadth of disparate knowledge on the topic led me to adopt a QMethod design, focused on exploring the coachee thoughts and emotions associated with goal attainment. By introducing multiple timepoints, these views have been further established as a solid foundation for further discussion in the coaching community and beyond. This study succeeded in identifying, exploring, and revealing patterns of thoughts and emotions as four distinct views experienced by coachees during the goal pursuit journey. By critically reviewing the existing academic literature pertaining to thoughts and emotions in multiple coaching domains, and surveying a range of participants, a ‘universe’ of common thoughts and emotions were established.

6.2 CONTRIBUTION TO KNOWLEDGE

There are several important areas where this study makes a unique and original contribution to the empirical research literature, both in coaching and psychology. A unified view of thoughts and emotions is offered from the coachee perspective, a view which can often be ignored in the coaching literature (Carter *et al.*, 2017). By identifying and isolating four distinct views, clear differences of opinion and experience by coachee’s during the goal pursuit journey are presented. Whilst recognising the complexity of the human experience, insight is offered to further knowledge and debate within the coaching community. Q methodology is a new way to consider this subjective area and offers a unique qualiquantological approach not previously used in coachee research. The combination of thoughts and emotions revealed using Q-Method could benefit coaching literature in multiple domains such as sport, education and health (Alderson-Day and Fernyhough, 2015). In addition, future researchers can reuse the concourse to sample different cohorts, such as senior leaders. The countervailing effects

and impact of goals on emotions and emotions on goals would not have been revealed through the traditional cognitive lens that is typically applied to goal literature (Welsh, Baer and Sessions, 2020), or without the removal of research bias that Q-Method offers.

6.3 CONTRIBUTION TO PRACTICE

The study offers a practical contribution to coaching practice by presenting the Four View Framework, and the “Q-Set’ Coaching Card Deck. These views and Q-Set statements have not been isolated before and contribute to our understanding of the positions coachees may find themselves in relation to the goal pursuit journey, and a language with which to discuss these.

Four View Framework - simple frameworks can map complex data to help categorise concepts and differentiate between them. The Four View Framework provides a practical reflection intervention and exploratory tool. The framework is based on the dimensions of energy/arousal and pleasantness/valence to help with ease of insight. These could be used as dual continuums to plot a position in a similar way to other continuum models such as Keyes (2002) Mental Health Continuum. This can help navigate the goal pursuit journey, make sense of which of the four views best reflects the coachees current state, why that might be and what action could be taken. Reference to other four factor frameworks has also been offered to enable deep discussion and awareness through links with other theories and knowledge. This can raise awareness for a more informed and nuanced coaching practice acknowledging a deeper understanding of the role combinations of thoughts and emotions play when pursuing a goal.

“Q-Set’ Coaching Card Deck – the intention is that the carefully crafted and tested QSet contributes both academically and to coaching practice. The hope is that the Q-Set will enable further investigation by various academic disciplines as a move toward a more unified and nuanced understanding of the inner world experience of thoughts and emotions. The Q-Set also offers a practical use by the coaching community as a tool to aid coaching conversations in teams, across organisations and with individuals.

Springboard States – the clear evidence from the findings is that what have been considered negative feelings such as self-doubt, anxiety, overwhelm and stress may be an essential element of goal success. By carefully evaluating, and potentially reframing and restating these as activating emotions or ‘springboard states’, there is an opportunity

to energise and incite action. Combined with positive identity statements such as “*I can do it*” “*I enjoy and challenge*” and “*I am grateful*”, these could create a winning goal attainment formula: positive identity statements + unpleasant activating emotions = goal progress. Predicting our journey and the inevitable ups and downs can offer a deeper understanding of the role our thoughts and feelings play when pursuing a goal. The Q-Set and Four View Framework can be used to help with awareness, insight and engagement of the combination of thoughts and emotions that can create ‘springboard states’.

6.4 CONTRIBUTION TO METHOD

Method – a step by step version of Q-Method that can be replicated with other participant groups, and in other domains. There are three novel ways in which this study has used Q-Methodology; i. having a mixed free and forced distribution for the Q-sorting of the statements. This offers greater freedom for the participant for where to position the cards, in relation to whether they agree or disagree. This potentially reveals greater insight for the researcher to see the skew in either direction and gather further information from participants to explain such skews, ii. using the Q-sort as an intervention over three time periods. Allowing the participant to engage with the statements in an evolving way, with the opportunity for them to create new perspectives. The researcher has opportunity to notice possible consistency, or contrasts in the combinations of thoughts and emotions at each stage and iii. using QSortTouch to undertake Q sorts online is a novel but expanding method that offers greater opportunity for wider participant groups, for example international studies or with participants unable to travel etc.

As a contribution to knowledge and understanding these could also lend themselves to further studies in other fields and areas of interest, such as mental health, obesity, cancer care, sport, and leadership. This study proposes great strides can be made in promoting the ability of people to thrive in the face of adversity and recognise the value and importance of ‘negative’ emotions.

6.5 IMPLICATIONS FOR COACHING

My Findings suggest that negative emotions may have an undeserved reputation, or at least have been misinterpreted in some contexts. It is clear that people are stressed at work, as Junker, Pömmmer and Traut-Mattausch (2021) claim, and that there is a sense

that negative emotions are on the rise, as the Gallup Inc. (2021) survey suggests. However, the nuances behind the definitions of the traits and states behind these measures, and a better understanding of the functions of these emotions at both an individual and organisational level is needed. To avoid negative emotions is an unobtainable quest, and one that must be balanced with further empirical research into how, and when these states serve and support our growth and development. The dominant perspective of organisations and society is that unpleasant emotions such as stress, anxiety, self-doubt and overwhelm have negative consequences, with the vast majority of focus on their prevention or reduction (Crum, Jamieson and Akinola, 2020). However, as it is not possible to avoid all adversity or stressors in life, particularly when pursuing meaningful goals. Such interventions will have limited effect, and opportunities for performance and growth can be missed. Thus, my conclusion is that a more efficacious approach is required to promote an adaptive, approach-motivated response that optimises the energy and springboard states these emotions have the potential to offer.

Navigating the journey towards goals can be unpredictable and full of ups and downs. By revealing and normalising some of the thoughts and emotions associated with the goal pursuit journey, generating a shared language to discuss these, and creating a framework within which to position oneself, coachees may be able to better map the journey. A more nuanced view of the thoughts and emotions we are experiencing, can offer opportunities to reflect on whether they still support flourishing, and our fundamentally dialectic nature (Ivtzan *et al.*, 2015; Lomas, 2016; Lomas and Ivtzan, 2016b). We must make our own interpretations of this and other data with caution, ensuring the situational, personal, and other contributing factors are taken into account where possible and this is an important role for coaching.

What the presence of each of these ‘negative’ emotional states in the goal pursuit mindset of this study provides, is evidence that is too important to be left unacknowledged by coaching communities, therapy and organisational leaders. The role of coaching to create a safe space to share, explore, understand and cope with difficult, negative states in these changing and challenging times is one that could be addressed with more awareness in coach training and supervision. The wide range of coaching approaches available from Cognitive Behavioural, Somatic, Ontological, and Acceptance and Commitment coaching to name just a few, can be overwhelming both for clients and coaches, but could offer a wealth of knowledge and practices to support

future needs. By including greater understanding of mental health, psychological and therapeutic approaches, the duty of care to protect the wellbeing of the client can evolve and administered with best practice always at the core. We are living in a time of unprecedented comfort and seem to want to avoid discomfort at all costs; safeguarding is the norm, to the point that pain and bad things are removed and avoided where possible. Negative thoughts and emotions may be uncomfortable, but as this study implies – they may be crucial to achieving goals and demanding tasks. The fact that individuals' may *choose* coaching, when psychotherapy has been recommended by medical professionals should be admired, rather than diminishing the agency and adulthood of the decision of the person in question, and perhaps further damaging their self-esteem and positive regard. Emotions such as anxiety, stress, and self-doubt can be incredibly useful. Acknowledgement and acceptance of thoughts and emotions have been demonstrated by Grant (2011) as a more effective strategy than resistance techniques, such as thought stopping. As well as the relieving effort exerted in attempts to suppress unwanted thoughts or emotions (Rassin, Merckelbach and Muris, 2000b). We cannot lose sight of the role of 'negative' states and the tendency to over-generalise, seeing positive thinking and positive emotions as essential in education, health and business (Yakushko and Blodgett, 2021). With the International Classification of Disease and the Diagnostic and Statistical Manual of Mental Disorders pathologising normal human experiences such as grief, we are in danger of creating abnormality of emotional experiences that are a normal and natural part of the process of living life (Killikelly *et al.*, 2021; Szuhany *et al.*, 2021). With the right support, training and knowledge, coaching can support this growth and learning, and could play an important role in the careful management of the inner world experience of pursuing meaningful goals within organisations and with individuals.

Coaching Practitioner Application

Pursuing meaningful goals can be tough and there will inevitably be times that are difficult and uncomfortable. These rollercoasters apply throughout life and goal pursuit, with many individuals ride them completely unsupported or with the wrong support. By leveraging coaching conversations to help map the goal pursuit journey using the QSet and the Four View framework, this could help predict the arrival and reframe the role of negative states in goal pursuit. This can often give participants a sense of insight and learning from engaging with the statements and perspectives during a Q-sort, as they are considering the opinions of others as well as their own (Lee, 2017). The Four View

Framework offers an insight into the content of the thoughts and emotional experience of participants. This may have some grounding in personality and offers an opportunity to reflect and draw on any existing knowledge a coachee may have of other models and frameworks they have found useful in the past. The Four Views can be positioned within other frameworks using dimensions or continuums of energy/arousal and pleasantness/valence, therefore projecting the human experience on to a continuous linear perspective. In a similar way to the dual continuums of Keyes 2002) Mental Health Model, the Four Views, and the dimensions they relate to, can help to reveal and recognise specific thought and emotion patterns that may benefit the coaching conversation, and could be used in conjunction with models such as SPACE.

A suggestion of how the Four View Framework could be applied by the coaching practitioner is a Coaching Compass (Figure 26), adapted from and inspired by the Circumplex Model of Affect (Russell, 1980), with language from and application of the Periodic Table of Human Emotions (Kris Girrell, 2017), using the format of the Model of Goal Striving and Mental Health (Grant, 2020), and the Emotion Quadrants for tangible tools in coaching (Boniwell and Ryan, 2021). Whilst not tested as part of this research the model follows informed choices and consolidation of appropriate ideas with insights gained during this scholarship, and adds another modest contribution to ways of working.

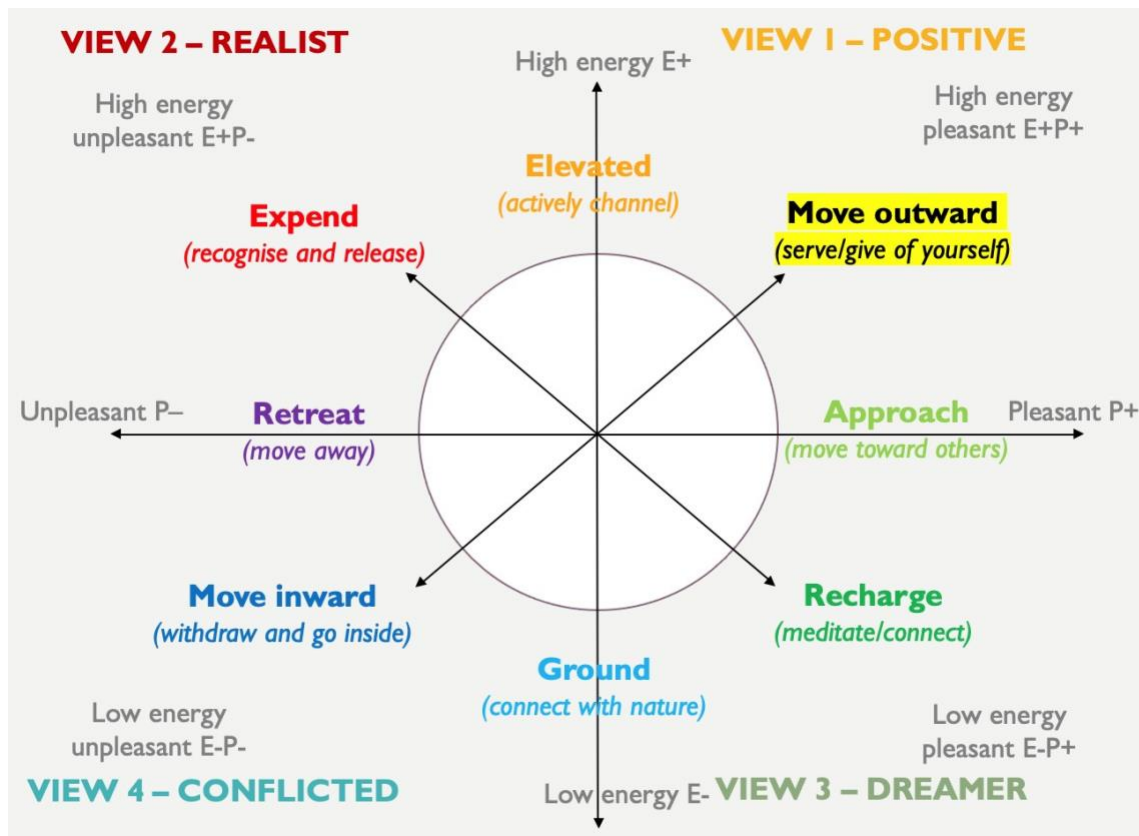


FIGURE 26: COACHING COMPASS (Author's own)

What the evidence base of the findings suggest is that positive and negative are necessary for energy to flow and promote action. Practitioners could refer to these using a battery as a metaphor; in the same way batteries require positive and negative for current to flow - if there is no negative 'terminal' there is no way for the energy to flow. This concept could also allow an alternative way to consider when recharging may be necessary and how 'full' the emotional and cognitive batteries are (Figure 27).

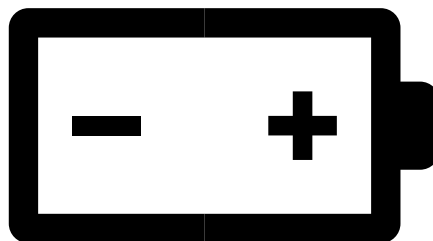


FIGURE 27: BATTERY POWERED – BOTH POSITIVE AND NEGATIVE ARE NECESSARY (Author's own)

An additional approach is to use the mnemonic of NAVIGATE to help guide the coaching conversation:

- ▷ N = noticing and naming (using the Q-Set statements)
- ▷ A = acknowledging and accepting (rather than trying to suppress or avoid)
- ▷ V = value labelling (to understand how this emotion aligns with our values)
- ▷ I = insight (what intuitive information is there)
- ▷ G = growth or new goal (do we need to adjust the goal in any way?)
- ▷ A = authentically allowing a new emotion (choose from Q-Set or other)
- ▷ T = time (seize the opportunity, knowing that this too shall pass)
- ▷ E = exit/ending (and back to the beginning most likely!)

6.6 LIMITATIONS OF THE STUDY

This study was not without its limitations. As many of these as possible are corrected during the process as outlined in the delimitations section of the Methodology Chapter, however, inevitably in the final stages there is an awareness of what could have been done to achieve stronger results.

Whilst convenient and unobtrusive, the online QSorTouch software does not allow an overview of all the cards at once that is possible with face-to-face paper-based card laying which may have affected some participants engagement and understanding of all 40 statements. However, using online delivery could offer future opportunities for further research with a wider geographic and population reach.

As a researcher I had hoped to conduct my literature reviews in the supportive environment of the university library, but due to the lockdown restrictions of Covid-19 I was instead restricted to resources available online, working in relative isolation locked down in a different country. Due to the impact of Covid, the limited time available to undertake the sessions and already ambitious data gathering, additional instruments and measures such as the self-talk scale or personality types were excluded. The emotional impact and heightened anxiety levels were present just in day to day living and so the achievement of goals will most likely have been negatively affected, though data to ascertain this was not collected. In addition, to perform more sophisticated analysis on the correlation patterns and goal attainment, a higher number of participants would have been beneficial, in addition to further information regarding participants personality types, and engagement in coaching, past or present. Based on this study, causal relationships cannot be drawn on the precise combination or pattern of thoughts and

emotions that result in goal success, nor their relationship with personality types, and further research would be required. This lack of additional data meant any correlation between the Four Views and other personality theories was conceptual at best. In addition, the self-talk inventory, wellbeing scales, and life satisfaction could have been included in conjunction with interviews, to assess the impact of goals and how coaching could best support this. Furthermore, whilst the decision was taken to avoid semistructured interviews or focus groups in this study due to their potential effect on the participants journey, now further empirical data is available from the Findings, qualitative data gathering techniques could be used at each stage, to explore participant experience in greater detail, perhaps taking an action research approach.

The use of Q-Methodology was appealing due to its combination of quantitative and qualitative data gathering and exploratory nature. Whilst qualitative data gathered from participants via the post sort survey provided fascinating insights, the qualitative data would have benefitted from further questions or additional interviewing to offer a greater richness, and interpretation of the results. The qualitative results offered interesting explanations for some of the views, but in some instances could not be corroborated by the quantitative data – for example the choice to place statements skewing to one side or the other, and what this meant to a particular participant, or the comments that some statements were missing.

On reflection, taking the structured (rather than unstructured) approach to Q-set design may have ‘blinkered’ the statement selection process, with perhaps a negativity and positivity bias, and a desire to have ‘balance’ across the dimensions. The development of the Q-Set could have been a doctoral study in itself and a number of alternative approaches and methodologies could be used, such as discourse or content analysis. The Q-Set did not include key basic emotions such as happiness, making it difficult to draw conclusions on the relationship between goal success and happiness.

Another constraint was the timeframe for conducting and completing the study. This necessarily restricted the longitudinal nature, and the type of goals that complied with requirements to conclude the data gathering within a three-month period. The reliance on monthly reporting of the thoughts and emotions experienced during each stage of the goal pursuit journey may also have caused biased memory due to the time elapsed. Whilst I aspire to provide a small contribution towards understanding the impact of our thoughts and emotions on goals and vice versa, I was unable to follow the participants

beyond the short period of this particular goal pursuit journey, to see the ongoing impact. This may have been the subsequent achievement of their goal or continued negative states and emotional exhaustion.

The hope of maximising engagement and personalisation with protection of the participants identities whilst maintaining the value and integrity of the data was not entirely successful. The choice to let the participants use nicknames/pseudonyms to help with rapport and engagement rather than assigning them with numbers resulted in a loss of data for analysis. This was due to the fact that as some participants forgot the nickname they had assigned themselves between sessions and revisiting data sets between T1, 2 and 3 when the identifying marker had changed or was missing was unreliable.

A future study on a broader cultural basis would be of great interest. These and further limitations, such as conducting the Q-sorts online, and the use of group sessions rather than 1-2-1 could all offer opportunities for further research and study. Regardless, the current findings are important in highlighting the range of experiences individuals have while pursuing goals, whilst also recognising there are some shared human experiences that unite us all.

6.7 FUTURE RESEARCH

This study sought to understand and contribute to knowledge regarding the thoughts and emotions associated with goal achievement from the coachees perspective, but it is recommended that further research is undertaken to understand the wider implications. Although the sample size and profile of purposively selected participants in line with Q Methodology offers clear findings for discussion, future research could target senior leaders and other population samples to enhance these findings. Coaching and goal pursuit should be empowering and transformative, by giving coachees the motivation, clarity and capability to change their lives in the way they choose. However, the link between goal pursuit and mental health and wellbeing is still underexplored. Further research could include:

The mediating and moderating factor of personality

Further research could include an exploration of the process through which the Four Views relate to four type personality models and the strength of any relationships. By

including further data on types of goals and personality tendencies the moderating factor of personality on goal outcomes could be explored.

Does the state effect goal attainment or does goal attainment effect the state?

The study provided possible evidence that goal attainment affects the view or state of the individual. Further correlational and causal comparative research could be undertaken to explore in greater depth whether these variables relate. It may be possible to carry out an experimental design, by manipulating the state of particular groups of participants, using the four views framework to determine if it was the initial state that impacted the successful achievement of a goal, in line with previous research that suggests happiness leads to success (Boehm and Lyubomirsky, 2008), or whether the more 'negative' states lead to goal success. Another study would be required to determine how goal progress, or lack of it affects state (McCrea and Vann, 2018).

Coaching approaches

As well as exploring the specific effects of different coaching approaches such as Acceptance and Commitment Coaching, Somatic, Ontological Coaching and Cognitive Behavioural Coaching, additional study of the impact of group vs individual coaching could allow further exploration of participant preferences, as stated in Section 4.2, and the impact this has on goal attainment. Some studies suggest we are driven to share our negative experiences out loud, to get them out of our heads (Rimé, 2009). This supports the notion that a facilitated group coaching environment could offer opportunities to mitigate the negative consequences of self-talk, as expressed by some participants;

“...taking the time to have a real think about the way my mind is processing information and some of the unhealthy habits I have gotten into. Also to learn more about others and their vulnerabilities which I was not aware of previously. It makes you realise that we're all human and no-one is invincible!”

Goal or no goal

More research is required into the appropriateness of goals setting. To understand the potential differences between the goals each View set, for example, does View 1 set more challenging goal and View 2 more realistic goals? Do the Dreamers need a goal at all? The wide-ranging Views expressed by the participants in this study are at times contradictory, demonstrating the complexity with which goals are pursued, and even whether goals should be pursued at all in some circumstances.

Develop Q-Set statements

This study chose declarative Q-Set statements for participants to engage with in the QSort. Further research could be undertaken to explore the impact of introspective statements, or interrogative questioning as alternative methods to elicit a wider variety of views or states. Immersive and distanced self-talk statements could also be explored in greater detail (Stone, 2005; Bailey, 2020), as well as more specific detail on the *content* of the self-talk in relation to the task at hand (Orvell *et al.*, 2021). Indeed, a phenomenological study, and cross sectional design exploring the experience of thoughts across different populations, for example the executive team, or entrepreneurs could garner additional insights. For future research with cancer patients, or obesity, this cross-sectional design would be necessary to elicit and verify the concurrence in those populations.

Whilst proving test-retest reliability was not an intention of this study nor reported in depth, the three time points have shown that administering the same sample (Q-Set) can result in consistent findings. Future research could further test the reliability and stability of the views discovered.

6.8 SUMMARY

The previous chapters presented the first known investigation into a participant's inner experience, revealing patterns of thoughts and emotions in relation to goal attainment. Not only did it reveal my participants inner experience, but my own as well. I had not anticipated the high levels of 'negative' states, nor the expansion of my own awareness beyond what I realise now, was a limited view. Limited by a corporate career and education that was goal driven, theory based and rooted in over-simplified models. What I failed to fully appreciate when setting out on the pursuit of achieving a doctorate whilst exploring thoughts and emotions was the profound impact it would have on my views and practice as a coach. I have fundamentally shifted my own paradigm and worldview throughout this process – from a fully integrated and authentic proponent of positive psychology, goal setting and coaching, towards an understanding of a new world view, the shape of which I am still in the process of establishing. In reading back my work I see the biased effects of acquired knowledge, tried and tested models, and the comfort of familiar territory, but huge gaps in my knowledge and unfamiliar terrain. Even now, I still feel the pull of positive psychology, for example to apply an appreciative lens to turn negative experiences and states into positive ones. But I am

also willing to sit in the discomfort and accept the messy, uncertain confusion; to understand and learn from it, rather than try and push it away. I see how limited my practices as a coach were, that while focus on goals and objectives can produce measurable results, this can sometimes be at the expense of wellbeing or broader valuebased accomplishments, or simply accepting and completely being in the present moment. I am much more aware, conscious and critical of my behaviour as a coach after these experiences, with a deep felt duty of care for individuals and organisations and a desire to improve my skillset to offer the best possible support. That will inevitably involve being in spaces of not knowing, of just feeling, of being and not always doing. Where goals are not front and centre of day-to-day activity, nor top of the conversation with clients creates a potential and possibility in time and space that is truly exciting and liberating. I am filled with curiosity and excitement as to what will unfold and manifest without the full force of focus, vision, strategy or intent; without applying pure grit, determination and energy to complete a goal (such as this thesis!). Whilst I have recognised the knowing of myself as an individual who works well with goals, timelines, and the support of others, I fully recognise and appreciate this is not how everyone works. This greater understanding and exploration of thoughts and emotions, types and traits, along with a subsequent freedom from boxes and matrices, deliverables and definitions has brought a richness to my coaching that was not previously present and a desire to explore in more detail the many alternative approaches available to support the greater good.

The complexity with which our experience of the world, ourselves and the domains within which we operate is not slowing down, so the safe space that coaching can offer to process, synthesise and learn from experiences is a valuable, important and growing one. As well as still giving space to goals where needed, but also having the courage, self-awareness, and insight to know when goals are not needed but an empathetic ear is. I am proud of what I have accomplished during a difficult period, with covid, my Dad dying, a move to Spain, independently home schooling a 14-16 year old for two years whilst studying, along with the financial struggle of self-funding a doctorate – I have definitely felt the pressure and burden and I know this has influenced my writing and perspective, but I make no apology for that. Academic writing and research can feel restrictive and contrived at times, with some of the humanness and reality removed or sanitised. Perhaps that was partly due to the methodology I chose, and maybe an alternative, more qualitative research method including ethnography and

phenomenology, would give greater freedom and expression to share the world as it is, without the skew of science. I had hoped that this study would close the gap with some of the disparate research, literature and findings on thoughts, self-talk, coaching and emotions into a more cohesive set of findings and understanding. However, this was a challenge given the complexity of the topics, and the nature of the differing and shifting views on each topic, including my own. I did discover unexpected insights using QMethod that I would not have found with any other method and hope that this offers a stepping-stone to more research.

Regardless of the ups and downs, and the sometimes painful points in the journey on this Doctorate of Coaching and Mentoring - the gift of coaching is one I have had the privilege to receive for decades, and one which I take great pleasure in giving. I will continue to do so, more mindfully, with greater attention to the whole person, place and possibilities. With no goal other than to do good and benefit humankind as much as I can.

References

- Abe, J. A. A. (2015) 'Differential emotions theory as a theory of personality development', *Emotion Review*. SAGE Publications Ltd, 7(2), pp. 126–130. doi: 10.1177/1754073914554780/FORMAT/EPUB.
- Adolphs, R. and Andler, D. (2018) 'Investigating Emotions as Functional States Distinct From Feelings', *Emotion review : journal of the International Society for Research on Emotion*. NIH Public Access, 10(3), p. 191. doi: 10.1177/1754073918765662.
- Adriaanse, M. A. and ten Broeke, P. (2021) 'Beyond prevention: Regulating responses to self-regulation failure to avoid a set-back effect', *Applied Psychology: Health and Well-Being*. John Wiley & Sons, Ltd. doi: 10.1111/aphw.12302.
- Akhtar-Danesh, N., Baumann, A. and Cordingley, L. (2008) 'Q-methodology in nursing research: A promising method for the study of subjectivity', *Western Journal of Nursing Research*, 30(6), pp. 759–773. doi: 10.1177/0193945907312979.
- Alderson-Day, B. and Fernyhough, C. (2015) 'Inner speech: Development, cognitive functions, phenomenology, and neurobiology', *Psychological Bulletin*. US: American Psychological Association, 141(5), pp. 931–965. doi: 10.1037/bul0000021.
- Amanvermez, Y. *et al.* (2020) 'Stress management interventions for college students: A systematic review and meta-analysis', *Clinical Psychology: Science and Practice*. doi: 10.1111/cpsp.12342.
- Anderson, B. C. (2020) 'Critical Realism: A Framework to Understand Organizations'. Kwantlen Polytechnic University.

- Armstrong, D. M. (1973) *Belief Truth and Knowledge*. Cambridge: Cambridge University Press. doi: 10.1017/CBO9780511570827.
- Asmus, S. *et al.* (2015) ‘The Impact of Goal-setting on Worker Performance - Empirical Evidence from a Real-effort Production Experiment’, *Procedia CIRP*. Elsevier, 26, pp. 127–132. doi: 10.1016/J.PROCIR.2015.02.086.
- Ayduk, Ö. and Kross, E. (2008) ‘Enhancing the pace of recovery: self-distanced analysis of negative experiences reduces blood pressure reactivity’, *Psychological science*. Psychol Sci, 19(3), pp. 229–231. doi: 10.1111/J.1467-9280.2008.02073.X.
- Bachkirova, T. (2020) ‘Beautiful ideas that can make us ill: Implications for coaching’, *Philosophy of Coaching: An International Journal*. Philosophy of Coaching, 5(1), pp. 9–30. doi: 10.22316/poc/05.1.03.
- Bachkirova, T. and Cox, E. (2007) ‘Coaching with emotion in organisations: investigation of personal theories’, *Leadership & Organization Development Journal*, 28(7), pp. 600–612. doi: 10.1108/01437730710823860.
- Bagozzi, R. P. and Pieters, R. (2010) ‘Goal-directed Emotions’. doi: 10.1080/026999398379754.
- Bailey, D. G. (2020) *Mindfulness interventions in high-stress occupations: A systematic literature review of programs for stress reduction*, *Dissertation Abstracts International: Section B: The Sciences and Engineering*.
- Baker, W. E. (2019) ‘Emotional Energy, Relational Energy, and Organizational Energy: Toward a Multilevel Model’, *Annual Review of Organizational Psychology and Organizational Behavior*, pp. 373–395. doi: 10.1146/annurev-orgpsych-012218-015047.

Bandura, A. and Cervone, D. (1983) 'Self-evaluative and self-efficacy mechanisms governing the motivational effects of goal systems', *Journal of Personality and Social Psychology*, 45(5), pp. 1017–1028. doi: 10.1037/0022-3514.45.5.1017.

Barbara Tversky (2019) *Mind in Motion: How Action Shapes Thought*. Available at: https://books.google.com/books/about/Mind_in_Motion.html?id=8ax7DwAAQBAJ (Accessed: 8 February 2022).

Bardach, L. *et al.* (2020) 'Has achievement goal theory been right? A meta-analysis of the relation between goal structures and personal achievement goals', *Journal of Educational Psychology*, 112(6), pp. 1197–1220. doi: 10.1037/edu0000419.

Barrett, L. F. *et al.* (2001) 'Knowing what you're feeling and knowing what to do about it: Mapping the relation between emotion differentiation and emotion regulation', *Cognition and Emotion*, 15(6), pp. 713–724. doi: 10.1080/02699930143000239.

Barrett, L. F. (2017) 'The theory of constructed emotion: an active inference account of interoception and categorization', *Social cognitive and affective neuroscience*, 12(1), pp. 1–23. doi: 10.1093/scan/nsw154.

Barretta, J. (2020) *Primal Teams*. Available at: <https://learning.oreilly.com/library/view/primalteams/9780814434413/xhtml/Booktitle.html> (Accessed: 9 August 2022).

Bartlett, I. I., Boylan, J. E. and Hale, R. V (2014) 'Executive Coaching: An Integrative Literature Re-view', *Journal of Human Resource and Sustainability Studies*, 2, pp. 188–195. doi: 10.4236/jhrss.2014.24018.

Bartlett II, J. E., Boylan, R. V. and Hale, J. E. (2014) 'Executive Coaching: An Integrative Literature Review', *Journal of Human Resource and Sustainability Studies*, 02(04), pp. 188–195. doi: 10.4236/jhrss.2014.24018.

Bashatha, L., Page, | and Bashatah, L. (2014) *Saudi researchers' perspectives on the ethics of children's participation in research: an exploration using Q-methodology*, *Quest Journals Journal of Research in Humanities and Social Science*. Available at: www.questjournals.org (Accessed: 3 March 2022).

Baumeister, R. F. *et al.* (2007) 'No Title'. *Pers Soc Psychol Rev*, 11(2), pp. 167–203. doi: 10.1177/1088868307301033.

Baumeister, R. F. *et al.* (2013) 'Some key differences between a happy life and a meaningful life', *Journal of Positive Psychology*, 8(6), pp. 505–516. doi: 10.1080/17439760.2013.830764.

Bechara, A., Damasio, H. and Damasio, A. R. (2000) 'Emotion, decision making and the orbitofrontal cortex', *Cerebral Cortex*, 10(3), pp. 295–307. doi: 10.1093/cercor/10.3.295.

BECK, A. T. *et al.* (1961) 'An inventory for measuring depression.', *Archives of general psychiatry*. United States, 4, pp. 561–571. doi: 10.1001/archpsyc.1961.01710120031004.

Beck, H. (2012) *What is a Thought? How the Brain Creates New Ideas* | Henning Beck | *TEDxHHL - YouTube*. Available at: <https://www.youtube.com/watch?v=oJfFMoAgbv8> (Accessed: 8 February 2022).

Bell, E. and Bryman, A. (2007) 'The Ethics of Management Research: An Exploratory Content Analysis', *British Journal of Management*, 18, pp. 63–77. doi: 10.1111/j.14678551.2006.00487.x.

Bennis, W. and Nanus, B. (1985) *Leaders : The Strategies for Taking Charge*, Harper Collins. Available at:

https://www.betterworldbooks.com/product/detail/9780060152468?shipto=GB&curcode=GBP&gad=1&gclid=CjwKCAjwo7iiBhAEEiwAsIxQEWOZUkKvUoOry5qDzXgF8SMY_BMptJLaOE7gLNczi5rDPke00sVxoCVa4QAvD_BwE (Accessed: 1 May 2023).

Berger, F. (2014) 'Stress and your health: MedlinePlus Medical Encyclopedia', *MedlinePlus*. Available at: <https://medlineplus.gov/ency/article/003211.htm> (Accessed: 4 January 2023).

Bergner, R. M. (2020) 'What is personality? Two myths and a definition', *New Ideas in Psychology*. Pergamon, p. 100759. doi: 10.1016/j.newideapsych.2019.100759.

Bhaskar, R. (2013) *A realist theory of science, A Realist Theory of Science*. Taylor and Francis. doi: 10.4324/9780203090732.

Biswas-Diener, R. (2020) 'The practice of positive psychology coaching', <https://doi.org/10.1080/17439760.2020.1789705>. Routledge, 15(5), pp. 701–704. doi: 10.1080/17439760.2020.1789705.

Boniwell, I. and Ryan, L. (2021) 'Tangible Tools for Positive Psychology Coaching', in *Positive Psychology Coaching in the Workplace*. Springer, Cham, pp. 437–460. doi: 10.1007/978-3-030-79952-6_23.

Borges Machado, D. (2020) *Effects of COVID-19 on Anxiety, Depression and Other Mental Health Issues: A worldwide scope review*, *Research square*. doi: 10.21203/rs.3.rs-58186/v1.

Boyraz, G. and Lightsey, O. R. (2012a) 'Can Positive Thinking Help? Positive Automatic Thoughts as Moderators of the Stress-Meaning Relationship', *American Journal of Orthopsychiatry*, 82(2), pp. 267–277. doi: 10.1111/j.19390025.2012.01150.x.

Boyraz, G. and Lightsey, O. R. (2012b) 'Can Positive Thinking Help? Positive

Automatic Thoughts as Moderators of the Stress-Meaning Relationship’, *American Journal of Orthopsychiatry*, 82(2), pp. 267–277. doi: 10.1111/j.19390025.2012.01150.x.

Brackett, Marc, P. D. (2019) *Permission to feel: Unlocking the power of emotions*.

Brackett, M. A. *et al.* (2019) ‘RULER: A Theory-Driven, Systemic Approach to Social, Emotional, and Academic Learning’, *Educational Psychologist*. Routledge. doi: 10.1080/00461520.2019.1614447.

Braslow, M. D. *et al.* (2012) *Self-Doubt, Social and Personality Psychology Compass*. John Wiley & Sons, Ltd. Available at: <https://onlinelibrary.wiley.com/doi/full/10.1111/j.1751-9004.2012.00441.x> (Accessed: 26 July 2022).

Brooks, A. W. (2014) ‘Get excited: Reappraising pre-performance anxiety as excitement’, *Journal of Experimental Psychology: General*, 143(3), pp. 1144–1158. doi: 10.1037/a0035325.

Brown, B. (2021) *Atlas of the heart: Mapping meaningful connection and the language of human experience*. Available at: https://www.amazon.co.uk/dp/B09DTJM18Q/ref=dp-kindleredirect?_encoding=UTF8&btkr=1 (Accessed: 12 March 2022).

Brown, C. L. *et al.* (2020) ‘Coherence Between Subjective Experience and Physiology in Emotion: Individual Differences and Implications for Well-being’, *Emotion (Washington, D.C.)*. NIH Public Access, 20(5), p. 818. doi: 10.1037/EMO0000579.

Brown, M. (2004a) ‘Illuminating Patterns of Perception: An Overview of Q Methodology’. Available at: <http://www.sei.cmu.edu/publications/pubweb.html> (Accessed: 12 April 2022).

- Brown, M. (2004b) 'Illuminating Patterns of Perception: An Overview of Q Methodology', *Methodology*, (October), pp. 1–21. Available at: <http://www.sei.cmu.edu/publications/pubweb.html> (Accessed: 22 November 2022).
- Brown, N. J. L. (2017) 'An introduction to criticality for students of positive psychology', *The Routledge International Handbook of Critical Positive Psychology*. Routledge, pp. 173–192. doi: 10.4324/9781315659794-14.
- Brown, Nicholas J L, Sokal, A. D. and Friedman, H. L. (2013) 'The complex dynamics of wishful thinking: The critical positivity ratio.', *American Psychologist*. Sokal, Alan D.: Department of Physics, New York University, 4 Washington Place, New York, NY, US, 10003-6677, sokal@nyu.edu: American Psychological Association, pp. 801–813. doi: 10.1037/a0032850.
- Brown, Nicholas J.L., Sokal, A. D. and Friedman, H. L. (2013) 'The complex dynamics of wishful thinking: The critical positivity ratio', *American Psychologist*, 68(9), pp. 801–813. doi: 10.1037/a0032850.
- Brown, N. J. L., Sokal, A. D. and Friedman, H. L. (2014) 'Positive psychology and romantic scientism.', *American Psychologist*. Sokal, Alan D.: Department of Physics, New York University, 4 Washington Place, New York, NY, US, 10003, sokal@nyu.edu: American Psychological Association, pp. 636–637. doi: 10.1037/a0037390.
- Brown, S. R. (1996) 'Q Methodology and Qualitative Research', *Qualitative Health Research*. SAGE Publications Inc., 6(4), pp. 561–567. doi: 10.1177/104973239600600408.
- Brown, S. W. and Grant, A. M. (2010) 'From grow to group: Theoretical issues and a practical model for group coaching in organisations', *Coaching*, 3(1), pp. 30–45. doi: 10.1080/17521880903559697.

- Bruce McKeown and Thomas, D. B. (2013) *Q methodology*. doi: 10.4324/9780429423871-15.
- Bryant, F. B. and Jeff Baxter, W. (1997) 'The Structure of Positive and Negative Automatic Cognition', *Cognition and Emotion*. Psychology Press Ltd, 11(3), pp. 225–258. doi: 10.1080/026999397379908.
- Bülbül, A. (2020) 'The effect of self-talk on athletes', *African Educational Research Journal*, 8(3), pp. 640–648. doi: 10.30918/aerj.83.20.141.
- Burgess, E. and Haaga, D. A. F. (1994a) 'The positive automatic thoughts questionnaire (ATQ-P) and the automatic thoughts questionnaire-Revised (ATQ-RP): Equivalent measures of positive thinking?', *Cognitive Therapy and Research*. Kluwer Academic Publishers-Plenum Publishers, 18(1), pp. 15–23. doi: 10.1007/BF02359392.
- Burgess, E. and Haaga, D. A. F. (1994b) 'The positive automatic thoughts questionnaire (ATQ-P) and the automatic thoughts questionnaire-Revised (ATQ-RP): Equivalent measures of positive thinking?', *Cognitive Therapy and Research*, 18(1), pp. 15–23. doi: 10.1007/BF02359392.
- Butler, A. C. *et al.* (2006) 'The empirical status of cognitive-behavioral therapy: A review of meta-analyses', *Clinical Psychology Review*. Elsevier Inc., 26(1), pp. 17–31. doi: 10.1016/j.cpr.2005.07.003.
- Cain, S. (2013) *Quiet : the power of introverts in a world that can't stop talking*.
- Calvo, M. G. and Eysenck, M. W. (1992) 'Anxiety and Performance: The Processing Efficiency Theory', *Cognition and Emotion*. Taylor & Francis Group, 6(6), pp. 409–434. doi: 10.1080/02699939208409696.

Cambridge Dictionary (2020) ‘Cambridge dictionary: English dictionary, translations & thesaurus’, *Cambridge University Press*. Available at: <https://dictionary.cambridge.org/> (Accessed: 3 May 2023).

Campbell-Sills, L. *et al.* (2006) ‘Effects of suppression and acceptance on emotional responses of individuals with anxiety and mood disorders’, *Behaviour Research and Therapy*. Pergamon, 44(9), pp. 1251–1263. doi: 10.1016/j.brat.2005.10.001.

Campone, F. *et al.* (2022) *Coaching Supervision: Voices from the Americas*. Available at: https://books.google.es/books?hl=en&lr=&id=gmWFEAAAQBAJ&oi=fnd&pg=PT68&ots=eBY6e5Z4Ag&sig=PhrSC8pu93K-8m2vj8LYh75Wa_4#v=onepage&q&f=false (Accessed: 13 January 2023).

Carsky, M. and Yeomans, F. (2012) ‘Overwhelming patients and overwhelmed therapists’, *Psychodynamic Psychiatry*. Guilford, 40(1), pp. 75–90. doi: 10.1521/pdps.2012.40.1.75.

Carter, A. *et al.* (2017) ‘Perspectives on effective coaching by those who have been coached’, *International Journal of Training and Development*. Wiley-Blackwell, 21(2), pp. 73–91. doi: 10.1111/ijtd.12098.

Carver, C. S. and Scheier, M. F. (2000) ‘On the Structure of Behavioral SelfRegulation’, in *Handbook of Self-Regulation*, pp. 41–84. doi: 10.1016/b978012109890-2/50032-9.

Carver, C. S. and Scheier, M. F. (2004) ‘Optimism, pessimism, and self-regulation.’, *Optimism & pessimism: Implications for theory, research, and practice*. American Psychological Association, pp. 31–51. doi: 10.1037/10385-002.

Ceri Sims (2017) ‘Second Wave Positive Psychology Coaching with difficult emotions:

Introducing the mnemonic of “TEARS HOPE””, *The Coaching Psychologist*, 13(2), pp. 66–79. Available at:

https://www.researchgate.net/publication/330535050_Second_Wave_Positive_Psychology_Coaching_with_difficult_emotions_Introducing_the_mnemonic_of_'TEARS_HOPE' (Accessed: 16 December 2021).

Chapman, B. P. *et al.* (2013) ‘Emotion suppression and mortality risk over a 12-year follow-up’, *Journal of Psychosomatic Research*, 75(4), pp. 381–385. doi: 10.1016/j.jpsychores.2013.07.014.

Chiffi, D. and Zanotti, R. (2017) ‘Knowledge and belief in placebo effect’, *Journal of Medicine and Philosophy (United Kingdom)*, pp. 70–85. doi: 10.1093/jmp/jhw033.

Churrua, K. *et al.* (2021) ‘A scoping review of Q-methodology in healthcare research’, *BMC Medical Research Methodology*, 21(1), p. 125. doi: 10.1186/s12874-021-01309-7.

Ciarrochi, J., Forgas, J. P. and Mayer, J. D. (2006) *Emotional intelligence in everyday life*. New York : Psychology Press,.

Claro, S. and Loeb, S. (2017) *New evidence that students’ beliefs about their brains drive learning*, *Evidence Speaks Reports*.

Clifton, J. (2021) *The Next Global Pandemic: Mental Health*, Gallup. Available at: <https://www.gallup.com/workplace/357710/next-global-pandemic-mental-health.aspx> (Accessed: 16 January 2023).

Clore, G. L., Schiller, A. J. and Shaked, A. (2018) ‘Affect and cognition: three principles’, *Current Opinion in Behavioral Sciences*, pp. 78–82. doi: 10.1016/j.cobeha.2017.11.010.

Cochran, W. and Tesser, A. (1996) 'The "what the hell" effect: Some effects of goal proximity and goal framing on performance', *Striving and feeling: Interactions among goals, affect, and self-regulation*, (000710), pp. 99–120. Available at: <https://abcwest.cogs.indiana.edu/pmwiki/CAFE/1996 - Cochran & Tesser - The %27what the hell%27 effect.pdf> (Accessed: 17 December 2021).

Coghlan, D. and Brydon-Miller, M. (2014) *The SAGE Encyclopedia of Action Research*, *The SAGE Encyclopedia of Action Research*. doi: 10.4135/9781446294406.

Collins (2015) *Collins English dictionary*. Available at: <https://www.collinsdictionary.com/dictionary/english/thought> (Accessed: 17 December 2022).

Condon, B. B. (2014) 'The Living Experience of Feeling Overwhelmed: A Parse Research Study', *Nursing Science Quarterly*, 27(3), pp. 216–225. Available at: <http://www.ncbi.nlm.nih.gov/pubmed/24951523> (Accessed: 11 August 2022).

Conway, A. M. *et al.* (2013) 'The broaden-and-build theory of positive emotions: Form, function, and mechanisms.', *The Oxford handbook of happiness.*, (March), pp. 17–34. Available at: <http://ebookcentral.proquest.com> (Accessed: 25 February 2022).

Cox, E. (2016) 'Working with emotions in coaching', in *Bachkirova, T., Spence, G., & Drake, D. (Eds.). The sage handbook of coaching*, pp. 272–290. Available at: https://www.researchgate.net/publication/332016637_Working_with_Emotions_in_Coaching (Accessed: 17 December 2022).

Cox, E. and Bachkirova, T. (2007) *Coaching with emotion: How coaches deal with difficult emotional situations*. Available at: <https://www.researchgate.net/publication/238769804> (Accessed: 17 December 2018).

- Cox, E., Bachkirova, T. and Clutterbuck, D. (2014) 'Theoretical Traditions and Coaching Genres: Mapping the Territory', *Advances in Developing Human Resources*, 16(2), pp. 139–160. doi: 10.1177/1523422313520194.
- Cox, E., Bachkirova, T. and Clutterbuck, D. (2018) *The Complete Handbook of Coaching*. SAGE.
- Cox, E. and Jackson, P. (2010) *Developmental coaching. Working with the self, The complete handbook of coaching*. Open University Press. Available at: https://books.google.es/books?hl=en&lr&id=g3S41RafY_QC&oi=fnd&pg=PP1&dq=tiana+bachkirova+multiple+selves&ots=0yZMQ_IgHf&sig=4iU9cgcwBLgGuz8FDueo knkRWZQ&pli=1#v=onepage&q= multiple selves&f=false (Accessed: 8 November 2021).
- Cremona, K. (2010) 'Coaching and emotions: An exploration of how coaches engage and think about emotion', *Coaching*. Taylor & Francis Group, 3(1), pp. 46–59. doi: 10.1080/17521880903580073.
- Creswel, J. W. (2009) *Qualitative, quantitative, and mixed methods approaches. Research Design Qualitative Quantitative and Mixed Methods Approaches, Research Design*. Available at: http://www.drbramedkarcollege.ac.in/sites/default/files/Research-Design_QualitativeQuantitative-and-Mixed-Methods-Approaches.pdf (Accessed: 6 July 2021).
- Crum, A. J. *et al.* (2017) 'The role of stress mindset in shaping cognitive, emotional, and physiological responses to challenging and threatening stress', *Anxiety, Stress and Coping*. Routledge, 30(4), pp. 379–395. doi: 10.1080/10615806.2016.1275585.
- Crum, A. J., Jamieson, J. P. and Akinola, M. (2020) 'Optimizing stress: An integrated intervention for regulating stress responses', *Emotion (Washington, D.C.)*, 20(1), pp.

120–125. doi: 10.1037/emo0000670.

Crum, A. J., Salovey, P. and Achor, S. (2013) ‘Rethinking stress: The role of mindsets in determining the stress response’, *Journal of Personality and Social Psychology*, 104(4), pp. 716–733. doi: 10.1037/a0031201.

Crum, A. and Lyddy, C. (2014) ‘De-Stressing Stress: The Power of Mindsets and the Art of Stressing Mindfully’, in *The Wiley Blackwell Handbook of Mindfulness*, pp. 948–963. doi: 10.1002/9781118294895.ch49.

Damasio, A. (1999) ‘The Feeling of What Happens: Body and Emotion in the Making of Consciousness’, *The Journal of Speculative Philosophy*. The Pennsylvania State University Press, 15(4), pp. 323–326. doi: 10.1353/JSP.2001.0038.

Damasio, A. (2021) ‘Feeling & knowing: Making minds conscious’, *Cognitive Neuroscience*, pp. 65–66. doi: 10.1080/17588928.2020.1846027.

Damasio, A. and Damasio, H. (2022) ‘Feelings Are the Source of Consciousness’, *Neural Computation*, pp. 1–10. doi: 10.1162/neco_a_01521.

Damasio, A. R. (1997) ‘Thinking and Feeling’, *Scientific American*, pp. 140–141 (2 pages). doi: 10.1001/jama.1964.03060250080031.

Damasio, A. R. (2012) ‘William James and the modern neurobiology of emotion’, in *Emotion, Evolution, and Rationality*. Oxford University Press. doi: 10.1093/acprof:oso/9780198528975.003.0001.

Damio, S. M. (2016a) ‘Q Methodology: An Overview and Steps to Implementation.’, *Asian Journal of University Education*, 12(1), pp. 105–122.

Damio, S. M. (2016b) ‘Q Methodology: An Overview and Steps to Implementation.’,

- Asian Journal of University Education*, 12(1), pp. 105–122. Available at: <https://files.eric.ed.gov/fulltext/EJ1207820.pdf> (Accessed: 22 November 2022).
- Danielson, S. (2009a) ‘Q Method and Surveys: Three Ways to Combine Q and R’. doi: 10.1177/1525822X09332082.
- Danielson, S. (2009b) *Using Q Method to Reveal Social Perspectives in Environmental Research*, *researchgate.net*. Available at: www.seri-us.org (Accessed: 2 August 2020).
- Darwin, C. and Darwin, F. (1890) *The expression of the emotions in man and animals*, *The Expression of the Emotions in Man and Animals*. doi: 10.1017/CBO9780511694110.
- David, S. (2013) ‘Emotional Agility: Get Unstuck, Embrace Change, and Thrive in Work and Life’, *Journal of Chemical Information and Modeling*. Available at: www.susandavid.com (Accessed: 14 January 2023).
- David, S. *et al.* (2014) *Goal orientation in coaching differs according to region, experience, and education*, *International Journal of Evidence Based Coaching and Mentoring*. Available at: <http://business.brookes.ac.uk/ijebcm> (Accessed: 16 June 2021).
- David, S. A., Clutterbuck, D. and Megginson, D. (2016) *Beyond goals: Effective strategies for coaching and mentoring*, *Beyond Goals: Effective Strategies for Coaching and Mentoring*. Gower Publishing Limited. doi: 10.4324/9781315569208.
- Davies, B. B. and Hodge, I. D. (2012) ‘Shifting environmental perspectives in agriculture: Repeated Q analysis and the stability of preference structures’, *Ecological Economics*, 83, pp. 51–57. doi: 10.1016/j.ecolecon.2012.08.013.
- Deardorff, P. A., Hopkins, L. R. and Finch, A. J. (2016) ‘Automatic Thoughts Questionnaire: A Reliability and Validity Study’,

<http://dx.doi.org/10.2466/pr0.1984.55.3.708>. SAGE PublicationsSage CA: Los Angeles, CA, 55(3), pp. 708–710. doi: 10.2466/PR0.1984.55.3.708.

Deci, E. L. and Ryan, R. M. (1985) ‘Intrinsic Motivation and Self-Determination in Human Behavior’, *Intrinsic Motivation and Self-Determination in Human Behavior*. Springer US. doi: 10.1007/978-1-4899-2271-7.

Delgado-García, J. B., Rodríguez-Escudero, A. I. and Martín-Cruz, N. (2012) ‘Influence of Affective Traits on Entrepreneur’s Goals and Satisfaction’, *Journal of Small Business Management*, 50(3), pp. 408–428. doi: 10.1111/j.1540-627X.2012.00359.x.

Dennis, K. E. (1986) ‘Q methodology: relevance and application to nursing research.’, *ANS. Advances in nursing science*, 8(3), pp. 6–17. doi: 10.1097/00012272-19860400000003.

Dickens, Y. L., Raalte, J. Van and Hurlburt, R. T. (2018) ‘On investigating self-talk: A descriptive experience sampling study of inner experience during golf performance’, *Sport Psychologist*, 32(1), pp. 66–73. doi: 10.1123/tsp.2016-0073.

Diener, E., Oishi, S. and Lucas, R. E. (2003) ‘Personality, Culture, and Subjective Wellbeing: Emotional and Cognitive Evaluations of Life’, *Annual Review of Psychology*, pp. 403–425. doi: 10.1146/annurev.psych.54.101601.145056.

Diener, E., Thapa, S. and Tay, L. (2020) ‘Positive Emotions at Work’, <https://doi.org/10.1146/annurev-orgpsych-012119-044908>. Annual Reviews , 7, pp. 451–477. doi: 10.1146/ANNUREV-ORGPSYCH-012119-044908.

Dispenza, J. (2014) ‘You Are the Placebo: Making Your Mind Matter’, p. 392. Available at: <http://www.youaretheplacebo.com/>.

Dolcos, S. and Albarracin, D. (2014a) ‘The inner speech of behavioral regulation:

- Intentions and task performance strengthen when you talk to yourself as a You', *European Journal of Social Psychology*, 44(6), pp. 636–642. doi: 10.1002/ejsp.2048.
- Dolcos, S. and Albarracin, D. (2014b) 'The inner speech of behavioral regulation: Intentions and task performance strengthen when you talk to yourself as a You', *European Journal of Social Psychology*, 44(6), pp. 636–642. doi: 10.1002/ejsp.2048.
- Doody, J. A. and Immerwahr, J. (1983) 'The Persistence of the Four Temperaments', *Soundings: An Interdisciplinary Journal*, Fall, 66(3), pp. 338–359. Available at: https://www.jstor.org/stable/pdf/41178265.pdf?casa_token=27-_xrDReT0AAAAA:n3UUsK7itTWRs-BbB2PlxDaz53Wy-XpiwqQPkRFf4AalhV2thnDsAuzAVEvGtLRyp8Y16_CtCEcx2pul8xgOWYNmFTsNoF6x2HJ8k89-YQD3jPeQS84Zqw (Accessed: 2 August 2022).
- Drucker, P. F. (Peter F. (1954) *The practice of management*. 1st ed. New York: Harper & Row.
- Dryden, W. (2017) *Very brief cognitive behavioural coaching (VBCBC)*, *Very Brief Cognitive Behavioural Coaching (VBCBC)*. Taylor and Francis. doi: 10.4324/9781315272405.
- Dukes, D. *et al.* (2021) 'The rise of affectivism', 5(7), pp. 816–820. doi: 10.1038/s41562-021-01130-8.
- Dweck, C. S. and Yeager, D. S. (2019) 'Mindsets: A View From Two Eras', *Perspectives on psychological science : a journal of the Association for Psychological Science*. NIH Public Access, 14(3), p. 481. doi: 10.1177/1745691618804166.
- E. Price, R. (2020) 'Goal-setting in coaching', in *The Coaches' Handbook*. Routledge, pp. 79–91. doi: 10.4324/9781003089889-11.

Easterbrook, M. J., Harris, P. R. and Sherman, D. K. (2021) 'Self-affirmation theory in educational contexts', *Journal of Social Issues*. John Wiley & Sons, Ltd, 77(3), pp. 683–701. doi: 10.1111/JOSI.12459.

Eccles, J. S. and Wigfield, A. (2002) 'Motivational Beliefs, Values, and Goals', *Annual Review of Psychology*. Annual Reviews, 53(1), pp. 109–132. doi: 10.1146/annurev.psych.53.100901.135153.

Edgerton, N. and Palmer, S. (2005) 'SPACE: A psychological model for use within cognitive behavioural coaching, therapy and stress management', *The Coaching Psychologist*, 1(2), pp. 25–33. Available at: <https://www.researchgate.net/publication/322509343>.

Eger, R. J. *et al.* (2015) 'Coaching Pioneers : coaching Pioneers : Laura Whitworth and Thomas Leonard', *Harvard business review*, 5(5), pp. 109–124. doi: 10.5502/ijw.v5i2.7.

Ehrlich, C. (2012) 'Be careful what you wish for but also why you wish for it - Goalstriving reasons and subjective well-being', *Journal of Positive Psychology*, 7(6), pp. 493–503. doi: 10.1080/17439760.2012.721382.

Ekman, P. (2016) 'What Scientists Who Study Emotion Agree About', *Perspectives on Psychological Science*, 11(1), pp. 31–34. doi: 10.1177/1745691615596992.

Ellingsen, I. T., Størksen, I. and Stephens, P. (2010) 'Q methodology in social work research', *International Journal of Social Research Methodology*, 13(5), pp. 395–409. doi: 10.1080/13645570903368286.

Embree, J. L. *et al.* (2022) 'Reading a Q Methodology Research Article', *Journal of Continuing Education in Nursing*. Slack Incorporated, 53(1), pp. 10–12. doi:

10.3928/00220124-20211210-05.

Emmons, R. A. (2003) 'Acts of gratitude in organizations', *Positive Organizational Scholarship*, pp. 81–93. Available at:
[https://www.scirp.org/\(S\(lz5mqp453edsnp55rrgjt55\)\)/reference/referencespapers.aspx?referenceid=671911](https://www.scirp.org/(S(lz5mqp453edsnp55rrgjt55))/reference/referencespapers.aspx?referenceid=671911) (Accessed: 30 November 2022).

Emmons, R. A. and Crumpler, C. A. (2000) 'Gratitude as a human strength: Appraising the evidence', *Journal of Social and Clinical Psychology*. Guilford Publications Inc., 19(1), pp. 56–69. doi: 10.1521/jscp.2000.19.1.56.

de Estevan-Ubeda, N. (2018) 'Development insights: The learning journeys of highly experienced coach supervisors', *International Journal of Evidence Based Coaching and Mentoring*. Oxford Brookes University, (Specialissue12), pp. 123–137. doi: 10.24384/000537.

Exel, J. Van and Graaf, G. de (2005) 'Q methodology : A sneak preview', *Social Sciences*, 2(March), pp. 1–30. Available at:
<http://reserves.library.kent.edu/courseindex.asp>; (Accessed: 27 July 2020).

Eysenck, H. J. (1946) *The Measurement of Personality*. SAGE Publications.

Fanselow, M. S. (2018) 'Emotion, motivation and function', *Current Opinion in Behavioral Sciences*. Elsevier, pp. 105–109. doi: 10.1016/j.cobeha.2017.12.013.

Fehr, B. and Russell, J. A. (1984) 'Concept of emotion viewed from a prototype perspective', *Journal of Experimental Psychology: General*. American Psychological Association, Inc, 113(3), pp. 464–486. doi: 10.1037/0096-3445.113.3.464.

Feldman Barrett, L. (2017) 'How emotions are made : the secret life of the brain', *How emotions are made : the secret life of the brain*. Available at:

<https://www.pdfdrive.com/how-emotions-are-made-the-secret-life-of-the-braine176117831.html> (Accessed: 1 January 2023).

Feldman, L. A. (1995) 'Variations in the Circumplex Structure of Mood', *Personality and Social Psychology Bulletin*. SAGE Publications, 21(8), pp. 806–817. doi: 10.1177/0146167295218003.

Fernández-Berrocal, P. *et al.* (2017) 'Gratitude in Organizations: A Contribution for Healthy Organizational Contexts', *Front. Psychol*, 8, p. 2025. doi: 10.3389/fpsyg.2017.02025.

Fishbach, A. and Choi, J. (2012) 'When thinking about goals undermines goal pursuit', *Organizational Behavior and Human Decision Processes*, 118(2), pp. 99–107. doi: 10.1016/j.obhdp.2012.02.003.

Ford, B. Q. *et al.* (2015) 'Culture shapes whether the pursuit of happiness predicts higher or lower well-being', *Journal of Experimental Psychology: General*, 144(6), pp. 1053–1062. doi: 10.1037/xge0000108.

Ford, B. Q. *et al.* (2018) 'The psychological health benefits of accepting negative emotions and thoughts: Laboratory, diary, and longitudinal evidence', *Journal of Personality and Social Psychology*, 115(6), pp. 1075–1092. doi: 10.1037/pspp0000157.

Ford, B. Q. and Gross, J. J. (2019) 'Why Beliefs About Emotion Matter: An Emotion Regulation Perspective', *Current Directions in Psychological Science*, 28(1), pp. 74–81. doi: 10.1177/0963721418806697.

Forgas, J. P. (2008) 'Affect and Cognition', <https://doi.org/10.1111/j.1745-6916.2008.00067.x>. SAGE PublicationsSage CA: Los Angeles, CA, 3(2), pp. 94–101. doi: 10.1111/J.1745-6916.2008.00067.X.

Fosha, D., Siegel, D. J. and Solomon, M. F. (2009) *The healing power of emotion :affective neuroscience, development, and clinical practice, The Norton series on interpersonal neurobiology.*

Fowler, J. H. and Christakis, N. A. (2009) ‘Dynamic spread of happiness in a large social network: Longitudinal analysis over 20 years in the Framingham Heart Study’, *BMJ (Online)*. British Medical Journal Publishing Group, 338(7685), pp. 23–26. doi: 10.1136/bmj.a2338.

Fredrickson, B. (2011) *Positivity: Groundbreaking Research to Release Your Inner Optimist and Thrive*. Available at:

https://books.google.es/books?hl=en&lr=&id=1B9DwAAQBAJ&oi=fnd&pg=PT8&dq=groundbreaking+research+paper+in+thoughts+become+things+&ots=91jm-7C2jg&sig=Ibz8OpSRmk8PrmU8tc2g18Hs8_Q&redir_esc=y#v=onepage&q&f=false
(Accessed: 15 December 2021).

Fredrickson, B. L. (1998) ‘What good are positive emotions?’, *Review of General Psychology*, 2(3), pp. 300–319. doi: 10.1037/1089-2680.2.3.300.

Fredrickson, B. L. (2001) ‘The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions’, *American Psychologist*, 56(3), pp. 218–226. doi: 10.1037/0003-066X.56.3.218.

Fredrickson, B. L. (2004) ‘The broaden-and-build theory of positive emotions’, in *Philosophical Transactions of the Royal Society B: Biological Sciences*, pp. 1367–1377. doi: 10.1098/rstb.2004.1512.

Fredrickson, B. L. (2013) ‘Updated thinking on positivity ratios.’, *American Psychologist*. Fredrickson, Barbara L.: Department of Psychology, Davie Hall, University of North Carolina at Chapel Hill, CB 3270, Chapel Hill, NC, US, 27599-

3270, blf@unc.edu: American Psychological Association, pp. 814–822. doi:
10.1037/a0033584.

Fredrickson, B. L. and Branigan, C. (2005) ‘Positive emotions broaden the scope of attention and thought-action repertoires’, *Cognition and Emotion*. NIH Public Access, 19(3), pp. 313–332. doi: 10.1080/02699930441000238.

Fredrickson, B. L. and Losada, M. F. (2005) ‘Positive affect and the complex dynamics of human flourishing’, *American Psychologist*. NIH Public Access, pp. 678–686. doi: 10.1037/0003-066X.60.7.678.

Freeman, M. (2022) ‘The World Mental Health Report: transforming mental health for all’, *World Psychiatry*, pp. 391–392. doi: 10.1002/wps.21018.

Freund, A. M. and Ebner, N. C. (2005) ‘The aging self: Shifting from promoting gains to balancing losses’, in *The adaptive self: Personal continuity and intentional selfdevelopment*, pp. 185–202. Available at:
https://www.researchgate.net/publication/283604943_The_aging_self_Shifting_from_promoting_gains_to_balancing_losses (Accessed: 31 December 2021).

Frijda, N. H. and Mesquita, B. (1998) ‘The Analysis of Emotions’, in *What Develops in Emotional Development?* Springer, Boston, MA, pp. 273–295. doi: 10.1007/978-14899-1939-7_11.

Fromm, E. (2020) ‘Human Motivation’, in *Beyond the Chains of Illusion*. doi:
10.5040/9781501334511.0009.

Furnham, A. (1996) ‘The big five versus the big four: the relationship between the Myers-Briggs Type Indicator (MBTI) and NEO-PI five factor model of personality’, *Personality and Individual Differences*, 21(2), pp. 303–307. doi:
10.1016/01918869(96)00033-5.

Gallup Inc. (2021) *Gallup Global Emotions 2021*.

Gallwey, W. T. (1974) 'The Inner Game of Tennis'.

Geurts, B. (2018) 'Making Sense of Self Talk', *Review of Philosophy and Psychology*, 9(2), pp. 271–285. doi: 10.1007/s13164-017-0375-y.

Gilbert, P. and Choden (2014) 'Mindful compassion: How the science of compassion can help you understand your emotions, live in the present, and connect deeply with others.', *Mindful compassion: How the science of compassion can help you understand your emotions, live in the present, and connect deeply with others*. New Harbinger

Publications. Available at:

<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc11&NEWS=N&AN=2014-20386-000>.

Giraldez-Hayes, A. (2021) 'Different domains or grey areas? Setting boundaries between coaching and therapy: A thematic analysis.', *Coaching Psychologist*, 17(2), pp. 18–29. Available at:

<https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=153779485&site=eds-live> (Accessed: 22 August 2022).

Godwin, J. L. and Hershelman, S. M. (2021) 'Utilizing self-leadership to enhance gratitude thought patterns', *Administrative Sciences*, 11(2). doi: 10.3390/admsci11020040.

Goetz, T. *et al.* (2016) 'Intraindividual relations between achievement goals and discrete achievement emotions: An experience sampling approach', *Learning and Instruction*, 41, pp. 115–125. doi: 10.1016/j.learninstruc.2015.10.007.

Graham, A. (2010) 'Excellence in coaching. The Industry Guide', in *Excellence in Coaching: The Industry Guide (Google eBook)*, pp. 83–93. Available at:

https://books.google.es/books?hl=en&lr=&id=fH1IZrI9HzQC&oi=fnd&pg=PA91&dq=coachee+thought&ots=ty4wA8g_jk&sig=4FH_qmB135eRki8qIXIPcnK6kxc&redir_esc=y#v=onepage&q=coachee thought&f=false (Accessed: 15 December 2021).

Grant, A. (2001) 'Towards a psychology of coaching', in. Available at:
<https://www.researchgate.net/publication/228598134>.

Grant, A. (2006) 'An Integrative Goal-Focused Approach to Executive Coaching', *Evidenced Based Coaching Handbook*, 7(2), pp. 153–192. Available at:
https://www.researchgate.net/publication/237105534_An_Integrative_GoalFocused_Approach_to_Executive_Coaching (Accessed: 17 December 2021).

Grant, A. and Connor, S. O. (2019) 'A brief primer for those new to coaching research and evidence-based practice', *The Coaching Psychologist*, 15(June). Available at:
<https://www.researchgate.net/publication/333162365> (Accessed: 4 June 2020).

Grant, A. M. (2001) *Towards a psychology of coaching: The impact of coaching on metacognition, mental health and goal attainment*, *Psychology*. For full text:
http://www.psych.usyd.edu.au/coach/AMG_PhD_2001.pdf.

Grant, A. M. (2003) 'THE IMPACT OF LIFE COACHING ON GOAL ATTAINMENT, METACOGNITION AND MENTAL HEALTH', 31(3), pp. 253–264.
doi: 10.2224/sbp.2003.31.3.253.

Grant, A. M. (2011) 'Is it time to REGROW the GROW model? Issues related to teaching coaching session structure', *Coaching Psychologist*, 7(2), pp. 118–126.
Available at: <https://psycnet.apa.org/record/2011-30363-004> (Accessed: 14 October 2022).

Grant, A. M. (2012) 'An integrated model of goal-focused coaching : An evidencebased framework for teaching and practice', *International Coaching Psychology Review* •, 7(2), pp. 146–165. Available at: <http://web.a.ebscohost.com/oxfordbrookes.idm.oclc.org/ehost/pdfviewer/pdfviewer?vid=1&sid=64f63216-bbad-45b1-87ee-bbc822cee926%40sdc-v-sessmgr03> (Accessed: 16 April 2021).

Grant, A. M. (2016) 'New perspectives on goal setting in coaching practice: An integrated model of goal-focused coaching', in Clutterbuck, D., David, S., and Megginson, D. (eds) *Beyond Goals: Effective Strategies for Coaching and Mentoring*. Routledge, pp. 55–84. doi: 10.4324/9781315569208.

Grant, A. M. (2020) 'A Languishing–Flourishing Model of Goal Striving and Mental Health for Coaching Populations', in *Coaching Researched*. John Wiley & Sons, Ltd, pp. 65–82. doi: 10.1002/9781119656913.ch4.

Grant, A. M. and Cavanagh, M. J. (2011) 'Coaching and Positive Psychology', in *Designing Positive Psychology: Taking Stock and Moving Forward*. doi: 10.1093/acprof:oso/9780195373585.003.0019.

Grant, A. M. and Gerrard, B. (2020) 'Comparing problem-focused, solution-focused and combined problem-focused/solution-focused coaching approach: solution-focused coaching questions mitigate the negative impact of dysfunctional attitudes', *Coaching*. Taylor & Francis, 13(1), pp. 61–77. doi: 10.1080/17521882.2019.1599030.

Grant, A. M. and Gino, F. (2010) 'A Little Thanks Goes a Long Way: Explaining Why Gratitude Expressions Motivate Prosocial Behavior', *Journal of Personality and Social Psychology*, 98(6), pp. 946–955. doi: 10.1037/a0017935.

Grant, A. M. and O'Connor, S. (2022) 'Goals in Coaching Practice', *International Handbook of Evidence-Based Coaching*. Springer, Cham, pp. 391–406. doi:

10.1007/978-3-030-81938-5_32.

Grant, A. M. and O'Connor, S. A. (2018) 'Broadening and building solution-focused coaching: feeling good is not enough', *Coaching*, 11(2), pp. 165–185. doi: 10.1080/17521882.2018.1489868.

Gray, J. S., Ozer, D. J. and Rosenthal, R. (2017) 'Goal conflict and psychological wellbeing: A meta-analysis', *Journal of Research in Personality*. Academic Press, 66, pp. 27–37. doi: 10.1016/J.JRP.2016.12.003.

Green, L. S. and Grant, A. M. (2006) 'Cognitive-behavioral, solution-focused life coaching: Enhancing goal striving, well-being, and hope', *Journal of Positive Psychology*. Routledge, 1(3), pp. 142–149. doi: 10.1080/17439760600619849.

Green, S. and Palmer, S. (2018) 'Positive psychology coaching', in *Positive Psychology Coaching in Practice*, pp. 1–15. doi: 10.4324/9781315716169-1.

Gross, E. (1969) 'The Definition of Organizational Goals', *The British Journal of Sociology*. JSTOR, 20(3), p. 277. doi: 10.2307/588953.

Grover, S. and Furnham, A. (2016) 'Coaching as a developmental intervention in organisations: A systematic review of its effectiveness and the mechanisms underlying It', *PLoS ONE*. Public Library of Science. doi: 10.1371/journal.pone.0159137.

Hackfort, D. and Spielberger, C. D. (2021) 'Sport-Related anxiety: Current trends in theory and research', *Anxiety In Sports: An International Perspective*. Taylor and Francis, pp. 261–267. doi: 10.4324/9781315781594-21/SPORT-RELATED-ANXIETY-CURRENT-TRENDS-THEORY-RESEARCH-DIETER-HACKFORTCHARLES-SPIELBERGER.

Hall-Harris, E. (2020) 'Healing from the INSIDE OUT: Increasing awareness of the emotional causes of physical and mental diseases.', *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 81(2-A), p. No-Specified. Available at: <https://search.proquest.com/openview/1afd466fa1fd9792b7b36bc2298effd6/1?pqorigsite=gscholar&cbl=18750&diss=y> (Accessed: 22 August 2020).

Hamilton, D. (2008) *How Your Mind Can Heal Your Body*.

Hardy, J. (2006) 'Speaking clearly: A critical review of the self-talk literature', *Psychology of Sport and Exercise*. Elsevier BV, 7(1), pp. 81–97. doi: 10.1016/j.psychsport.2005.04.002.

Hardy, J., Hall, C. R. and Alexander, M. R. (2001) 'Exploring self-talk and affective states in sport', *Journal of Sports Sciences*, 19, pp. 469–475. doi: 10.1080/026404101750238926.

Hardy, J., Roberts, R. and Hardy, L. (2009a) 'Awareness and motivation to change negative self-talk', *Sport Psychologist*, 23(4), pp. 435–450. doi: 10.1123/tsp.23.4.435.

Hardy, J., Roberts, R. and Hardy, L. (2009b) 'Awareness and motivation to change negative self-talk', *Sport Psychologist*, 23(4), pp. 435–450. doi: 10.1123/tsp.23.4.435.

Hardy, J., Roberts, R. and Hardy, L. (2009c) 'Awareness and motivation to change negative self-talk', *Sport Psychologist*, 23(4), pp. 435–450. doi: 10.1123/tsp.23.4.435.

Hawkins, D. R. (2002) *Power vs. force : the hidden determinants of human behavior*. Available at: https://www.amazon.co.uk/Power-vs-Force-David-Hawkinsebook/dp/B00EJBABS2/ref=sr_1_1?crid=36X2MKW7AF9C&keywords=power+vs+force&qid=1651296304&s=digital-text&srefix=power+vs+for%2Cdigitaltext%2C321&sr=1-1 (Accessed: 30 April 2022).

Hawkins, D. R. (2020) *The Map of Consciousness Explained: A proven energy scale to actualize your ultimate potential*. Available at:

https://www.amazon.co.uk/dp/B0847833Y7?ref=KC_GS_GB_GB (Accessed: 30 April 2022).

Hawkins, R. M. *et al.* (2020) ‘The effects of goal types on psychological outcomes in active and insufficiently active adults in a walking task: Further evidence for open goals’, *Psychology of Sport and Exercise*. Elsevier Ltd, 48, p. 101661. doi: 10.1016/j.psychsport.2020.101661.

Henrich, J., Heine, S. J. and Norenzayan, A. (2010) ‘The weirdest people in the world?’, *The Behavioral and brain sciences*. England, 33(2–3), pp. 61–135. doi: 10.1017/S0140525X0999152X.

Herrington, N. and Coogan, J. (2011) ‘Q methodology: an overview’, *undefined*.

Hill, R. J., Fishbein, M. and Ajzen, I. (1977) ‘Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research.’, *Contemporary Sociology*, 6(2), p. 244. doi: 10.2307/2065853.

van der Hoek, M., Groeneveld, S. and Kuipers, B. (2018) ‘Goal Setting in Teams: Goal Clarity and Team Performance in the Public Sector’, *Review of Public Personnel Administration*. *Rev Public Pers Adm*, 38(4), pp. 472–493. doi: 10.1177/0734371X16682815.

Hofmann, W. *et al.* (2012) ‘Everyday temptations: An experience sampling study of desire, conflict, and self-control’, *Journal of Personality and Social Psychology*, 102(6), pp. 1318–1335. doi: 10.1037/a0026545.

Hogendoorn, S. M. *et al.* (2010) 'Measuring negative and positive thoughts in children: An adaptation of the Children's Automatic Thoughts Scale (CATS)', *Cognitive Therapy and Research*, 34(5), pp. 467–478. doi: 10.1007/s10608-010-9306-2.

Hollon, S. D. and Kendall, P. C. (1980) 'Cognitive self-statements in depression: Development of an automatic thoughts questionnaire', *Cognitive Therapy and Research*, 4(4), pp. 383–395. Available at:
https://www.academia.edu/14207889/Cognitive_self_statements_in_depression_Development_of_an_automatic_thoughts_questionnaire (Accessed: 17 November 2022).

Höpfner, J. and Keith, N. (2021) 'Goal Missed, Self Hit: Goal-Setting, Goal-Failure, and Their Affective, Motivational, and Behavioral Consequences', *Frontiers in Psychology*. Frontiers Media S.A., 12, p. 3991. Available at: www.frontiersin.org (Accessed: 17 December 2021).

Hur, J. *et al.* (2017) 'Emotional influences on perception and working memory', *Cognition and Emotion*. Routledge, 31(6), pp. 1294–1302. doi: 10.1080/02699931.2016.1213703.

Immordino-Yang, M. H. and Damasio, A. (2011) 'We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education', *LEARNing Landscapes*, 5(1), pp. 115–131. doi: 10.36510/learnland.v5i1.535.

Ingram, R. E. and Wisnicki, K. S. (1988) 'Assessment of positive automatic cognition.', *Journal of Consulting and Clinical Psychology*. American Psychological Association (APA), 56(6), pp. 898–902. doi: 10.1037//0022-006x.56.6.898.

International Coaching Federation (2021) *About ICF*, coachingfederation.org. Available at: <https://coachingfederation.org/about> (Accessed: 17 December 2022).

Ioannidis, J. P. A. . (2005) 'Why most published research findings are false', *PLoS*

Medicine. Public Library of Science, 2(8), p. e124. doi: 10.1371/journal.pmed.0020124.

Iulian Iancu, M. I. et al. (2015) 'Negative and positive automatic thoughts in social anxiety disorder', *Israel Journal of Psychiatry*, 52(2), pp. 129–136.

Ivtzan, I. et al. (2015) *Second wave positive psychology: Embracing the dark side of life*, *Second Wave Positive Psychology: Embracing the Dark Side of Life*. Routledge. doi: 10.4324/9781315740010.

Ivtzan, I. et al. (2015) *Second Wave Positive Psychology*, *Second Wave Positive Psychology*. doi: 10.4324/9781315740010.

Izard, C. E. (2009) 'Emotion theory and research: Highlights, unanswered questions, and emerging issues', *Annual Review of Psychology*. NIH Public Access, pp. 1–25. doi: 10.1146/annurev.psych.60.110707.163539.

Izard, C. E., Kagan, J. and Zajonc, R. B. (1984) 'Emotions, Cognition, and Behavior', p. 636. Available at:
<https://books.google.co.uk/books?hl=en&lr=&id=IpY5AAAAIAAJ&oi=fnd&pg=PA192&dq=definition+of+cognition&ots=G3Wtg0Bs7z&sig=WNoaxiKEMCmv4vX1ppehErX3s5I#v=onepage&q=definition of cognition&f=false> (Accessed: 24 October 2020).

James, W. (1884) 'What is an Emotion?', *Mind*. Available at:
https://emotion.wisc.edu/wpcontent/uploads/sites/1353/2020/11/James_1884_What_is_an_Emotion.pdf (Accessed: 21 January 2022).

Jiang, J. et al. (2016) 'Teachers' emotions and emotion regulation strategies: Self- and students' perceptions', *Teaching and Teacher Education*. Pergamon, 54, pp. 22–31. doi: 10.1016/J.TATE.2015.11.008.

Jones, C. S. and Hartley, N. T. (2013) 'Comparing Correlations Between Four-Quadrant

And Five-Factor Personality Assessments’, *American Journal of Business Education (AJBE)*, 6(4), pp. 459–470. doi: 10.19030/ajbe.v6i4.7945.

Jordan, K., Capdevila, R. and Johnson, S. (2005) ‘Baby or beauty: A Q study into post pregnancy body image’, *Journal of Reproductive and Infant Psychology*, 23(1), pp. 19–31. doi: 10.1080/02646830512331330965.

Jowett, S., Kanakoglou, K. and Passmore, J. (2012) ‘The application of the 3+1Cs relationship model in executive coaching’, *Consulting Psychology Journal*, 64(3), pp. 183–197. doi: 10.1037/a0030316.

Jung, C. G. (1923) *Psychological types.*, *Psychological types*. Oxford, England: Harcourt, Brace.

Junker, S., Pömmmer, M. and Traut-Mattausch, E. (2021a) ‘The impact of cognitivebehavioural stress management coaching on changes in cognitive appraisal and the stress response: a field experiment’, *Coaching*. Routledge, 14(2), pp. 184–201. doi: 10.1080/17521882.2020.1831563.

Junker, S., Pömmmer, M. and Traut-Mattausch, E. (2021b) ‘The impact of cognitivebehavioural stress management coaching on changes in cognitive appraisal and the stress response: a field experiment’, *Coaching*. Routledge, 14(2), pp. 184–201. doi: 10.1080/17521882.2020.1831563.

Kabat-Zinn, J. (2019) ‘Overwhelmed’, *Mindfulness*, 10(6), pp. 1188–1189. doi: 10.1007/s12671-019-01150-6.

Kabigting, E. N. R. (2019) ‘Conceptual Foreknowings: Integrative Review of Feeling Overwhelmed’, *Nursing Science Quarterly*. SAGE Publications Inc., 32(1), pp. 54–60. doi: 10.1177/0894318418807931.

Kaftan, B. O. J. and Freund, A. M. (2018) 'The way is the goal: The role of goal focus for successful goal pursuit and subjective well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*', *Salt Lake City, UT: DEF Publishers.*, pp. 1–19.

Kahneman, D. (2011) 'Thinking , Fast and Slow', p. 499. Available at: <https://www.nytimes.com/2011/11/27/books/review/thinking-fast-and-slow-by-danielkahneman-book-review.html> (Accessed: 29 November 2022).

Kaiser, R. B. (2019) 'Stargazing: Everyday lessons from coaching elite performers', *Consulting Psychology Journal*. APA, pp. 130–139. doi: 10.1037/cpb0000143.

Kampen, J. K. and Tamás, P. (2014) 'Overly ambitious: contributions and current status of Q methodology', *Quality and Quantity*. Kluwer Academic Publishers, 48(6), pp. 3109–3126. doi: 10.1007/s11135-013-9944-z.

Karamitrou, A. *et al.* (2017) 'A self-determination approach to understanding of athletes' automatic self-talk', *Sport, Exercise, and Performance Psychology*, 6(4), pp. 340–354. doi: 10.1037/spy0000104.

Karnaze, M. M. and Levine, L. J. (2020) 'Lay Theories About Whether Emotion Helps or Hinders: Assessment and Effects on Emotional Acceptance and Recovery From Distress', *Frontiers in Psychology*. Frontiers Media S.A., 11, p. 183. doi: 10.3389/FPSYG.2020.00183/FULL.

Kashdan, T. and Biswas-Diener, R. (2014) *The Upside of Your Dark Side: Why Being Your Whole Self--Not Just Your 'Good' Self--Drives Success and Fulfillment*. New York: Penguin Publishing Group. Available at: https://books.google.com/books/about/The_Upside_of_Your_Dark_Side.html?id=C5QxAwAAQBAJ (Accessed: 11 August 2022).

- Kauffman, C., Boniwell, I. and Silberman, J. (2010) 'The Positive Psychology Approach to Coaching', *The Complete Handbook of Coaching*, pp. 158–171. Available at: <https://www.positrn.fr/wp-content/uploads/2020/06/the-positive-psychologyapproach-in-coaching.pdf> (Accessed: 14 January 2022).
- Kaufman, G. F. and Libby, L. K. (2012) 'Changing beliefs and behavior through experience-taking', *Journal of Personality and Social Psychology*, 103(1), pp. 1–19. doi: 10.1037/a0027525.
- Kazdin, A. E. (1990) *Evaluation of the Automatic Thoughts Questionnaire: Negative Cognitive Processes and Depression Among Children, Psychological Assessment: A Journal of Consulting and Clinical Psychology*. Eaves & Rush.
- Kemper, T. D. and Lazarus, R. S. (1992) 'Emotion and Adaptation.', *Contemporary Sociology*. SAGE Publications, 21(4), p. 522. doi: 10.2307/2075902.
- Keyes, C. L. M. (2002) 'The mental health continuum: From languishing to flourishing in life', *Journal of Health and Social Behavior*. American Sociological Association, 43(2), pp. 207–222. doi: 10.2307/3090197.
- Khan, R., Neveu, J. P. and Murtaza, G. (2021) 'Is Grit Hurting You? The Dark Side of Psychological Resources in Goal Pursuit', *Applied Psychology*, 70(3), pp. 1323–1344. doi: 10.1111/apps.12279.
- Kiresuk, T. J. and Sherman, R. E. (1968) 'Goal attainment scaling: A general method for evaluating comprehensive community mental health programs', *Community mental health journal*. Community Ment Health J, 4(6), pp. 443–453. doi: 10.1007/BF01530764.

Kivunja, C. and Kuyini, A. B. (2017) 'Understanding and Applying Research Paradigms in Educational Contexts', *International Journal of Higher Education*, 6(5). doi: 10.5430/ijhe.v6n5p26.

Klein, H. J. *et al.* (1999) 'Goal commitment and the goal-setting process: Conceptual clarification and empirical synthesis', *Journal of Applied Psychology*. American Psychological Association (APA), 84(6), pp. 885–896. doi: 10.1037/00219010.84.6.885.

Klug, H. J. P. and Maier, G. W. (2015) 'Linking Goal Progress and Subjective WellBeing: A Meta-analysis', *Journal of Happiness Studies*. Kluwer Academic Publishers, 16(1), pp. 37–65. doi: 10.1007/s10902-013-9493-0.

Kowalska, M. and Wróbel, M. (2017) 'Basic Emotions', in *Encyclopedia of Personality and Individual Differences*. Springer International Publishing, pp. 1–6. doi: 10.1007/978-3-319-28099-8_495-1.

Kris Girrell (2017) *A Guide to the Periodic Table of Human Emotions*. Available at: <https://www.amazon.com/Guide-Periodic-Table-Human-Emotionsebook/dp/B06XH34QFV> (Accessed: 8 January 2023).

Kross, E. *et al.* (2014) 'Self-talk as a regulatory mechanism: How you do it matters', *Journal of Personality and Social Psychology*, 106(2), pp. 304–324. doi: 10.1037/a0035173.

Kross, E. (2021) 'Chatter : the voice in our head, why it matters, and how to harness it', p. 242. Available at: https://www.amazon.co.uk/Chatter-Voice-Our-Head-Harnessebook/dp/B087TDQL1P/ref=sr_1_1?crid=1HBH411HCZX6G&keywords=kross&qid=1651296429&s=digital-text&prefix=kross%2Cdigital-text%2C75&sr=1-1 (Accessed: 30 April 2022).

Kross, E. and Ayduk, O. (2011) 'Making Meaning out of Negative Experiences by Self-Distancing', <https://doi.org/10.1177/0963721411408883>. SAGE PublicationsSage CA: Los Angeles, CA, 20(3), pp. 187–191. doi: 10.1177/0963721411408883.

Lankard Brown, B. (1999) 'Education Self-Efficacy Beliefs and Career Development', *Eric Digest*, (Brown 1998). Available at: <http://ericacve.org/fulltext.asp> (Accessed: 19 November 2021).

Latham, G. P. and Locke, E. A. (2017) 'Goal Setting Theory: Controversies and Resolutions', *The SAGE Handbook of Industrial, Work & Organizational Psychology*. SAGE Publications Ltd, pp. 145–166. doi: 10.4135/9781473914957.N8.

Latinjak, A. T. *et al.* (2020) 'Spontaneous self-talk: An insight into the cognitive component of emotions in sport', *International Journal of Sport Psychology*. Edizioni Luigi Pozzi, 51(1), pp. 28–46. doi: 10.7352/IJSP.2020.51.028.

Latinjak, A. T., Hatzigeorgiadis, A. and Zourbanos, N. (2017) 'Goal-Directed and Spontaneous Self-Talk in Anger- and Anxiety-Eliciting Sport-Situations', *Journal of Applied Sport Psychology*, 29(2). doi: 10.1080/10413200.2016.1213330.

LeDoux, J. (2012) 'Rethinking the Emotional Brain', *Neuron*, p. 1052. doi: 10.1016/j.neuron.2012.02.018.

Lee, B. S. (2017) 'THE FUNDAMENTALS OF Q METHODOLOGY', *Journal of Research Methodology*. The Institute for Basic Social Science, 2(2), pp. 57–95. doi: 10.21487/jrm.2017.11.2.2.57.

Lemos, J. C. and Alvarez, V. A. (2020) 'The upside of stress: a mechanism for the positive motivational role of corticotropin releasing factor', *Neuropsychopharmacology*, pp. 219–220. doi: 10.1038/s41386-019-0510-9.

- Loades, M., Clark, S. and Reynolds, S. (2014) 'Managing Negative Thoughts, Part 2', *Evidence-Based CBT for Anxiety and Depression in Children and Adolescents: A Competencies Based Approach*. John Wiley & Sons, Ltd, pp. 176–193. doi: 10.1002/9781118500576.CH13.
- Locke, E. A. and Latham, G. P. (2002) 'Building a practically useful theory of goal setting and task motivation. A 35-year odyssey.', *The American psychologist*, 57(9), pp. 705–717. doi: 10.1037/0003-066X.57.9.705.
- Lomas, T. (2017) 'The value of ambivalent emotions: a cross-cultural lexical analysis', *Qualitative Research in Psychology*. Routledge, pp. 1–25. doi: 10.1080/14780887.2017.1400143.
- Lomas, T. *et al.* (2020) 'Third wave positive psychology: broadening towards complexity', *Journal of Positive Psychology*. doi: 10.1080/17439760.2020.1805501.
- Lomas, T. and Ivztan, I. (2016) 'Second Wave Positive Psychology: Exploring the Positive–Negative Dialectics of Wellbeing', *Journal of Happiness Studies*, pp. 1753–1768. doi: 10.1007/s10902-015-9668-y.
- Longhurst, L. (2006) *The 'Aha' Moment in Co-Active Coaching and its Effects on Belief and Behavioural Changes*, *International Journal of Evidence Based Coaching and Mentoring*.
- Lundberg, A., de Leeuw, R. and Aliani, R. (2020) *Using Q methodology: Sorting out subjectivity in educational research*, *Educational Research Review*. Available at: <http://creativecommons.org/licenses/by/4.0/> (Accessed: 1 November 2020).
- Lyubomirsky, S., King, L. and Diener, E. (2005) 'The benefits of frequent positive affect: Does happiness lead to success?', *Psychological Bulletin*, 131(6), pp. 803–855. Available at: <http://www.ncbi.nlm.nih.gov/pubmed/16351326>.

- Ma, X., Tamir, M. and Miyamoto, Y. (2018) 'Socio-cultural instrumental approach to emotion regulation: Culture and the regulation of positive emotions', *Emotion*, 18(1), pp. 138–152. doi: 10.1037/emo0000315.
- Magrum, E. D. *et al.* (2019) 'Emotional intelligence in sport: A ten-year review (20082018)', *International Journal of Coaching Science*, 13(2), pp. 3–32.
- Marta Gabalewicz-Paul (2010) 'APPLYING COGNITIVE BEHAVIOURAL APPROACH IN COACHING', in *Coaching as a Method of Developing Human Potential*. Available at:
https://repozytorium.kozminski.edu.pl/pl/system/files/Czarkowska_Coaching as a method.pdf#page=82 (Accessed: 13 January 2022).
- Masmoudi, S., Dai, D. Y. and Naceur, A. (2012) *Attention representation and human performance: Integration of cognition, emotion, and motivation, Attention Representation and Human Performance: Integration of Cognition, Emotion, and Motivation*. doi: 10.4324/9780203325988.
- Mauss, I. B. and Tamir, M. (2015) 'Emotion goals: How their content, structure, and operation shape emotion regulation', in *Handbook of Emotion Regulation*, pp. 361–375. Available at:
https://www.mayatamir.com/_files/ugd/ad55ad_39f886b795684785b6d8ff88e6fac044.pdf (Accessed: 20 December 2021).
- Mayer, J. D. and Salovey, P. (1997) 'What is emotional intelligence?', *Emotional Development and Emotional Intelligence*, pp. 3–34. doi: 10.1177/1066480710387486.
- McCrea, S. M. and Vann, R. J. (2018) 'Postactional goal pursuit: Consequences of task completion for thought content, affect, and behavioral intentions', *Motivation and Emotion*. Springer New York LLC, 42(6), pp. 852–870. doi: 10.1007/s11031-018-9713-

3.

McGonigal, K. (2015) *The upside of stress : why stress is good for you, and how to get good at it.*

McMahon, G. (2007) 'Understanding cognitive behavioural coaching', *Training Journal*, pp. 53–57. Available at: <https://www-proquestcom.oxfordbrookes.idm.oclc.org/docview/202945738/fulltextPDF/B041BDB7B4234E0CPQ/1?accountid=13041> (Accessed: 23 October 2020).

Mehta, N. (2011) 'Mind-body dualism: A critique from a health perspective', *Mens Sana Monographs*. Wolters Kluwer -- Medknow Publications, pp. 202–209. doi: 10.4103/0973-1229.77436.

Mejía, S. T. and Hooker, K. (2017) 'Mixed Emotions Within the Context of Goal Pursuit', *Current opinion in behavioral sciences*. NIH Public Access, 15, p. 46. doi: 10.1016/J.COBEHA.2017.05.015.

Mesquita, B. et al. (2004) *Feelings and emotions: The Amsterdam symposium (studies in emotion and social interaction)*. Available at: <https://books.google.co.uk/books?hl=en&lr=&id=McrLCgAAQBAJ&oi=fnd&pg=PA49&dq=definition+of+feelings+and+emotions&ots=AfrvAmtlGD&sig=wIRig9aj2bLo5mKb5qVUUm9moQA#v=onepage&q=definition of feelings and emotions&f=false> (Accessed: 26 July 2020).

MHFA (2020) *Mental health statistics · MHFA England, MHFA England*. Available at: <https://mhfaengland.org/mhfa-centre/research-and-evaluation/mental-healthstatistics/#workplace> (Accessed: 20 May 2023).

Milyavskaya, M. and Werner, K. M. (2018) 'Goal Pursuit: Current state of affairs and directions for future research', *Canadian Psychology*, 59(2), pp. 163–175. doi:

10.1037/cap0000147.

Mind (2022) *What is stress?* - Mind. Available at:

<https://www.mind.org.uk/information-support/types-of-mental-healthproblems/stress/what-is-stress/> (Accessed: 4 January 2023).

Miyamoto, Y., Ma, X. and Wilken, B. (2017) 'Cultural variation in pro-positive versus balanced systems of emotions', *Current Opinion in Behavioral Sciences*, pp. 27–32.

doi: 10.1016/j.cobeha.2017.05.014.

Mlodinow, L. (2022) *Emotional: The New Thinking About Feelings*. Available at: https://books.google.es/books?hl=en&lr=&id=4d0pEAAAQBAJ&oi=fnd&pg=PT9&dq=emotional+leonard+mlodinow&ots=gqtUdYrQNf&sig=IC07FAtrRjZRrpWgSV5H7WHDuimo&redir_esc=y#v=onepage&q=emotional+leonard+mlodinow&f=false

(Accessed: 7 February 2022).

Moen, F. and Federici, R. A. (2012) 'The Effect from Coaching Based Leadership', *Journal of Education and Learning*. Canadian Center of Science and Education, 1(2).

doi: 10.5539/jel.v1n2p1.

Montero, B. G. (2016) *Thought in action : expertise and the conscious mind*.

Moons, J. (2016) *A shift in the room-myth or magic? How do coaches create transformational shifts in a short period of time?*, *International Journal of Evidence Based Coaching and Mentoring Special Issue*. Available at: <http://ijebcm.brookes.ac.uk>.

Morea, N. (2022) 'Investigating change in subjectivity: The analysis of Q-sorts in longitudinal research', *Research Methods in Applied Linguistics*. Elsevier, 1(3), p. 100025. doi: 10.1016/J.RMAL.2022.100025.

Morin, A. (2009) 'Self-awareness deficits following loss of inner speech: Dr. Jill Bolte

- Taylor's case study', *Consciousness and Cognition*. Academic Press, 18(2), pp. 524–529. doi: 10.1016/j.concog.2008.09.008.
- Morin, A., Duhnych, C. and Racy, F. (2018) 'Self-reported inner speech use in university students', *Applied Cognitive Psychology*, 32(3), pp. 376–382. doi: 10.1002/acp.3404.
- Moser, J. S. *et al.* (2017) 'Third-person self-talk facilitates emotion regulation without engaging cognitive control: Converging evidence from ERP and fMRI', *Scientific Reports*. Nature Publishing Group, 7(1), pp. 1–9. doi: 10.1038/s41598-017-04047-3.
- Müller, Alessa A and Kotte, S. (2020) 'Of SMART, GROW and goals gone wild - A systematic literature review on the relevance of goal activities in workplace coaching.', *International Coaching Psychology Review*, 15(2), pp. 69–97. Available at: <https://psycnet.apa.org/record/2020-54927-004> (Accessed: 16 December 2021).
- Müller, Alessa Antonia and Kotte, S. C. (2020) 'The Relevance of Goal Activities in Workplace Coaching: A Systematic Literature Review', *Academy of Management Proceedings*, 2020(1), p. 14852. doi: 10.5465/ambpp.2020.14852abstract.
- Natanzon, M. and Ferguson, M. J. (2012) 'Goal pursuit is grounded: The link between forward movement and achievement', *Journal of Experimental Social Psychology*, 48(1), pp. 379–382. doi: 10.1016/j.jesp.2011.06.021.
- Nazariadli, S. *et al.* (2019) 'Assessing the visual Q method online research tool: A usability, reliability, and methods agreement analysis', <https://doi.org/10.1177/2059799119832194>. SAGE PublicationsSage UK: London, England, 12(1). doi: 10.1177/2059799119832194.
- Neale, S., Spencer-Arnold, L. and Wilson, L. (2013) 'Emotional Intelligence Coaching:

- Improving Performance for Leaders, Coaches, and the Individual’, *Personnel Psychology*, 66(1), pp. 294–297. doi: 10.1111/peps.12022_3.
- Neenan, M. and Dryden, W. (2011) *Cognitive therapy in a nutshell, Cognitive Therapy in a Nutshell*. doi: 10.4135/9781446288832.
- Neenan, M. and Dryden, W. (2013) *Life coaching: A cognitive behavioural approach, second edition, Life Coaching: A Cognitive Behavioural Approach, Second Edition*. Brunner-Routledge. doi: 10.4324/9780203758311.
- Neenan, M. and Dryden, W. (2020a) ‘Cognitive Behavioural Coaching : A Guide to Problem-Solving and Personal Development’, *Cognitive Behavioural Coaching*. Routledge. doi: 10.4324/9781003027317.
- Neenan, M. and Dryden, W. (2020b) ‘Dealing with troublesome emotions’, in *Cognitive Behavioural Coaching*. Routledge, pp. 1–26. doi: 10.4324/9781003027317-1.
- Netemeyer, R. G. *et al.* (2002) ‘Psychometric Properties of Shortened Versions of the Automatic Thoughts Questionnaire’, *Educational and Psychological Measurement*. SAGE Publications Inc, 62(1), pp. 111–129. doi: 10.1177/0013164402062001008.
- Netzer, L. *et al.* (2015) ‘When Bad Emotions Seem Better: Experience Changes the Automatic Evaluation of Anger’, *Social Psychological and Personality Science*, 6(7), pp. 797–804. doi: 10.1177/1948550615584198.
- Nezlek, J. B. and Kuppens, P. (2008) ‘Regulating positive and negative emotions in daily life’, *Journal of Personality*, 76(3), pp. 561–580. doi: 10.1111/j.14676494.2008.00496.x.
- Ng, B. (2018) ‘The neuroscience of growth mindset and intrinsic motivation’, *Brain Sciences*. Multidisciplinary Digital Publishing Institute (MDPI), 8(2). doi: 10.3390/brainsci8020020.

- Nicholas, J. B. (2011) 'Reliability in Q Methodology: A Case Study', in *The Eastern Education Research Association Annual Conference*, pp. 1–20. Available at: https://www.academia.edu/718386/Reliability_in_Q_Methodology_A_Case_Study (Accessed: 30 July 2022).
- Niessen, C. *et al.* (2020) 'Stop Thinking: An Experience Sampling Study on Suppressing Distractive Thoughts at Work', *Frontiers in Psychology*. Frontiers Media S.A., 11, p. 1616. Available at: www.frontiersin.org (Accessed: 9 August 2022).
- Nilsson, A. (2018) 'A Q-methodological study of personal worldviews', *Journal for Person-Oriented Research*. Scandinavian Society for Person-Oriented Research, 4(2), p. 78. doi: 10.17505/JPOR.2018.08.
- Nowell, L. S. *et al.* (2017) 'Thematic Analysis: Striving to Meet the Trustworthiness Criteria', *International Journal of Qualitative Methods*. SAGE Publications Inc., 16(1). doi: 10.1177/1609406917733847/FORMAT/EPUB.
- O'Riordan, S. and Palmer, S. (2021) *Introduction to coaching psychology, Introduction to Coaching Psychology*. doi: 10.4324/9781315222981.
- Oleson, K. C. *et al.* (2000) 'Subjective overachievement: Individual differences in selfdoubt and concern with performance', *Journal of Personality*. Blackwell Publishing Ltd, 68(3), pp. 491–524. doi: 10.1111/1467-6494.00104.
- Olson, J. D. *et al.* (2016) 'Applying constant comparative method with multiple investigators and inter-coder reliability', *Qualitative Report*, 21(1), pp. 26–42. doi: 10.46743/2160-3715/2016.2447.
- Onwuegbuzie, A. J. and Leech, N. L. (2005) 'Taking the "q" out of research: Teaching research methodology courses without the divide between quantitative and qualitative paradigms', *Quality and Quantity*, 39(3). doi: 10.1007/s11135-004-1670-0.

Van Oosten, E. B., McBride-Walker, S. M. and Taylor, S. N. (2019) 'Investing in what matters: The impact of emotional and social competency development and executive coaching on leader outcomes', *Consulting Psychology Journal*. American Psychological Association Inc., 71(4), pp. 249–269. doi: 10.1037/cpb0000141.

Ordóñez, L. D. *et al.* (2011) 'Goals Gone Wild: The Systematic Side Effects of Over-Prescribing Goal Setting', *SSRN Electronic Journal*. Elsevier BV. doi: 10.2139/ssrn.1332071.

Ordóñez, L. D. *et al.* (2009) 'Goals gone wild: The systematic side effects of overprescribing goal setting', *Academy of Management Perspectives*, 23(1), pp. 6–16. doi: 10.5465/AMP.2009.37007999.

Ortony, A., Clore, G. L. and Collins, A. (1988) *The cognitive structure of emotions*. Cambridge [England] ; Cambridge University Press,.

Ortony, A., Norman, D. A. and Revelle, W. (2012) 'Affect and Proto-Affect in Effective Functioning', in *Who Needs Emotions?: The Brain Meets the Robot*. Oxford University Press. doi: 10.1093/acprof:oso/9780195166194.003.0007.

Orvell, A. *et al.* (2021) 'Does Distanced Self-Talk Facilitate Emotion Regulation Across a Range of Emotionally Intense Experiences?', *Clinical Psychological Science*, 9(1), pp. 68–78. doi: 10.1177/2167702620951539.

Oxford English Dictionary (2015) *Oxford English Dictionary*, *Oxford English Dictionary*. Available at: <https://www.oed.com/> (Accessed: 17 December 2022).

Oxford, R. (2021) *The Oxford Review Encyclopaedia of Terms*, *The Oxford Review*. Available at: <https://oxford-review.com/oxford-review-encyclopaedia-terms/> (Accessed: 3 January 2023).

Paige, J. B. and Morin, K. H. (2016) 'Q-Sample Construction: A Critical Step for a QMethodological Study', *Western Journal of Nursing Research*, 38(1), pp. 96–110. doi: 10.1177/0193945914545177.

Palmer, S. (2005) *SPACE: A psychological model for use within cognitive behavioural coaching, therapy and stress management. The Application of Imagery Techniques and Exercises to Coaching, Counselling, Health and Sport Psychology Practice View project The Application the Multimodal Relaxation Method (MRM) to the fields of coaching, counselling, stress management, wellbeing and performance View project*. Available at: <https://www.researchgate.net/publication/322509343> (Accessed: 19 September 2020).

Palmer, S. et al. (2014) *Handbook of Coaching Psychology, Handbook of Coaching Psychology*. Routledge. doi: 10.4324/9781315820217.

Palmer, S. and Neenan, M. (2001) *Cognitive Behavioural coaching The Application of Imagery Techniques and Exercises to Coaching, Counselling, Health and Sport Psychology Practice*. Available at: <https://www.researchgate.net/publication/323075827>.

Palmer, S. and Whybrow, A. (2008) *Handbook of coaching psychology: A guide for practitioners, Handbook of coaching psychology: A guide for practitioners*. Available at: [https://books.google.co.uk/books?hl=en&lr=&id=bjZ7DwAAQBAJ&oi=fnd&pg=PT386&dq=working+with+emotions+in+coaching&ots=UN2czIBTPU&sig=a0OE6zyKnEFEvvdqlBsv5FUDdvI#v=onepage&q=working with emotions in coaching&f=false](https://books.google.co.uk/books?hl=en&lr=&id=bjZ7DwAAQBAJ&oi=fnd&pg=PT386&dq=working+with+emotions+in+coaching&ots=UN2czIBTPU&sig=a0OE6zyKnEFEvvdqlBsv5FUDdvI#v=onepage&q=working+with+emotions+in+coaching&f=false) (Accessed: 5 June 2020).

Palmer, S. and Whybrow, A. (2018) *Handbook of Coaching Psychology, Handbook of Coaching Psychology*. Routledge. doi: 10.4324/9781315820217.

Pandolfi, C. (2020) 'Active ingredients in executive coaching: A systematic literature review', *International Coaching Psychology Review*, 15(2), pp. 6–30.

Park, J. (2020) *A literature review and meta-analysis of mindfulness in schools*, *Journal of Chemical Information and Modeling*. Available at:

https://online210.psych.wisc.edu/wp-content/uploads/PSY-210_Unit_Materials/PSY210_Unit01_Materials/Frost_Blog_2020.pdf (Accessed: 3 March 2022).

Parrott, W. G. (2014) 'The positive side of negative emotions'.

Passmore, J. (2010) 'A grounded theory study of the coachee experience: The implications for training and practice in coaching psychology', *International Coaching Psychology Review*, 5(1), pp. 48–62. doi: 10.53841/bsicpr.2010.5.1.48.

Passmore, J. and Fillery-Travis, A. (2011) 'A critical review of executive coaching research: A decade of progress and what's to come', *Coaching*, 4(2), pp. 70–88. doi: 10.1080/17521882.2011.596484.

Passmore, J and Oades, L. (2014) 'Positive Psychology Coaching', *The Coaching Psychologist*, 10(2), pp. 68–70.

Passmore, Jonathan and Oades, L. (2014) 'Positive psychology techniques: active constructive responding', *The Coaching Psychologist*, 10(2), pp. 71–73. Available at: <http://centaur.reading.ac.uk/81945/www.reading.ac.uk/centaur> (Accessed: 14 December 2021).

Passmore, J., Peterson, D. B. and Freire, T. (2012) *The Wiley-Blackwell Handbook of the Psychology of Coaching and Mentoring*, *The Wiley-Blackwell Handbook of the Psychology of Coaching and Mentoring*. doi: 10.1002/9781118326459.

- Passmore, J. and Tee, D. (2020) *Coaching researched: A coaching psychology reader for practitioners and researchers, Coaching Researched: A Coaching Psychology Reader for Practitioners and Researchers*. wiley. doi: 10.1002/9781119656913.
- Patel, J. and Patel, P. (2019) 'Consequences of Repression of Emotion: Physical Health, Mental Health and General Well Being', *International Journal of Psychotherapy Practice and Research*, 1(3), pp. 16–21. doi: 10.14302/issn.2574-612x.ijpr-18-2564.
- Pekrun, R. and Stephens, E. J. (2010) 'Achievement Emotions: A Control-Value Approach', *Social and Personality Psychology Compass*. John Wiley & Sons, Ltd, 4(4), pp. 238–255. doi: 10.1111/J.1751-9004.2010.00259.X.
- Peláez Zuberbuhler, M. J., Salanova, M. and Martínez, I. M. (2020) 'Coaching-Based Leadership Intervention Program: A Controlled Trial Study', *Frontiers in Psychology*, 10. doi: 10.3389/fpsyg.2019.03066.
- Perrone-Bertolotti, M. *et al.* (2014) 'What is that little voice inside my head? Inner speech phenomenology, its role in cognitive performance, and its relation to selfmonitoring', *Behavioural Brain Research*, pp. 220–239. doi: 10.1016/j.bbr.2013.12.034.
- Peters, H. N. (1944) 'Emotion in Man and Animal: Its Nature and Relation to Attitude and Motive.', *Psychological Bulletin*. New York, 41(6), pp. 401–402. doi: 10.1037/h0050874.
- Plummer, C. (2012) 'Who Cares? An Exploration, using Q Methodology, of Young Carers" and Professionals"', *PQDT - UK & Ireland*, (May), p. 1. Available at: <http://ezphost.dur.ac.uk/login?url=https://search.proquest.com/docview/1512387944?accountid=14533%0Ahttp://openurl.ac.uk/ukfed:dur.ac.uk?genre=dissertations+%26+thes>

es&issn=&title=Who+cares%3F%3A+an+exploration%2C+using+q+methodology%2C
+of+young+carers%27 (Accessed: 8 October 2021).

Pober, J. (2018) 'What emotions really are (in the theory of constructed emotions)',
Philosophy of Science. University of Chicago Press, 85(4), pp. 640–659. doi:
10.1086/699158.

Previte, J., Pini, B. and Haslam-mckenzie, F. (2007) 'Q methodology and rural
research', *Sociologia Ruralis*, 47(2), pp. 135–147. doi:
10.1111/j.14679523.2007.00433.x.

De Raad, B. and Mlačić, B. (2017) 'The Lexical Foundation of the Big Five Factor
Model', in Widiger, T. A. (ed.) *The Oxford Handbook of the Five Factor Model*. Oxford
University Press, pp. 191–216. doi: 10.1093/OXFORDHOB/9780199352487.013.12.

Van Raalte, Judy L, Vincent, A. and Brewer, B. W. (2016) 'Self-talk: Review and
sportspecific model', *Psychology of Sport and Exercise*, pp. 139–148. doi:
10.1016/j.psychsport.2015.08.004.

Van Raalte, Judy L., Vincent, A. and Brewer, B. W. (2016) 'Self-talk interventions for
athletes: A theoretically grounded approach',
<http://dx.doi.org/10.1080/21520704.2016.1233921>. Routledge, 8(3), pp. 141–151. doi:
10.1080/21520704.2016.1233921.

Rachman, S. and Shafran, R. (1999) 'Cognitive Distortions: Thought-Action Fusion',
Clinical Psychology and Psychotherapy, 6(2), pp. 80–85. doi:
10.1002/(SICI)10990879(199905)6:2<80::AID-CPP188>3.0.CO;2-C.

Rafaeli, A. (2004) 'Book Review: Emotions in the workplace: Understanding the
structure and role of emotions in organizational behavior', *Human Relations*, 57(10),
pp. 1343–1350. doi: 10.1177/001872670405701008.

Ramlo, S. (2011) 'Using Word Clouds to Visually Present Q Methodology Data and Findings', *Human Subjectivity*, 9(2), pp. 99–111. Available at:

https://www.researchgate.net/publication/235799664_Using_Word_Clouds_to_Present_Q_Methodology_Data_and_Findings (Accessed: 1 November 2022).

Ramlo, S. (2016) 'Mixed Method Lessons Learned From 80 Years of Q Methodology', *Journal of Mixed Methods Research*, 10(1), pp. 28–45. doi:

10.1177/1558689815610998.

Rassin, E., Merckelbach, H. and Muris, P. (2000) 'Paradoxical and less paradoxical effects of thought suppression: A critical review', *Clinical Psychology Review*.

Pergamon, 20(8), pp. 973–995. doi: 10.1016/S0272-7358(99)00019-7.

Reber, B., Kaufman, S. and Cropp, F. (2000) 'Assessing Q-Assessor: A Validation Study of Computer-Based Q Sorts versus Paper Sorts', *Operant Subjectivity*, 23(4), pp.

192–209. doi: 10.15133/J.OS.2000.009.

Revelle, W. and Scherer, K. R. (2009) 'Personality and emotion'. Available at:

<https://philpapers.org/rec/REVP AE> (Accessed: 14 January 2023).

Richards, J. M. and Gross, J. J. (1999) 'Composure at any cost? The cognitive consequences of emotion suppression', *Personality and Social Psychology Bulletin*.

SAGE PublicationsSage CA: Los Angeles, CA, 25(8), pp. 1033–1044. doi:

10.1177/01461672992511010.

Richards, K. A. R. and Hemphill, M. A. (2018) 'A practical guide to collaborative qualitative data analysis', *Journal of Teaching in Physical Education TA - TT -*, 37(2),

pp. 225–231. doi: 10.1123/jtpe.2017-0084 LK -

<https://oxfordbrookes.on.worldcat.org/oclc/7659599934>.

Rivers, S. E. and Brackett, M. A. (2011) 'Achieving standards in the english language arts (and more) using the RULER approach to social and emotional learning', *Reading and Writing Quarterly*, 27(1), pp. 75–100. doi: 10.1080/10573569.2011.532715.

Roach, A. T. and Elliott, S. N. (2005) 'Goal Attainment Scaling: An Efficient and Effective Approach to Monitoring Student Progress', *TEACHING Exceptional Children*, 37(4), pp. 8–17. doi: 10.1177/004005990503700401.

Robbins, P. (2004) 'Q Methodology', in *Encyclopedia of Social Measurement*. 1 Oliver's Yard, 55 City Road, London EC1Y 1SP United Kingdom: SAGE Publications, Ltd., pp. 209–215. doi: 10.1016/B0-12-369398-5/00356-X.

Robbins, P. and Krueger, R. (2000) 'Beyond Bias? The Promise and Limits of Q Method in Human Geography', *Professional Geographer*, 52(4), pp. 636–648. doi: 10.1111/0033-0124.00252.

Robinson, T., Morrow, D. and Miller, M. R. (2018) 'From Aha to Ta-dah: insights during life coaching and the link to behaviour change', *Coaching*, 11(1), pp. 3–15. doi: 10.1080/17521882.2017.1381754.

Rogelberg, S. G. *et al.* (2013) 'The executive mind: Leader self-talk, effectiveness and strain', *Journal of Managerial Psychology*, 28(2), pp. 183–201. doi: 10.1108/02683941311300702.

Rost, F. (2021) 'Q-sort methodology: Bridging the divide between qualitative and quantitative. An introduction to an innovative method for psychotherapy research', *Counselling and Psychotherapy Research*. Wiley Blackwell, 21(1), pp. 98–106. Available at: <https://onlinelibrary.wiley.com/doi/10.1002/capr.12367> (Accessed: 21 April 2022).

- Rowe, A. D. and Fitness, J. (2018) 'Understanding the Role of Negative Emotions in Adult Learning and Achievement: A Social Functional Perspective', *Behavioral Sciences*. Multidisciplinary Digital Publishing Institute, 8(2), p. 27. Available at: www.mdpi.com/journal/behavsci (Accessed: 14 April 2022).
- Rusk, N., Tamir, M. and Rothbaum, F. (2011) 'Performance and learning goals for emotion regulation', *Motivation and Emotion*, 35(4), pp. 444–460. doi: 10.1007/s11031-011-9229-6.
- Rusk, R. D. and Waters, L. E. (2013) 'Tracing the size, reach, impact, and breadth of positive psychology', *Journal of Positive Psychology*, 8(3), pp. 207–221. doi: 10.1080/17439760.2013.777766.
- Russell, J. A. (1980) 'A circumplex model of affect', *Journal of Personality and Social Psychology*, 39(6), pp. 1161–1178. doi: 10.1037/h0077714.
- Russell, J. A. (2003) 'Core Affect and the Psychological Construction of Emotion', *Psychological Review*. American Psychological Association Inc., 110(1), pp. 145–172. doi: 10.1037/0033-295X.110.1.145.
- Russell, J. A., Weiss, A. and Mendelsohn, G. A. (1989) 'Affect Grid: A Single-Item Scale of Pleasure and Arousal', *Journal of Personality and Social Psychology*, 57(3), pp. 493–502. doi: 10.1037/0022-3514.57.3.493.
- Ryan, R. R. M. and Deci, E. L. El (2000) 'Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions.', *Contemporary educational psychology*, 25(1), pp. 54–67. doi: 10.1006/ceps.1999.1020.
- Sachs, M. E., Damasio, A. and Habibi, A. (2021) 'Unique personality profiles predict when and why sad music is enjoyed', *Psychology of Music*, 49(5), pp. 1145–1164. doi: 10.1177/0305735620932660.

Scheibe, S. (2019) 'Predicting real-world behaviour: Cognition-emotion links across adulthood and everyday functioning at work', *Cognition and Emotion*, 33(1), pp. 126–132. doi: 10.1080/02699931.2018.1500446.

Scherer, K. R. (1995) *Plato's legacy: Relationships between cognition, emotion, and motivation 1*, *archive-ouverte.unige.ch*. Available at:
<https://archiveouverte.unige.ch/unige:102030/ATTACHMENT01> (Accessed: 26 October 2020).

Scherer, K. R. (2005) 'What are emotions? and how can they be measured?', *Social Science Information*. Sage PublicationsSage CA: Thousand Oaks, CA, pp. 695–729. doi: 10.1177/0539018405058216.

Schlosberg, H. (1952) 'The description of facial expressions in terms of two dimensions', *Journal of Experimental Psychology*, 44(4), pp. 229–237. doi: 10.1037/h0055778.

Schlossberg, N. K. (2008) *Overwhelmed : coping with life's ups and downs*. Available at:
https://books.google.es/books?hl=en&lr=&id=nbnS1eZdDhgC&oi=fnd&pg=PP2&dq=how+to+deal+with+overwhelmed&ots=jog7vvHcre&sig=7nwMMhtqN3sf78JJfWLbFMuczQ&redir_esc=y#v=onepage&q=how to deal with overwhelmed&f=false
(Accessed: 16 August 2022).

Schmitt, A., Gielnik, M. M. and Seibel, S. (2019) 'When and how does anger during goal pursuit relate to goal achievement? The roles of persistence and action planning', *Motivation and Emotion*, 43(2), pp. 205–217. doi: 10.1007/s11031-018-9720-4.

Schwarz, N. (1999) 'Reports of subjective well-being', *Well-being: The foundations of hedonic psychology*. Kahneman. Available at:

<http://apps.usd.edu/coglab/schieber/hedonomics/pdf/Schwarz-1999.pdf> (Accessed: 15 December 2021).

Schwarz, N. (2002) 'Situated cognition and the wisdom of feelings: Cognitive tuning', *The wisdom in feelings*. Guilford Press, pp. 144–166. Available at: [http://www.psp.ucl.ac.be/recherche/ecoledoctorale/NCC 3623 Holland 01.pdf](http://www.psp.ucl.ac.be/recherche/ecoledoctorale/NCC_3623_Holland_01.pdf) (Accessed: 4 January 2021).

Schwefel, S. (2011) 'Comparison of MBTI (Myers-Briggs), DiSC, and Insights Discovery'.

Scotland, J. (2012) 'Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms', *English Language Teaching*, 5(9), pp. 9–16. doi: 10.5539/elt.v5n9p9.

Scott Killgore, W. D. (1998) 'The affect grid: A moderately valid, nonspecific measure of pleasure and arousal', *Psychological Reports*. Psychol Rep, 83(2), pp. 639–642. doi: 10.2466/pr0.1998.83.2.639.

Seligman, M. E. P. (1998) 'APA President Address 1998'. Available at: https://positivepsychologynews.com/ppnd_wp/wp-content/uploads/2018/04/APAPresident-Address-1998.pdf (Accessed: 21 February 2022).

Seligman, M. E. P. (2007) 'Coaching and positive psychology', *Australian Psychologist*, 42(4), pp. 266–267. doi: 10.1080/00050060701648233.

Seligman, M. E. P. and Csikszentmihalyi, M. (2014) 'Positive psychology: An introduction', in *Flow and the Foundations of Positive Psychology: The Collected Works of Mihaly Csikszentmihalyi*, pp. 279–298. doi: 10.1007/978-94-017-9088-8_18.

Selwyn, J. and Grant, A. M. (2019) ‘Self-regulation and solution-focused thinking mediate the relationship between self-insight and subjective well-being within a goalfocused context: An exploratory study’, *Cogent Psychology*. Edited by J. Brockmann.

Cogent OA, 6(1). doi: 10.1080/23311908.2019.1695413.

Shah, J. Y. and Gardner, W. L. (2008) *Handbook of motivation science*, New York.

Available at:

[https://books.google.es/books?hl=en&lr=&id=5f9OAgAAQBAJ&oi=fnd&pg=PA235&dq=Elliot,+A.+J.,+%26+Fryer,+J.+W.+\(2008\).+The+goal+construct+in+psychology+pdf&ots=zm8chF4tNR&sig=UXdG7SnT_f47co10c6eFA_vetEQ#v=onepage&q&f=false](https://books.google.es/books?hl=en&lr=&id=5f9OAgAAQBAJ&oi=fnd&pg=PA235&dq=Elliot,+A.+J.,+%26+Fryer,+J.+W.+(2008).+The+goal+construct+in+psychology+pdf&ots=zm8chF4tNR&sig=UXdG7SnT_f47co10c6eFA_vetEQ#v=onepage&q&f=false)

(Accessed: 17 December 2021).

Sheldon, K. M. and Lyubomirsky, S. (2006) ‘How to increase and sustain positive emotion: The effects of expressing gratitude and visualizing best possible selves’, *Journal of Positive Psychology*, 1(2), pp. 73–82. doi: 10.1080/17439760500510676.

Shemmings, D. (2006) “‘Quantifying’ qualitative data: An illustrative example of the use of Q methodology in psychosocial research’, *Qualitative Research in Psychology*, pp. 147–165. doi: 10.1191/1478088706qp060oa.

Shinebourne, P. (2009) ‘Using Q Method in Qualitative Research’., <http://dx.doi.org/10.1177/160940690900800109>. SAGE PublicationsSage CA: Los Angeles, CA, 8(1), pp. 93–97. doi: 10.1177/160940690900800109.

Sickler, J. and Lentzner, M. (2022) ‘The audience experience of science storytelling: Impact profiles from a Q methodology study’, *Journal of Science Communication*, 21(1). doi: 10.22323/2.21010203.

Siegel, E. H. *et al.* (2018) 'Emotion fingerprints or emotion populations? A metaanalytic investigation of autonomic features of emotion categories', *Psychological Bulletin*. Psychol Bull, 144(4), pp. 343–393. doi: 10.1037/bul0000128.

De Silva, P. (2011) 'Thinking and feeling: A Buddhist perspective', *Sophia*, pp. 253–263. doi: 10.1007/s11841-011-0248-2.

Skews, R. and Palmer, S. (2016) 'Acceptance and commitment coaching: Making the case for an ACT-based approach to coaching Stress prevention and wellbeing', *Coaching Psychology International*, 9(1), pp. 24–28. Available at: <https://www.researchgate.net/publication/316455754> (Accessed: 7 October 2022).

Smith, E. N., Young, M. D. and Crum, A. J. (2020) 'Stress, Mindsets, and Success in Navy SEALs Special Warfare Training', *Frontiers in Psychology*. Frontiers Media S.A., 10, p. 2962. doi: 10.3389/fpsyg.2019.02962.

Snyder, C. R. *et al.* (2016) *The oxford handbook of positive psychology: Third edition*, *The Oxford Handbook of Positive Psychology*. doi: 10.1093/oxfordhb/9780199396511.001.0001.

Solomon, H. and Stephenson, W. (1955) 'The Study of Behavior: Q-Technique and Its Methodology.', *Journal of the American Statistical Association*, 50(272), p. 1415. doi: 10.2307/2281274.

Solomon, R. C. (2003) *What is an emotion? : classic and contemporary readings*. New York : Oxford Univ. Press,.

Son, V. *et al.* (2011) "'I am" versus "We are": Effects of distinctive variants of self-talk on efficacy beliefs and motor performance', *Journal of Sports Sciences*, 29(13), pp. 1417–1424. doi: 10.1080/02640414.2011.593186.

- Soosalu, G., Henwood, S. and Deo, A. (2019) 'Head, Heart, and Gut in Decision Making: Development of a Multiple Brain Preference Questionnaire', *SAGE Open*. SAGE Publications Inc., 9(1). doi: 10.1177/2158244019837439.
- Soosalu, G., Henwood, S. and Manea, A. I. (2018) 'mBIT as an Experiential Coaching and Therapeutic approach, a series of case studies and scientific background', *Journal of Experiential Psychotherapy*, 21(181). Available at: https://www.researchgate.net/publication/325768854_mBIT_as_an_Experiential_Coaching_and_Therapeutic_approach_a_series_of_case_studies_and_scientific_background#fullTextFileContent (Accessed: 25 October 2020).
- Sorić, I., Penezić, Z. and Burić, I. (2017) 'The Big Five personality traits, goal orientations, and academic achievement', *Learning and Individual Differences*. Elsevier Ltd, 54, pp. 126–134. doi: 10.1016/j.lindif.2017.01.024.
- Spence, G. B. (2007) 'GAS powered coaching: Goal attainment scaling and its use in coaching research and practice', *International Coaching Psychology Review*, 2, pp. 155–167. Available at: https://www.researchgate.net/publication/283083390_GAS_powered_coaching_Goal_Attainment_Scaling_and_its_use_in_coaching_research_and_practice (Accessed: 8 December 2020).
- Stanisławski, K., Ciecuch, J. and Strus, W. (2021) 'Ellipse rather than a circumplex: A systematic test of various circumplexes of emotions', *Personality and Individual Differences*. Pergamon, 181, p. 111052. doi: 10.1016/J.PAID.2021.111052.
- Stelter, R. (2014) *A Guide to Third Generation Coaching, A Guide to Third Generation Coaching*. doi: 10.1007/978-94-007-7186-4.
- Stenner, P. and Watts, S. (2012) *Doing Q Methodological Research: Theory, Method &*

Interpretation. Available at: <https://uk.sagepub.com/en-gb/eur/doing-q-methodologicalresearch/book234368> (Accessed: 22 March 2022).

Stephenson, W. (1935) 'CORRELATING PERSONS INSTEAD OF TESTS', *Journal of Personality*, 4(1), pp. 17–24. doi: 10.1111/j.1467-6494.1935.tb02022.x.

Stephenson, W. (1952) 'Some observations on Q technique', *Psychological Bulletin*, 49(5), pp. 483–498. doi: 10.1037/h0057171.

Stephenson, W. (1993) 'A Brief Introduction to Q Methodology', *International Journal of Adult Vocational Education and Technology*, 7(2), pp. 42–53. doi: 10.4018/ijavet.2016040104.

STEPHENSON, W. (1935) 'Technique of Factor Analysis', *Nature*. Springer Science and Business Media LLC, 136(3434), pp. 297–297. doi: 10.1038/136297b0.

Stewart, L. J. *et al.* (2008) 'The Influence Of Character : Does Personality Impact Coaching Success ?', *International Journal of Evidence Based Coaching and Mentoring*, 6(1), pp. 32–42.

Stickl, J. E., Wester, K. L. and Wachter Morris, C. A. (2019) 'Making Sense of Subjectivity: Q Methodology in Counseling Research', *Counseling Outcome Research and Evaluation*. Routledge, 10(2), pp. 106–118. doi: 10.1080/21501378.2017.1419425.

Stober, D. R. (2006) 'Evidence-Based Practice : A Potential Approach for Effective Coaching', 4(1), pp. 1–8.

Stone, A. B. (2005) 'Mindfulness-Based Cognitive Therapy for Depression: A New Approach to Preventing Relapse', *Psychiatric Services*. Guilford, 56(9), pp. 1165–1166. doi: 10.1176/appi.ps.56.9.1165.

Strongman, K. T. (2003) *The Psychology of Emotion: From Everyday Life to Theory*, Wiley. Chichester, West Sussex, England : J. Wiley & Sons,.

Swann, C. *et al.* (2022) 'The (over)use of SMART goals for physical activity promotion: A narrative review and critique', *Health Psychology Review*. doi: 10.1080/17437199.2021.2023608.

Swindells, T., Iddon, J. and Dickson, J. M. (2023) 'The Role of Adaptive Goal Processes in Mental Wellbeing in Chronic Pain', pp. 1–13.

Taborsky, B. *et al.* (2021) 'Towards an Evolutionary Theory of Stress Responses', *Trends in Ecology and Evolution*. Elsevier Ltd, 36(1), pp. 39–48. doi: 10.1016/J.TREE.2020.09.003.

Tamir, M. and Ford, B. Q. (2009) 'Choosing To Be Afraid: Preferences for Fear as a Function of Goal Pursuit', *Emotion*, 9(4), pp. 488–497. doi: 10.1037/a0015882.

Tamir, M., Ford, B. Q. and Ryan, E. (2013) 'Nonconscious goals can shape what people want to feel', *Journal of Experimental Social Psychology*, 49(2), pp. 292–297. doi: 10.1016/j.jesp.2012.11.009.

Tay, L. and Diener, E. (2011) 'Needs and subjective well-being around the world.', *Journal of Personality and Social Psychology*, 101(2), pp. 354–365. doi: 10.1037/a0023779.

Taylor, J. B. (2021) *Whole Brain Living: The Anatomy of Choice and the Four Characters That Drive Our Life*. Available at: https://books.google.com/books/about/Whole_Brain_Living.html?id=8ZEjzgEACAAJ (Accessed: 21 November 2021).

Taylor, S. P. (2018) 'Critical Realism vs Social Constructionism & Social Constructivism: Application to a Social Housing Research Study', *International Journal of Sciences: Basic and Applied Research (IJSBAR)*, 37(2), pp. 216–222. Available at:

<https://www.gssrr.org/index.php/JournalOfBasicAndApplied/article/view/8701>

(Accessed: 24 January 2022).

Tee, D. and Passmore, J. (2022) *Coaching Practiced, Coaching Practiced*. Hoboken, NJ : John Wiley & Sons, Inc.,. doi: 10.1002/9781119835714.

Tee, D., Shearer, D. A. and Roderique-Davies, G. (2019) ‘Goal attainment scaling and coaching client core self-evaluations’, *Coaching Psychologist*, 15(1), pp. 47–54.

Available at: <https://www.researchgate.net/publication/334284803> (Accessed: 13 December 2020).

Theodorakis, Y., Hatzigeorgiadis, A. and Chroni, S. (2008) ‘Self-talk: It works, but how? Development and preliminary validation of the functions of self-talk questionnaire’, *Measurement in Physical Education and Exercise Science*, 12(1), pp. 10–30. doi: 10.1080/10913670701715158.

Timulak, L. *et al.* (2018) ‘A comparison of emotion-focused therapy and cognitivebehavioural therapy in the treatment of generalised anxiety disorder: Study protocol for a randomised controlled trial 17 Psychology and Cognitive Sciences 1701 Psychology 11 Medical and Health Science’, *Trials*. BioMed Central Ltd., 19(1), pp. 1–11. doi: 10.1186/s13063-018-2892-0.

Tod, D., Hardy, J. and Oliver, E. (2011) ‘Effects of self-talk: A systematic review’, *Journal of Sport and Exercise Psychology*, pp. 666–687. doi: 10.1123/jsep.33.5.666.

Tosi, H. L., Locke, E. A. and Latham, G. P. (1991) ‘A Theory of Goal Setting and Task Performance’, *The Academy of Management Review*, 16(2), p. 480. doi: 10.2307/258875.

- Tracy Dennis-Tiwarly (2022) *Future Tense: Why Anxiety is Good for You (Even Though it Feels Bad)*. Available at: [https://www.amazon.co.uk/Future-Tense-Tracy-DennisTiwarly/dp/0349429707/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1648657253 &sr=8-1](https://www.amazon.co.uk/Future-Tense-Tracy-DennisTiwarly/dp/0349429707/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1648657253&sr=8-1) (Accessed: 11 August 2022).
- Turner-Stokes, L. (2009) 'Goal attainment scaling (GAS) in rehabilitation: A practical guide', *Clinical Rehabilitation*, 23(4), pp. 362–370. doi: 10.1177/0269215508101742.
- Turner, M. J. (2016) 'Rational emotive behavior therapy (REBT), irrational and rational beliefs, and the mental health of athletes', *Frontiers in Psychology*. Frontiers Research Foundation, p. 1423. doi: 10.3389/fpsyg.2016.01423.
- Umbach, D. B. and Lyons, J. (1997) 'Linguistic Semantics: An Introduction', *Language*, 73(1), p. 194. doi: 10.2307/416619.
- Valenta, Annette L. and Wigger, U. (1997) 'Q-methodology: Definition and Application in Health Care Informatics', *Journal of the American Medical Informatics Association*. Oxford University Press, 4(6), pp. 501–510. doi: 10.1136/jamia.1997.0040501.
- Valenta, Annette L and Wigger, U. (1997) 'Q-methodology: Definition and Application in Health Care Informatics', *Journal of the American Medical Informatics Association*, 4(6), pp. 501–510. doi: 10.1136/jamia.1997.0040501.
- Vincent, S. and O'Mahoney, J. (2018) 'Critical Realism and Qualitative Research: An Introductory Overview', in *The SAGE Handbook of Qualitative Business and Management Research Methods: History and Traditions*, pp. 201–216. doi: 10.4135/9781526430212.n13.
- Vine, V., Bernstein, E. E. and Nolen-Hoeksema, S. (2019) 'Less is more? Effects of exhaustive vs. minimal emotion labelling on emotion regulation strategy planning',

Cognition and Emotion. Routledge, 33(4), pp. 855–862. doi:

10.1080/02699931.2018.1486286.

Vişlă, A. *et al.* (2013) ‘Core beliefs, automatic thoughts and response expectancies in predicting public speaking anxiety’, *Personality and Individual Differences*. Pergamon, 55(7), pp. 856–859. Available at:

<https://reader.elsevier.com/reader/sd/pii/S0191886913002468?token=EFD2FCD74BD760CEF48A04D4765E869259B18C3C858E8FC1EDC133E3DEC242B5436AF7155AA82BEAC7F29C9ED4D1C766&originRegion=eu-west-1&originCreation=20220214102928> (Accessed: 11 February 2022).

Vye, C., Scholljegerdes, K. and Welch, I. D. (2007) ‘Under pressure and overwhelmed: Coping with anxiety in college.’, *Under pressure and overwhelmed: Coping with anxiety in college.*, pp. 217–xiii, 217. Available at:

<https://psycnet.apa.org/record/200709485-000> (Accessed: 16 August 2022).

Wager, T. D. and Barrett, L. F. (2017) ‘From affect to control: Functional specialization of the insula in motivation and regulation’.

Walsh, D. and Evans, K. (2014) ‘Critical realism: An important theoretical perspective for midwifery research’, *Midwifery*, 30(1), pp. 1–6. doi: 10.1016/j.midw.2013.09.002.

Walsh, L. C., Boehm, J. K. and Lyubomirsky, S. (2018) ‘Does Happiness Promote Career Success? Revisiting the Evidence’, *Journal of Career Assessment*, 26(2), pp. 199–219. doi: 10.1177/1069072717751441.

Walter, N., Nikoleizig, L. and Alfermann, D. (2019) ‘Effects of Self-Talk Training on Competitive Anxiety, Self-Efficacy, Volitional Skills, and Performance: An Intervention Study with Junior Sub-Elite Athletes’, *Sports*, 7(6), p. 148. doi: 10.3390/sports7060148.

Wang, Q. *et al.* (2021) ‘The effectiveness of workplace coaching: a meta-analysis of contemporary psychologically informed coaching approaches’, *Journal of WorkApplied Management*. Emerald, ahead-of-p(ahead-of-print). doi: 10.1108/jwam-042021-0030.

Wang, Z. *et al.* (2018) ‘Anxiety is not enough to drive me away: A latent profile analysis on math anxiety and math motivation’, *PLoS ONE*. Public Library of Science, 13(2), p. e0192072. doi: 10.1371/journal.pone.0192072.

Watkins, E. R. (2008) ‘Constructive and Unconstructive Repetitive Thought’, *Psychological Bulletin*, 134(2), pp. 163–206. doi: 10.1037/0033-2909.134.2.163.

Watson, D. (2010) *Teaching Teachers To Think: Reflective Journaling As A Strategy To Enhance Students' Understanding And Practice Of Academic Writing*, *Journal of College Teaching & Learning-December*.

Watts, S. and Stenner, P. (2005) ‘Doing Q methodology: Theory, method and interpretation’, *Qualitative Research in Psychology*. Taylor & Francis Group, 2(1), pp. 67–91. doi: 10.1191/1478088705qp022oa.

Webler, T., Danielson, S. and Tuler, S. (2009a) ‘Using Q Method to Reveal Social Perspectives in Environmental Research’, *Social and Environmental Research*, 01301, pp. 1–54. Available at: https://www.researchgate.net/publication/273697977_Using_Q_Method_to_Reveal_Social_Perspectives_in_Environmental_Research (Accessed: 6 December 2020).

Webler, T., Danielson, S. and Tuler, S. (2009b) ‘Using Q Method to Reveal Social Perspectives in Environmental Research’, *Social and Environmental Research*, 01301, pp. 1–54. Available at: <https://qmethod.org/2009/01/09/webler-and-tuler-2009-using-qmethod-to-reveal-social-perspectives-in-environmental-research/> (Accessed: 23 November 2022).

Weidman, A. C. and Kross, E. (2020) 'Examining Emotional Tool Use in Daily Life', *Journal of Personality & Social Psychology*.

Welsh, D. T., Baer, M. D. and Sessions, H. (2020) 'Hot pursuit: The affective consequences of organization-set versus self-set goals for emotional exhaustion and citizenship behavior.', *Journal of Applied Psychology*, 105(2), pp. 166–185. doi: 10.1037/apl0000429.

Whitmore, J. (1992) *Coaching for Performance: GROWing human potential and purpose - the principals and practice*.

WHO (2021) *Stress*. Available at: <https://www.who.int/news-room/questions-andanswers/item/stress> (Accessed: 4 January 2023).

Williams, H., Edgerton, N. and Palmer, S. (2010) 'Cognitive Behavioural Coaching', in *The complete handbook of coaching*, pp. 37–53. doi: 10.1016/0141-6359(80)90062-8.

Williams, H. and Palmer, S. (2020) *Coaching during the COVID-19 pandemic: Application of the CLARITY solution-focused cognitive behavioural coaching model Development of the PRACTICE framework and model View project Developing the INSIGHT framework View project*. Available at: <https://www.researchgate.net/publication/343775185> (Accessed: 26 August 2020).

Williams, J. M. G. (2010) 'Mindfulness and Psychological Process', *Emotion*, 10(1), pp. 1–7. doi: 10.1037/a0018360.

Williams, V., Ciarrochi, J. and Deane, F. P. (2010) 'On being mindful, emotionally aware, and more resilient: Longitudinal pilot study of police recruits', *Australian Psychologist*, 45(4), pp. 274–282. doi: 10.1080/00050060903573197.

Wilson, A. (2021) 'Emotionally Agile Leadership Amid COVID-19', *School Leadership Review*, 15(2). Available at: <https://scholarworks.sfasu.edu/slr/vol15/iss2/1> (Accessed: 14 May 2023).

Wong, P. T. P. (2011) 'Positive psychology 2.0: Towards a balanced interactive model of the good life.', *Canadian Psychology/Psychologie canadienne*, 52(2), pp. 69–81. doi: 10.1037/a0022511.

Woodworth, R. S. (1938) *Experimental psychology*. Available at: <https://www.worldcat.org/title/368798> (Accessed: 13 November 2022).

Woolley, K. and Fishbach, A. (2022a) 'Motivating Personal Growth by Seeking Discomfort', *Psychological Science*. SAGE Publications Inc., 33(4), pp. 510–523. doi: 10.1177/09567976211044685.

Woolley, K. and Fishbach, A. (2022b) 'Motivating Personal Growth by Seeking Discomfort', <https://doi.org/10.1177/09567976211044685>. SAGE PublicationsSage CA: Los Angeles, CA, 33(4), pp. 510–523. doi: 10.1177/09567976211044685.

World Health Organization (2022) *World mental health report: transforming mental health for all*. Available at: <https://www.who.int/westernpacific/publicationsdetail/9789240049338> (Accessed: 2 August 2022).

Wright, C. (2014) 'Happiness Studies and Wellbeing: A Lacanian Critique of Contemporary Conceptualisations of the Cure', *Culture Unbound*. Linköping University Electronic Press, 6(4), pp. 791–813. Available at: https://www.researchgate.net/publication/276376002_Happiness_Studies_and_Wellbeing_A_Lacanian_Critique_of_Contemporary_Conceptualisations_of_the_Cure (Accessed: 15 August 2022).

Wright, R. A. (2016) 'Motivation theory essentials: Understanding motives and their conversion into effortful goal pursuit', *Motivation and Emotion*, 40(1), pp. 16–21. doi: 10.1007/s11031-015-9536-4.

Yakushko, O. and Blodgett, E. (2021) 'Negative Reflections About Positive Psychology: On Constraining the Field to a Focus on Happiness and Personal Achievement', *Journal of Humanistic Psychology*. SAGE PublicationsSage CA: Los Angeles, CA, 61(1), pp. 104–131. doi: 10.1177/0022167818794551.

Yaratan, H. and Yucesoylu, R. (2010) 'Self-esteem, self-concept, self-talk and significant others' statements in fifth grade students: Differences according to gender and school type', in *Procedia - Social and Behavioral Sciences*, pp. 3506–3518. doi: 10.1016/j.sbspro.2010.03.543.

Yates, J. (2021) 'Cognitive behavioural coaching', in *The Career Coaching Handbook*, pp. 136–145. doi: 10.4324/9781315867366-20.

Yesilyaprak, N. *et al.* (2019) 'Automatic thoughts, cognitive distortions, dysfunctional attitudes, core beliefs, and ruminative response styles in unipolar major depressive disorder and bipolar disorder: a comparative study', *Psychiatry and Clinical Psychopharmacology*, 29(4), pp. 854–863. doi: 10.1080/24750573.2019.1690815.

Yurica, C. L. and DiTomasso, R. A. (2006) 'Cognitive Distortions', in *Encyclopedia of Cognitive Behavior Therapy*. Springer, Boston, MA, pp. 117–122. doi: 10.1007/0-30648581-8_36.

Zabala, A. (2014) 'Qmethod: A package to explore human perspectives using Q methodology', *R Journal*. Technische Universitaet Wien, 6(2), pp. 163–173. doi: 10.32614/rj-2014-032.

- Zabala, A. and Pascual, U. (2016) 'Bootstrapping Q Methodology to Improve the Understanding of Human Perspectives', *PLOS ONE*. Edited by Y. Xia. Public Library of Science, 11(2), p. e0148087. doi: 10.1371/journal.pone.0148087.
- Zabala, A., Sandbrook, C. and Mukherjee, N. (2018) 'When and how to use Q methodology to understand perspectives in conservation research', *Conservation Biology*, 32(5), pp. 1185–1194. Available at: <https://onlinelibrary.wiley.com/doi/full/10.1111/cobi.13123> (Accessed: 24 October 2020).
- Zachariadis, M., Scott, S. and Barrett, M. (2010) 'Working Paper Series Exploring critical realism as the theoretical foundation of mixed-method research: evidence from the economics of IS innovations'.
- Zhao, Q. and Chang, S. (2022) 'Could directly shifting self-doubt mind-set reduce the negative effects of chronic self-doubt?', *Journal of Social Psychology*. Routledge. doi: 10.1080/00224545.2022.2086842.
- Zheng, Y., Lu, X. and Ren, W. (2020) 'Tracking the Evolution of Chinese Learners' Multilingual Motivation Through a Longitudinal Q Methodology', *The Modern Language Journal*. John Wiley & Sons, Ltd, 104(4), pp. 781–803. doi: 10.1111/MODL.12672.
- Zimmermann, L. and Antoni, C. H. (2018) 'Developing a sequential process model of coaching', *Zeitschrift für Arbeits- und Organisationspsychologie*. Hogrefe Verlag GmbH & Co. KG, 62(1), pp. 14–24. doi: 10.1026/0932-4089/a000257.
- Zourbanos, N. *et al.* (2011) 'The social side of self-talk: Relationships between perceptions of support received from the coach and athletes' self-talk', *Psychology of Sport and Exercise*. Elsevier, 12(4), pp. 407–414. doi:

10.1016/j.psychsport.2011.03.001.

Zourbanos, N., Hatzigeorgiadis, A. and Theodorakis, Y. (2007) 'A Preliminary Investigation of the Relationship between Athletes' Self-Talk and Coaches' Behaviour and Statements', *International Journal of Sports Science & Coaching*, 2(1), pp. 57–66.
doi: 10.1260/174795407780367195.

APPENDIX

1. GLOSSARY OF RELEVANT TERMS AND DEFINITIONS

Glossary of Q-Methodology Terms

Methodology Term	Definition
Concourse	A collection of items about a topic, gathered from a variety of sources
Condition of instruction	The instructions given to each participant (for consistency) prior to starting the Q sort
Correlation (inter-correlation)	The statistical comparison of one person's Q sort with another person's Q sort to determine the level of similarity or difference
Crib sheet	A set of questions used to help the process of the interpretation of factors (designed by Simon Watts)
Distribution grid	The grid produces a shape of quasinormal distribution (bell shaped curve) into which the participants sort the statements
Factor	A View that can be considered to be part of the same "family resemblance" or cluster, represented by participants whose Q sorts are similar

Factor array	The View of the participants loading onto a factor in relation to the View of all items placed on the grid
Fixed distribution	Where participants have a fixed choice for the 'most like me' and least like me' Views on the grid
Free distribution	Where participants have a free choice in terms of View of statements within the grid
Kurtosis	The shape of the distribution grid in terms of how flat or steep the curve
Mixed distribution	Part fixed and part free distribution – for this study the two extremes were fixed and the middle was free
Operant	Behaviours which can be seen to interact, and have a relationship with the environment
P-Set	The participants in the study
Q-Set	The list of statements in the Q sort activity
Q-Sort	Data which is gathered when participants sort the statements into the distribution grid
Variance	The degree to which a Q sort, factor or study can be said to hold something in common

Definitions of Thought and Cognition

Source	Word	Definition
Oxford English Dictionary	Thought	<ol style="list-style-type: none"> 1. <i>an idea or opinion produced by thinking, or occurring suddenly in the mind.</i> 2. <i>the action or process of thinking.</i>
Oxford English Dictionary	Cognition	<ol style="list-style-type: none"> 1. <i>the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses.</i>

		2. <i>perception, sensation, idea, or intuition resulting from the process of cognition.</i>
Plato's tripartite structure of the soul	Cognition	<p><i>Thought, reason, will. Considered rational judgment - the "good".</i></p> <p><i>Components of the state: Ruling class. Philosophers, kings, statesmen, nobility. Interested in wisdom.</i></p>
Emotions, Cognition, and Behavior (Izard, Kagan and Zajonc, 1984)	Cognition	<i>The symbolic or conceptual processing of information that is required for the central representation and organised expression of a response; any information processing that influences or guides behaviour</i>
Attention, Representation, and Human Performance: Integration of Cognition, Emotion, and Motivation, (Masmoudi, Dai and Naceur, 2012)	Cognitive processes	<ol style="list-style-type: none"> <i>1. attention, including sensory and perceptual processes that allow the person to catch the information from the world;</i> <i>2. representation, including multiple formats of coding and abstracting information;</i> <i>3. performance, including enactive thought processes, skill execution, and problem solving that involves attention and representation.</i> <p><i>Recent neuropsychological research suggests that cognition (i.e., attention, representation, and related processes) is intricately related to emotion and motivation.</i></p>
What is cognition? (Bayne <i>et al.</i> , 2019)	Cognition	<p><i>refers to all the activities and processes concerned with the acquisition, storage, retrieval and processing of information — regardless of whether these processes are explicit or conscious;</i></p> <p><i>the mechanisms by which animals acquire, process, store, and act on information from the environment;</i></p> <p><i>When we say a process is cognitive, we mean that it handles information in an adaptive way and can be modelled usefully as a form of computation;</i></p> <p><i>all the processes by which the sensory input is transformed, reduced, elaborated, stored, recovered and used</i></p>

A Developmental-Interactionist theory of motivation, emotion, and cognition: (Buck, Easton and Goldman, 1995)	Cognition	<i>Developmental-Interactionist theory defines cognition as knowledge: of terrestrial events, of other creatures, of internal bodily processes.</i>
The Cognitive-Emotional Fugue (Lewis, Sullivan and Michalson, 1983)	CognitiveEmotional Fugue	<i>cognition and emotion are neither separate nor independent aspects of behavior. Rather, both are elements of the same theme interwoven into a single comView. Both parts are continually chasing each other, like the parts of a fugue.</i>
Affect is a form of cognition: A neurobiological analysis (Duncan and Barrett, 2007b)	Thinking	<i>Sensing and categorising an object, or deliberating on an object</i>
Thought and Consciousness in Descartes	Thought/Cognition	<i>All those things which, we being conscious (nobis consciis), occur in us, insofar as the consciousness of them is in us; Thought (Cogitationis) is a word that covers everything that exists in us in such a way that</i>
		<i>we are immediately conscious (immediate conscii) of it</i>
Dewy and Humphrey	Thinking	<i>that activity involved in problem solving</i>

Definitions of Feelings and Emotions

Source	Word	Definition
Oxford English Dictionary	Feeling	<ol style="list-style-type: none"> <i>an emotional state or reaction</i> <i>an idea or belief, especially a vague or irrational one.</i> <i>the sensation of touching or being touched by a particular thing.</i>

		4. <i>a sensitivity to or intuitive understanding of</i>
Oxford English Dictionary	Emotion	1. <i>a strong feeling deriving from one's circumstances, mood, or relationships with others</i> 2. <i>instinctive or intuitive feeling as distinguished from reasoning or knowledge</i>
Webster's seventh new collegiate dictionary	Emotion	<i>The source of the term emotion is</i> 1. <i>French – emouvoir – to stir up and</i> 2. <i>Latin – exmovere – to move away.</i> 3. <i>(Two meanings of the term emotion, 'a disturbance' and 'excitement', are noted by Webster's as obsolete.)</i>
Plato's tripartite structure of the soul	Emotion/ Affect/ Passion	<i>"Thumos", anger or spirited higher ideal emotions, resenting infringements by others and lower appetites. Components of the state: Warrior class. Soldiers, policemen, auxiliaries, men of action. Interested in practical distinction</i>
Plato's tripartite structure of the soul	Conation/Motivation	<i>Impulses, cravings, instincts, appetites. Multitude of clamant and conflicting appetites for particular</i>

		<i>gratifications. Components of the state: Lower classes. Civilians, workers, peasants, slaves. Interested in enjoyment and gratification.</i>
Emotions in the workplace: Understanding the structure and role of emotions in organizational behavior (Lord, 2002)	Emotions	<i>a psychic and physical reaction subjectively experienced and physiologically involving changes that prepare the body for immediate vigorous action</i>

How should neuroscience study emotions? by distinguishing emotion states, concepts, and experiences (Adolphs, 2017)	Emotion	<i>evolved functional states that regulate complex behaviour, in response to challenges that instantiate recurrent environmental themes. These functional states, in turn, can also cause conscious experiences (feelings), and their effects and our memories for those effects also contribute to our semantic knowledge of emotions (concepts)</i>
A Developmental-Interactionist theory of motivation, emotion, and cognition: (Buck, Easton and Goldman, 1995)	Emotion (and motivation)	<i>Developmental-Interactionist theory defines (motivation as potential for behaviour built into a system of behaviour control;) emotion as the readout of that potential when aroused by a challenging stimulus;</i>
A Developmental-Interactionist theory of motivation, emotion, and cognition: (Buck, Easton and Goldman, 1995)	Emotion	<i>spontaneous communication involving expressive displays and pre-attunements to those displays and subjective experience involving central neurochemical systems</i>
What is an emotion? (Adolphs, Mlodinow and Barrett, 2019)	Emotion	<i>the functional states of the brain that provide causal explanations of certain complex behaviors — like evading a predator or attacking prey</i>
Emotion and the affective turn: Towards an integration of cognition and affect in real life experience (du Toit, 2014)	Emotion	<i>is caused by many factors, some of which are evolutionary, neurological, chemical, environmental, societal, personal and religious. Although emotions are biologically rooted, cultural context largely provides the trigger that activates emotion; both bottom-up biological processes and top-down environmental processes</i>
What is an emotion? (Adolphs, Mlodinow and Barrett, 2019) Lisa Feldman Barrett	Emotions	<i>embodied representations that shape the animal's action and become the animal's experience of the world in that upcoming moment. In humans, the representations may (or may not) include an explicit awareness of the emotion state, which we colloquially refer to as the 'emotional experience'.</i>

Emotions, Cognition, and Behavior (Izard, Kagan and Zajonc, 1984)	Emotion	<ol style="list-style-type: none"> 1. <i>Emotions are not subject to ostensive definition (because emotions are manifest in so many alternative ways, but that they can be identified on the basis of the conjunction of three criteria:</i> 2. <i>like language, emotions are crucial regulators of social and interpersonal behaviour, primarily through their multiple expressive channels</i> 3. <i>like cognition, emotions regulate the flow of information and the selection of response processes or outputs</i> 4. <i>unlike either language or cognition, the basic emotions, which we believe include joy, anger, disgust, fear, sadness, affection and possibly sexual ardour and others, regulate behaviour through a noncodified, prewired communication process. This process is widely believed to innate: no social learning appears to be necessary either for the reception of facial or gestural signals or for the production of such</i>
The self-attribution of emotion as a function of success and failure (Averill, DeWitt and Zimmer, 1978)	Emotions	<i>Multiple definitions - biologically primitive reactions; the experience of emotion involves an interpretation of one's own behaviour</i>
Attention, Representation, and Human Performance : Integration of Cognition, Emotion, and Motivation (Masmoudi, Dai and Naceur, 2012)	Emotion	<i>Physiological state</i>
Motivation, Emotion, and Cognition : Integrative Perspectives on Intellectual Functioning and Development (Dai and Sternberg, 2004)	Emotion	<i>short, intense affective episodes with a specific referent.</i>

The Cognitive-Emotional Fugue (Lewis, Sullivan and Michalson, 1983)	CognitiveEmotional Fugue	<i>cognition and emotion are neither separate nor independent aspects of behaviour. Rather, both are elements of the same theme interwoven into a single comView. Both parts are continually chasing each other, like the parts of a fugue.</i>
	Feeling	<i>Psychological state</i>
Emotions, Cognition, and Behavior (Izard, Kagan and Zajonc, 1984)	Feeling	<i>a feeling is by definition a conscious process, a part of awareness</i>
Emotions in the workplace: Understanding the structure and role of emotions in organizational behavior (Lord, 2002)	Emotional Architectures	<i>Cognitive neuroscience research has found that three qualitatively different information processing architectures are involved in the experiencing and regulation of emotions and cognitions: emotional, connectionist, and symbolic architectures</i> <i>Emotional architectures are very fast and reliable operating processes that rely on dedicated and domain specific systems. These architectures can rapidly orient individuals toward an external environment and quickly initiate the appropriate social or individual response</i>
Oxford English Dictionary	Affect	<i>have an effect on; make a difference to touch the feelings of; move emotionally</i>
Affect is a form of cognition: A neurobiological analysis (Duncan and Barrett, 2007b)	Affect	<i>Constructing a state to represent how the object or situation affects you</i>
Dynamic Integration: Affect, Cognition, and the Self in Adulthood (Labouvie-Vief, 2003)	Affect	<i>emotions hardwired by evolution to secure survival through highly automated responses</i>
Emotions, Cognition, and Behavior (Izard, Kagan and Zajonc, 1984)	Affect or an emotion	<i>A broad response disView that may include measurable language behaviour, organised overt acts (facial and postural expressions), and a physiological support system for those events (somatic and visceral)</i>

An examination of cognition and affect in strategic decision making (Kim, Payne and Tan, 2006)	Emotion, affect, feeling, mood	<i>Previous research on emotion has used different terms interchangeably in defining human affectivity (e.g. emotion, affect, feeling, mood).</i>
---	--------------------------------	---

2. ETHICS FORMS

2a. UREC Registration Number 201445



Dr Christian Ehrlich
Director of Studies
Oxford Brookes Business School
Oxford Brookes University

2nd March 2021

Dear Dr Ehrlich,

UREC Registration No: 201445

Study Title: Exploring the thoughts and feelings associated with goal achievement in coaching

Thank you for the email of 26th February 2021 outlining the response to the points raised in my previous conditional approval letter regarding the PhD study of your research student, Lindsay Foreman and attaching the revised documents. It was noted that although an additional external support was listed on the Participant Information Sheet, no contact details had been included, such as a phone number and website. On the basis that this information is included in the Participant Information Sheet, I am pleased to inform you that UREC is happy to grant full approval for this study.

The UREC approval period for the data collection phase of the study is two years from the date of this letter, so until 2nd March 2023. If you need the approval to be extended please do contact me nearer the time of expiry.

Should the recruitment, methodology or data storage change from your original plans, or should any study participants experience adverse physical, psychological, social, legal or economic effects from the research, please inform me with full details as soon as possible.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "S Quinton", with a stylized flourish at the end.

Dr Sarah Quinton
Chair of the University Research Ethics Committee

cc Dr Adrian Myers, Supervisory Team
Lindsay Foreman, Research Student
Dr Karen Handley, Research Ethics Officer
Jill Organ, Research Degrees Team

2b: Recruitment Advertisement

LINKEDIN ADVERT

A RESEARCH STUDY OF THE THOUGHTS AND FEELINGS ASSOCIATED WITH GOAL ACHIEVEMENT

Do you work or lead in a workplace of 1000+ employees? Would some of those employees be interested in participating in doctoral research into goal achievement in coaching?

I am looking for a participant organisation with an interest in the thoughts and feelings associated with goal achievement in coaching. If you, or someone in an organisation you know would like to learn more, please contact me at your earliest convenience via email on 19038432@brookes.ac.uk.

EMAIL REQUEST

Email Header: A request for diverse employees to participate in a doctoral research study exploring the thoughts and feelings associated with goal achievement in coaching.

Dear (Name)

My doctoral research, which has been approved by Oxford Brookes University, focuses on goal achievement in coaching. The purpose of the study is to improve our understanding of the thoughts and feelings associated with goal achievement. The study aims to gain insight into the specific thought patterns and feelings that can assist with goal achievement and create an instrument that will contribute to coaching effectiveness.

The study is in two stages. Ideally these will take place with a diverse sample of staff at all levels, including the executive team, senior leaders, managers and non-managerial staff -:

an online survey: I am seeking to recruit 25 - 30 diverse employees from a range of departments, managerial levels and experience to participate in an online questionnaire, of approximately 20 minutes, to anonymously elicit and explore their perspectives of

thoughts and feeling experienced in goal pursuit. This will take place in (month). The outputs of this stage will be used to inform Stage 2 and create the statements for ranking as part of the online, light touch group coaching programme.

Attendance of three 60 minute online sessions: I will then be looking to recruit a further cohort of employees so that we have 25 – 30 to complete three 60 minute group coaching sessions over a three month period from (month) to (month). These sessions will consist of goal setting and tracking, an anonymous 15 minute exercise to rank statements pertaining to thoughts and feelings followed by a reflective practice (which can be anonymous if required).

I would like to ask if you would you be willing to introduce me to or engage the relevant department heads. The attached participant information sheets includes more detail. If you have any questions please contact me via email 19038432@brookes.ac.uk or phone, 07545 696497.

Many thanks

Lindsay Foreman MSc

Stage 1:

A STUDY OF THE THOUGHTS AND FEELINGS ASSOCIATED WITH GOAL ACHIEVEMENT

Have you had coaching in the last 12 months with a clear goal or objective?

Are you willing to participate in an online survey to anonymously investigate some of the thoughts and feelings you experienced during your goal pursuit?

Are you over the age of 21?

If you can answer yes to the above questions, then are you prepared to complete a questionnaire taking approximately 20 minutes?

You will be informed about what is involved in the study prior to completing the questionnaire

You can change your mind about your data being used at any point without having to give a reason

All data will be held anonymously and in accordance with GDPR regulations (GDPR 2016)

The research is governed and supervised by Oxford Brookes University Ethics Committee and is conducted in accordance with guidelines

If you would like to participate please click on the link to the questionnaire below, or if you would like to know more please email Lindsay Foreman on 19038432@brookes.ac.uk.

Stage 2:

A STUDY OF THE THOUGHTS AND FEELINGS ASSOCIATED WITH GOAL ACHIEVEMENT

Do you have a personal or professional goal you are hoping to achieve by (date)?

Are you available for three 60 minute online group coaching sessions, one each in (date) 2021?

Are you over the age of 21?

If you can answer yes to the above questions, then please contact Lindsay Foreman with your department and role to apply for a place.

You will be fully informed about what is involved in the study prior to the coaching commencing

You can change your mind about your data being used at any point without having to give a reason

All data will be held anonymously and in accordance with GDPR regulations (GDPR 2016)

The research is governed and supervised by Oxford Brookes University Ethics board and is conducted in accordance with guidelines

If you would like to participate please click on the link to the questionnaire below, or if you need to know more please email Lindsay Foreman MSc on 19038432@brookes.ac.uk.

2c: Participant Information Sheet. STAGE 1

IMPORTANT PARTICIPANT INFORMATION

RESEARCH TITLE

Exploring the thoughts and feelings associated with goal achievement in coaching

Researcher: Lindsay Foreman MSc

Contact: +447545696497 and 19038432@brookes.ac.uk

You are being invited to take part in a doctoral research study because you have had coaching in the last 12 months and are willing to investigate some of the thoughts and feelings you experienced during your goal pursuit. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

What is the purpose of Stage 1 of the study?

The proposed research aims to better understand the role of thoughts and feelings in relation to achieving goals and you have been invited to contribute to *Research Question Stage 1: What are the common thoughts and feelings experienced by coachees as they set, progress towards and achieve goals?* The output of Stage 1 will inform Stage 2 and produce an online card deck of statements that Stage 2 participants will

rank in relation to their experience of setting, pursuing and achieving a goal. The total sample size will be 30-40 participants

Why have I been invited to participate?

You have been invited to participate to this study as you:

have had coaching in the last 12 month and are willing to investigate some of the thoughts and feelings you experienced during your goal pursuit may currently be receiving coaching are over the age of 21

What is involved and when will the study take place?

A confidential survey (link to be provided) taking an estimated 20 minutes exploring your perspective on the thoughts and feelings you have experienced when working towards a goal. The questionnaire will need to be completed and submitted by (date) to be included in the study.

What are the possible benefits of taking part?

Participation in this process could offer you the chance to reflect back on your coaching experience and contribute to the research process.

In addition, the outcomes of this study could benefit other coachees, coaches, managers, leaders and teachers using a similar method to the one being developed in this research. This gives you the opportunity to share your valuable experience to help and assist others and provide further understanding of this area that has not been explored in this way before.

What are the possible disadvantages and risks of taking part?

The research topic is unlikely to have any disadvantages and potential risks are considered low. You will be asked to recollect memories of your coaching in a survey. Reflecting on any experience can bring back both pleasant and occasionally, less welcome memories. I am interested in all memories. If in the event of unexpected outcomes, the questionnaire can be stopped, and, if required you can contact external

resources such as the Samaritans support line, organisations such as MIND <http://www.mind.org.uk/>, their own GP or HEI occupational health practitioner for free of charge support services, in addition to any Employee Assistance programmes that may be available. You have the option to drop out of the research at any time without explanation.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be asked to sign a consent form. Your involvement in the project is voluntary and you are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied without giving reasons.

Confidentiality

Confidentiality, privacy and anonymity will be our highest priority in the collection, storage and publication of research material. All data will be held anonymously and in accordance with GDPR regulations (GDPR 2018). Coding will be used in data analysis to ensure that names are removed from this process. Any quotes used to illustrate themes will not contain names or information that could clearly pinpoint an individual.

Data generated in the course of the research will be securely stored in locations that are encrypted and password protected. The data will be kept securely in paper and electronic form for a period of ten years after the completion of a research project.

NO DATA WILL BE SHARED WITH THE PARTICIPATING ORGANISATION.

What will happen to the results of the research study?

Research from this study will form part of my Doctor of Coaching and Mentoring thesis. It will be submitted to Oxford Brookes University in the autumn of 2022. A copy of the thesis will be available in Oxford Brookes University Library. It is anticipated that a research paper(s), based on the study would be published in following year.

What should I do if I want to take part?

Send an email to Lindsay Foreman, who will conduct the research, at 19038432@brookes.ac.uk. I will schedule an informal call to discuss the process. If you want to participate in the study, you will receive a separate Consent Form for you to sign.

Who is organising and funding the research?

I am conducting the research as a student of the Business & Management Department within the Business School at Oxford Brookes University. I am funding the research myself.

Who has reviewed the study?

The Oxford Brookes University Research Ethics Committee has approved the research.

A supervisory team is monitoring the research and are as follows:-

Dr Christian Ehrlich, Department of Business and Management,
cehrlich@brookes.ac.uk

Dr Adrian Myers, International Centre for Coaching and Mentoring Studies
amyers@brookes.ac.uk

Contact for Further Information

If you have any concerns about the way in which the study has been conducted you should contact the Chair of the University Research Ethics Committee on ethics@brookes.ac.uk.

2d: Participant Information Sheets

IMPORTANT STAGE 2 PARTICIPANT INFORMATION

RESEARCH TITLE

Exploring the thoughts and feelings associated with goal achievement in coaching

Researcher: Lindsay Foreman MSc

Contact: +447545696497 and 19038432@brookes.ac.uk

You are being invited to take part in Stage 2 of a doctoral research study because you are working towards a goal and willing to participate in a three 60 minute online group coaching sessions over a three month period. These coaching sessions will be provided by myself, Lindsay Foreman, a trained and experienced executive coach. The coaching programme will involve three one hour sessions via video conference on three consecutive months. Some aspects will include the collection of data as follows -:

(Coaching and Data collection) Ranking card deck statements on an interactive online tool called QSortouch. These statements will be referring to possible thoughts and feelings you may be experiencing during your coaching journey and goal pursuit (approx. 15 minutes) - the data from this will be used for research purposes

(Coaching Only) An opportunity to reflect and share insights with fellow coachees (approx. 30 minutes) no research data is collected at this point

(Coaching and Data collection) Further reflective questions in an online survey questions (approx. 10 minutes) the data from this will be used for research purposes

(Coaching only) Next steps (5 minutes) no research data is collected at this point NO

DATA WILL BE SHARED WITH THE PARTICIPATING ORGANISATION.

Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

What is the purpose of the study?

The proposed research aims to better understand the role of thoughts and feelings in relation to achieving goals and the impact reflective group coaching can have on their success. *Research Question 2: How do coachee thoughts and feelings change as coachees progress toward a goal?* The total sample size will be 30-40 participants

Why have I been invited to participate?

You have been invited to participate to this study as you:

Are not currently receiving coaching

Are willing to participate in online group coaching as outlined below

Will be working towards a measurable goal

What is involved and when will the study take place?

Participation in online Group Coaching

There will be three online group coaching involved of 60 minutes each, four weeks apart in DATE, DATE and DATE 2021. The 60 minute session will include the anonymous ranking of 40 - 50 statement 'cards' taking approximately 15 minutes. These statement cards will describe a wide range of perspectives on thoughts and feelings experienced by coachee's as they set, pursue and achieve a goal. You will be asked to consider the thoughts and feelings you may be experiencing during the coaching journey and rank them in an order from completely agree to completely disagree.

This will be followed by an online group coaching session of approximately 30 minutes to reflect on and share any insights if you wish (these can be anonymous and will always be confidential). There will then be a final online survey with further reflective questions and closing with next steps, taking approximately 15 minutes.

The total time commitment is 3 hours.

What are the possible benefits of taking part?

The programme will be conducted over a three month period with 60 minute web conference sessions once a month, offering these possible benefits -:

Personal Development and key insights (in addition to Discovery) on motivations and drivers

Chance to connect and collaborate across the business

Facilitated recovery time to overcome overwhelm and fatigue and gain fresh perspectives on goal achievement

Innovative and exploratory approach to wellbeing and performance building on the latest scientific research in sports, development and positive psychology

In addition, the outcomes of this study could benefit other coachees, coaches, managers, leaders and teachers using a similar method to the one being developed in this research. This gives you the opportunity to share your valuable experience to help and assist others and provide further understanding of this area that has not been explored in this way before.

What are the possible disadvantages and risks of taking part?

The research topic is unlikely to have any disadvantages and potential risks are considered low. If in the event of unexpected outcomes, the questionnaire can be stopped, and, if required participants can be contact organisations such as MIND

<http://www.mind.org.uk/> , their own GP or HEI occupational health practitioner for free of charge support services.

The survey is hosted on a secure platform (Qsorttouch) and the risk of the data being hacked is minimal.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. Your involvement in the project is voluntary and you are free to withdraw at any time, and to withdraw any unprocessed data previously supplied without giving reasons at any point during the period of involvement. I understand it is a considerable commitment of time and understand there may be a need to withdraw and no reason is required.

Confidentiality

Confidentiality, privacy and anonymity will be ensured in the collection, storage and publication of research material All data will be held anonymously and in accordance with GDPR regulations (GDPR 2018). Coding will be used in data analysis to ensure that names are removed from this process. Any quotes used to illustrate themes will not contain names or information that could clearly pinpoint an individual.

Data generated in the course of the research will be securely stored in devices and locations that are encrypted and password protected. Data collected in the Qsorttouch platform is also a secure password protected site, only accessible by the researcher. The data will be kept securely in paper and electronic form for a period of ten years after the completion of a research project.

NO DATA WILL BE SHARED WITH THE PARTICIPATING ORGANISATION.

What will happen to the results of the research study?

Research from this study will form part of my Doctor of Coaching and Mentoring thesis. It will be submitted to Oxford Brookes University in the Autumn of 2022. A copy

of the thesis will be available in Oxford Brookes University Library. It is anticipated that a research paper(s), based on the study would be published in following year.

What should I do if I want to take part?

Send an email to Lindsay Foreman, who will conduct the research, at 19038432@brookes.ac.uk. I will schedule an informal call to discuss the process. If you want to participate in the study, you will receive a separate Consent Form for you to sign.

Who is organising and funding the research?

I am conducting the research as a student of the Business & Management Department within the Business School at Oxford Brookes University. I am funding the research myself.

Who has reviewed the study?

The Oxford Brookes University Research Ethics Committee has approved the research.

A supervisory team is monitoring the research and are as follows:-

Dr Christian Ehrlich, Department of Business and Management,
cehrlich@brookes.ac.uk

Dr Adrian Myers, International Centre for Coaching and Mentoring Studies
amyers@brookes.ac.uk

Contact for Further Information

If you have any concerns about the way in which the study has been conducted you should contact the Chair of the University Research Ethics Committee on ethics@brookes.ac.uk.

2e: Consent Form

Project title: Exploring the thoughts and feelings associated with goal achievement in coaching

Researcher: Lindsay Foreman MSc

Contact: +447545696497 and 19038432@brookes.ac.uk Supervisory

Team:

Dr Christian Ehrlich, Department of Business and Management,
cehrlich@brookes.ac.uk

Dr Adrian Myers, International Centre for Coaching and Mentoring Studies
amyers@brookes.ac.uk

Please initial box

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

☐

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

☐

I agree to take part in the above study.

☐

Please initial box

Yes

No

I agree to the use of anonymised quotes in publications

☐☐

Name of Participant

Date

Signature

Name of Researcher

Date

Signature

2f: Privacy notice for research participants

This privacy notice provides information on how Oxford Brookes University collects and uses your personal information when you take part in one of our research projects. Please refer to the research participant

information sheet for further details about the study and what information will be collected about you and how it will be used.

Oxford Brookes University (OBU) will usually be the Data Controller of any data that you supply for this research. This means that we are responsible for looking after your information and using it properly. The exception to this is joint research projects where you would be informed on the participant information sheet as to the other partner institution or institutions. This means that they will make the decisions on how your data is used and for what reasons. You can contact the University's Information Management Team on 01865 485420 or email info.sec@brookes.ac.uk.

Why do we need your data?

To allow the exploration and analysis of the thoughts and feelings associated with goal achievement

OBU's legal basis for collecting this data is:

- You are consenting to providing it to us; and / or,
- Processing is necessary for the performance of a task in the public interest such as research

If the university asks you for sensitive data such as; racial or ethnic origin, political opinions, religious or philosophical beliefs, trade-union membership, data concerning health or sexual life, genetic/biometric data or criminal records OBU will use these data because:

- You have given OBU explicit consent to do so; and / or
- Processing is necessary for scientific or research in the public interest.

What type of data will Oxford Brookes University use?

Survey data gathered during stage 1 questionnaire from Qualitrics. Stage 2 Qsortouch data from the online Q-Sort and statements or feedback during or after the reflective coaching practice. Data generated in the course of the research will be securely stored in devices and locations that are encrypted and password protected.

Who will OBU share your data with?

Data collected in the Qsorttouch platform is also a secure password protected site, only accessible by the researcher. Anonymised data may be shared with the participant organisation in agreement with the participants

Will OBU transfer my data outside of the UK?

Only in agreement with the participant organisation and participants

What rights do I have regarding my data that OBU holds?

- You have the right to be informed about what data will be collected and how this will be used
- You have the right of access to your data
- You have the right to correct data if it is wrong
- You have the right to ask for your data to be deleted

- You have the right to restrict use of the data we hold about you
- You have the right to data portability
- You have the right to object to the university using your data
- You have rights in relation to using your data in automated decision making and profiling.

Where did OBU source my data from?

The data is coming from participants directly

Are there any consequences of not providing the requested data?

There are no consequences of not providing data for this research. It is purely voluntary.

Will there be any automated decision making using my data?

There will be no use of automated decision making in scope of UK Data Protection and Privacy legislation."

How long will OBU keep your data?

In line with Oxford Brookes policies data generated in the course of research will be kept securely in paper and electronic form for a period of ten years after the completion of a research project.

Who can I contact if I have concerns?

In the event of any questions about the research study, please contact the researchers in the first instance (contact details in the study participant information sheet). If you have any concerns about the way in which the study has been conducted, contact the Chair of the University Research Ethics Committee at ethics@brookes.ac.uk. For further details about information security contact the Data Protection Officer at: brookesdpo@brookes.ac.uk or the Information Management team on info.sec@brookes.ac.uk

2g: Qualtrics Survey for Building the Concourse

Dear Participant,

Thank you for taking the time to complete this questionnaire to identify the thoughts and feelings associated with goal achievement. It should take no more than twenty minutes to complete. All results are anonymous so please answer freely and openly.

Important information

Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. The Research Question is: What are the common thoughts and feelings experienced by participants as they progress towards goals and objectives?

Can I withdraw from the study?

If you decide to take part you are still free to withdraw at any time and without giving a reason.

What are the possible disadvantages and risks of taking part?

The research topic is unlikely to have any disadvantages and potential risks are considered low. You will be asked to recollect memories of your coaching in a survey. Reflecting on any experience can bring back both pleasant and occasionally, less welcome memories. I am interested in all memories. In the event of unexpected outcomes, the questionnaire can be stopped and if required you can contact organisations such as MIND <http://www.mind.org.uk/> , your own GP or HEI occupational health practitioner for free of charge support services.

Will what I say in this study be kept confidential?

As researchers, we will ensure that all the information collected from you will be kept confidential and in accordance with GDPR regulations (2016). We will ensure that the data collected from you and others is stored electronically and is password protected. It will be kept for a minimum period of ten years.

Q1 Age

18-24

25-34

25-44

45-54

55-64

Over 65

Q2 Gender

Male

Female

Third gender

Prefer not to say

Q3 Education

Secondary School or equivalent

Vocation/Technical School

Some time at college

College Graduate (4 year)

Master's Degree Doctoral

Degree

Professional Degree (MD etc)

Q4 Role

Self Employed

Temporary Employee

Consultant

Skilled labourer

Student

Retired

Support Staff

New to management

Junior Management

Middle Management

Senior Management

Other

Q5 Now you will need to recall or imagine a time when you were pursuing a goal. It would be helpful if you could share in the box below the goal you have in mind as you are answering the next 11 questions.

Q6 Consider a goal you have worked towards in the past, what were some of the thoughts, self-talk or inner dialogue you can remember having?

Q7 What, for you, are some of the least helpful thoughts, self-talk or inner dialogue you have experienced when working towards a goal?

Q8. What, for you, are some of the most helpful thoughts, self-talk or inner dialogue you have experienced when working towards a goal?

Q9. Imagine working towards a goal that you have carefully chosen to have maximum impact in your work and life, how would you feel? What thoughts might be present for you?

Q10 What do you say to yourself when you are completely focused on achieving your goal?

Q11 What self-talk or inner dialogue phrases do you find most motivational?

Q12 Which self-talk or inner dialogue phrases do you find most demotivating?

Q13 Imagine working towards a goal that has been assigned to you, how would you feel? What thoughts might be present for you?

Q14 When you consider the early stages of working towards a goal how do you typically feel?

Q15 When you consider the final stages of working towards a goal how do you typically feel?

Q16 Finally, list as many thoughts or feelings as possible that come to mind or feel important as you consider the experience of achieving a goal

3. PARTICIPANT FACTOR LOADINGS FOR EACH SESSION

Participant factor loadings per session

<u>P</u>	<u>Factor Loading:</u> <u>Session 1</u>	<u>Factor Loading:</u> <u>Session 2</u>	<u>Factor Loading:</u> <u>Session 3</u>
A	0.71	0.86	0.83
B	0.61	0.56	0.76
C	0.81	0.95	0.87
D	0.85	0.42	0.58
E	0.68	0.33	0.47
F	0.68	0.66	0.86
G	0.62	0.73	0.61
H	0.78	0.57	0.47
I	0.72	0.68	0.72
J	0.56	0.77	0.51
K	0.75	0.90	0.73
L	0.80	0.55	0.59
M	0.48	1 & 2	0.76
N	0.65	0.62	0.62
O	0.68	0.74	0.65
P	0.7	0.8	0.51
Q	1 & 2	0.72	1 & 2
R	0.8	0.8	0.64
S	0.84	0.55	0.65

4. CORRELATION SCORES

Correlation between factors in Session 1

	F1	F2	F3	F4
F1	1.00	0.07	0.20	0.49
F2	0.07	1.00	0.24	0.37
F3	0.20	0.24	1.00	0.25
F4	0.49	0.37	0.25	1.00

Correlation between factors in Session 2

F1	1.00	0.21	0.18	-0.01
F2	0.21	1.00	0.39	0.23
F3	0.18	0.39	1.00	0.22
F4	-0.01	0.23	0.22	1.00

Correlation between factors in Session 3

F1	1.00	0.31	0.15	-0.03
F2	0.31	1.00	0.19	0.42
F3	0.15	0.19	1.00	0.31
F4	-0.03	0.42	0.31	1.00

5. CRIB SHEETS

Session 1 – Start

SESSION 1 - Start/Goal Setting

#	Statement	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	Distinguishes	Consensus
1	Never give up	0	-1	-1	1		
2	I trust in a higher power	-1	-2	-2	-1		
3	Small steps climb big mountains	1	0	-1	1	F3	
4	You're doing the best you can	0	1	1	3	F4	

5	I'm too lazy to complete this	-3	-2	1	-3	F3	
6	What's the point?	-3	-1	-2	-2		
7	I'm procrastinating	0	1	2	1		
8	I messed up	-2	-1	1	-2		
9	I want to go home	-3	1	-1	-1	F1, F2	
10	I can't do this	-2	0	-1	-3		
11	I'm not good enough	-1	2	1	-2		
12	Will it kill you? No? Get on with it then!	0	0	-3	-1	F3	
13	Why am I doing this?	-1	-2	0	-2	F3	
14	Feel the fear and do it anyway!	2	-1	3	1	F2	
15	I can do it!	3	0	1	0	F1, F2	
16	I enjoy a challenge	3	0	3	0		
17	Harden the f&@k up!	0	0	-2	-2		
18	I'm really tired	-2	2	3	3	F1	
19	If others can do it, so can I	1	0	-3	2	F3	
20	Other people are better than me	0	2	0	-3	F4	
21	I feel calm	-1	-3	-1	-1	F2	
22	Focus! Focus! Focus!	0	0	-3	0	F3	
23	I feel content	0	-3	-1	0	F2	
24	I feel satisfied	0	-3	0	0	F2	
25	I am grateful	1	0	1	3	F4	
26	I feel hopeful	2	1	1	0		
27	I am courageous	1	0	2	2	F1, F2	
28	I feel confident	1	-2	0	-1	F2	
29	I am fearful	-2	1	-2	0	F2, F4	
30	I'm excited!	3	-2	0	0	F1	
31	I am proud	2	-1	0	1	F2	
32	I am determined	2	1	0	2		
33	I feel motivated	1	-1	-1	0		

34	I feel overwhelmed	-1	3	2	2	F1	
35	I feel stressed	0	2	0	2		
36	I'm bored	-2	-1	0	-1	F1	
37	I feel anxious	1	3	1	0	F2	
38	I feel self-doubt	2	3	2	0	F2, F4	
39	I feel panic!	-1	2	-2	0		
40	I feel frustrated	-1	1	2	0		

Session 2 – Midway

SESSION 2 - MINDSETS

#	Statement	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	Distinguishes	Consensus
1	Never give up	2	0	-1	-1	f1	
2	I trust in a higher power	-2	2	-3	2	f1,f3	
3	Small steps climb big mountains	2	3	-2	2	f2,f3	
4	You're doing the best you can	1	0	3	0		
5	I'm too lazy to complete this	-3	-2	-2	3	f3,f4	
6	What's the point?	-2	-1	0	0	f1	
7	I'm procrastinating	-1	2	2	2	f1	
8	I messed up	-2	-2	-1	0		
9	I want to go home	-3	-1	-2	-2		
10	I can't do this	-2	0	-1	-1	f1	
11	I'm not good enough	-1	1	2	-1		
12	Will it kill you? No? Get on with it then!	0	-3	-3	-3	f1	
13	Why am I doing this?	-2	-2	0	1		
14	Feel the fear and do it anyway!	1	-1	2	1	f2	
15	I can do it!	1	0	0	0	f1	
16	I enjoy a challenge	2	0	3	1	f3	
17	Harden the f&@k up!	-1	-3	-3	-3	f1	
18	I'm really tired	-1	1	1	3	f1,f4	
19	If others can do it, so can I	0	1	-2	0	f3,f4	

20	Other people are better than me	0	1	1	-3	f1,f4	
21	I feel calm	0	-3	0	1	f2,f4	
22	Focus! Focus! Focus!	3	-1	-1	0	f1,f4	
23	I feel content	0	-2	-1	-1	f1,f2	
24	I feel satisfied	1	-2	-2	-2	f1	
25	I am grateful	2	1	0	0		
26	I feel hopeful	2	0	1	2		
27	I am courageous	0	0	0	2		
28	I feel confident	0	-2	0	1	f2	
29	I am fearful	-1	2	1	-2		
30	I'm excited!	1	0	0	1		
31	I am proud	1	-2	0	0	f1	
32	I am determined	3	2	2	1		
33	I feel motivated	3	0	1	-1		
34	I feel overwhelmed	0	3	2	3	f1	
35	I feel stressed	0	1	0	-2	f4	
36	I'm bored	-3	-1	-1	0	f1	
37	I feel anxious	0	1	1	-2	f4	
38	I feel self-doubt	1	3	3	0		
39	I feel panic!	-1	0	-1	-1		
40	I feel frustrated	-1	2	1	-1		

Session 3 – End

SESSION 3 - EMOTIONAL INTELLIGENCE

#	Statement	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	Distinguishes	Consensus
1	Never give up	1	0	-1	0	f1	
2	I trust in a higher power	-1	-1	3	-3	f3,f4	
3	Small steps climb big mountains	1	2	0	-1	f4	
4	You're doing the best you can	3	1	2	1		
5	I'm too lazy to complete this	-3	-3	0	-2	f1, f2	

6	What's the point?	-3	-3	0	-1	f1, f2	
7	I'm procrastinating	-1	0	0	3	f1, f4	
8	I messed up	-1	-2	-2	1	f4	
9	I want to go home	-2	-2	-3	-1	f4	
10	I can't do this	-2	-1	-2	0	f4	
11	I'm not good enough	-2	1	-1	1		
12	Will it kill you? No? Get on with it then!	0	0	-3	-3	f1, f2	
13	Why am I doing this?	-2	-3	1	0	f3, f4	
14	Feel the fear and do it anyway!	3	1	-2	0	f1, f3	
15	I can do it!	2	1	0	1		
16	I enjoy a challenge	1	0	3	2	f2	
17	Harden the f&@k up!	0	-2	-3	-3	f1, f2	
18	I'm really tired	-2	0	2	2	f1	
19	If others can do it, so can I	0	0	-1	0		Consensus
20	Other people are better than me	0	0	-2	1	f1,f3	
21	I feel calm	1	-2	1	-1	f2,f4	
22	Focus! Focus! Focus!	1	2	0	-2		
23	I feel content	0	-1	-1	-2	f1	
24	I feel satisfied	1	-1	-2	-2	f1	
25	I am grateful	0	2	2	1		Consensus
26	I feel hopeful	2	0	3	-1	f1,f3	
27	I am courageous	0	-2	2	1	f2	
28	I feel confident	2	-1	0	0	f1	
29	I am fearful	-1	1	-1	-1	f2	
30	I'm excited!	2	-1	0	0		
31	I am proud	1	0	-1	-1	f1	
32	I am determined	2	2	2	3		
33	I feel motivated	3	0	0	0	f1	
34	I feel overwhelmed	-1	2	1	0	f1	

35 I feel stressed	-1	3	1	1	f1,f2	
36 I'm bored	-3	-1	0	0	f1	
37 I feel anxious	0	3	-1	2	f2,f4	
38 I feel self-doubt	0	3	1	3	f1,f3	
39 I feel panic!	-1	1	-2	-2	f2	
40 I feel frustrated	0	1	1	2	f1	

6. DISTINGUISHING STATEMENTS

View 1 - Positive

SESSION 1	+3	+2	+1	0	-1	-2	-3
I'm really tired						√	
I'm excited!	√						
I feel overwhelmed					√		
I'm bored						√	

SESSION 2	+3	+2	+1	0	-1	-2	-3
Never give up		√					
What's the point?						√	
I'm procrastinating					√		
I can't do this						√	
Will it kill you? No, get on with it then				√			
I can do it!			√				
Harden the f@&k up !					√		
I feel satisfied			√				
I am proud			√				

I feel overwhelmed					√		
I'm bored						√	

SESSION 3	+3	+2	+1	0	-1	-2	-3
Never give up			√				
I'm really tired						√	
I feel content				√			
I feel satisfied			√				
I feel confident		√					
I am proud			√				
I feel motivated	√						
I feel overwhelmed					√		
I'm bored							√

View 2: Realist

SESSION 1	+3	+2	+1	0	-1	-2	-3
Feel the fear and do it anyway!					√		
I feel calm							√
I feel satisfied							√
I feel confident						√	
I am proud					√		
I feel anxious	√						

SESSION 2	+3	+2	+1	0	-1	-2	-3
-----------	----	----	----	---	----	----	----

Feel the fear and do it anyway!				√		
I feel confident					√	

SESSION 3	+3	+2	+1	0	-1	-2	-3
I enjoy a challenge				√			
I am courageous						√	
I am fearful			√				
I feel panic			√				

View 3: Dreamer

SESSION 1	+3	+2	+1	0	-1	-2	-3
Small steps climb big mountains					√		
I'm too lazy to complete this			√				
Will it kill you? No, get on with it then							√
Why am I doing this?				√			
If others can do it, so can I							√
Focus!							√

SESSION 2	+3	+2	+1	0	-1	-2	-3
I enjoy a challenge	√						

SESSION 3	+3	+2	+1	0	-1	-2	-3
NO STATEMENTS HERE							

View 4: Conflicted

SESSION 1	+3	+2	+1	0	-1	-2	-3
You're doing the best you can	√						
Other people are better than me							
I am grateful	√						

SESSION 2	+3	+2	+1	0	-1	-2	-3
I feel stressed						√	
I feel anxious						√	

SESSION 3	+3	+2	+1	0	-1	-2	-3
Small steps climb big mountains					√		
I messed up			√				
I want to go home					√		
I can't do this				√			

7. FACTOR ARRAYS & SUMMARIES

FACTOR 1: SESSION 1						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
15 Do it!	14 FFDIA!	3 Small steps	1 Never give up	2 Trust high	8 I messed up	6 WT point?
16 Enjy Chig	26 Hopefl	19 If others ca	4 Best youn ca	11 Not good e	10 Can't do it	9 Go home
30 Excited!	31 Proud	25 Grateful	7 Procrastina	13 Why am I c	18 Tired	5 Too lazy
	32 Determd	27 Courageo	12 Wll it kl U?	21 Calm	29 Fearful	
C	38 Self-doubt	28 Confidnt	17 Hrdn F*@	34 Overwhel	36 Bored	

E		33 Mtvated	20 Bette than	39 Panic!		
L		37 Anxious	22 FOCUS	40 Frustrated		
N			23 Content			
Q			24 satisfd			
T			35 Stressed			
FACTOR 2: SESSION 1						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>
34 Overwhel	11 Not good	4 Best youn ca	3 Small steps	1 Never give	2 Trust hgh	21 Calm
37 Anxious	18 Tired	7 Procrastina	10 Can't do it	6 WT point?	5 Too lazy	23 Content
38 Self- doubt	20 Bette than	9 Go home	12 Will it kl U?	8 I messed up	13 Why am d	24 satisfd
	35 Stressed	26 Hopefl	15 Do it!	14 FFDIA!	28 Confidnt	
	39 Panic!	29 Fearful	16 Enjy Chlg	31 Proud	30 Excited!	
B		32 Determnd	17 Hrdn F*@	33 Mtvated		
D		40 Frustrated	19 If others ca	36 Bored		
F			22 FOCUS			
G			25 Grateful			
I			27 Courageous			
FACTOR 3: SESSION 1 -						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>
14 FFDIA!	7 Procrastina	4 Best youn ca	13 Why am d	1 Never give	2 Trust hgh	12 Will it kl U?
16 Enjy Chlg	27 Courageo	5 Too lazy	20 Bette than	3 Small steps	6 WT point?	19 If others ca
18 Tired	34 Overwhel	8 I messec p	24 satisfd	9 Go home	17 Hrdn F*@	22 FOCUS
	38 Self- doubt	11 Not good	28 Confidnt	10 Can't do it	29 Fearful	
	40 Frustrated	15 Do it!	30 Excited!	21 Calm	39 Panic!	
A		25 Grateful	31 Proud	23 Content		
M		26 Hopefl	32 Determnd	33 Mtvated		
P		37 Anxious	35 Stressed			
R			36 Bored			

FACTOR 4: SESSION 1						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
4 Best youn ca	19 If others ca	1 Never give	15 Do it!	2 Trust hghr p	6 WT point?	5 Too lazy
18 Tired	27 Courageo steps	3 Small	16 Enjy Chlg	9 Go home	8 I messed up	10 Can't do it
25 Grateful	32 Determd	7 Procrastina	22 FOCUS	12 Wll it kll U?	11 Not good e	20 Better than
	34 Overwhel	14 FFDIA!	23 Content	21 Calm	13 Why am I	
	35 Stressed	31 Proud	24 satisfd	28 Confidnt	17 Hrdn F*@	
H			26 Hopefl	36 Bored		
U			29 Fearful			
			30 Excited!			
			33 Mtvated			
			37 Anxious			
			38 Self- doubt			
			39 Panic!			
			40 Frustrated			

FACTOR 1: SESSION 2						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
22 FOCUS	3 Small steps	4 Best youn ca	19 If others ca	18 Tired	2 Trust hghr p	36 Bored
32 Determd	1 Never give	24 satisfd	21 Calm	7 Procrastinati	6 WT point?	5 Too lazy
33 Mtvated	16 Enjy Chlg	31 Proud	20 Bette than	17 Hrdn F*@k	8 I messed up	9 Go home
	25 Grateful	14 FFDIA!	12 Wll it kll U?	39 Panic!	10 Can't do it	
C	26 Hopefl	15 Do it!	34 Overwhel	11 Not good	13 Why am I	
G		30 Excited!	28 Confidnt	29 Fearful		
H		38 Self- doubt	27 Courageo	40 Frustrated		
N			23 Content			
L			35 Stressed			
Q			37 Anxious			

R						
FACTOR 2: SESSION 2						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>
3 Small steps	2 Trust high p	19 If others can	1 Never give up	6 WT point?	8 I messed up	12 Will it kill U?
38 Self-doubt	7 Procrastinate	11 Not good	10 Can't do it	9 Go home	5 Too lazy	17 Hrd F*@k
34 Overwhelm	32 Determnd	18 Tired	33 Mtvated	14 FFDIA!	13 Why am I	21 Calm
	29 Fearful	20 Better than	15 Do it!	22 FOCUS	23 Content	
	40 Frustrated	25 Grateful	16 Enjy Chlg	36 Bored	24 satisfd	
B		37 Anxious	39 Panic!		28 Confidnt	
F		35 Stressed	4 Best you c		31 Proud	
I			27 Courageo	us		
Q			26 Hopefl			
S			30 Excited!			
FACTOR 3: SESSION 2						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>
4 Best you ca	7 Procrastina	26 Hopefl	6 WT point?	1 Never give u	3 Small steps	2 Trust hghr p
16 Enjy Chlg	32 Determnd	18 Tired	13 Why am I	23 Content	5 Too lazy	12 Will it kill U?
38 Self-doubt	11 Not good	20 Better than	21 Calm	8 I messed up	9 Go home	17 Hrd F*@k
	34 Overwhelm	37 Anxious	25 Grateful	10 Can't do it	19 If others can	
	14 FFDIA!	33 Mtvated	27 Courageo	36 Bored	24 satisfd	
K		40 Frustrated	28 Confidnt	39 Panic!		
N		29 Fearful	30 Excited!	22 FOCUS		
P			31 Proud			
			35 Stressed			
FACTOR 4: SESSION 2						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE

<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>
5 Too lazy	2 Trust high p	13 Why am I d	4 Best you can	1 Never give up	9 Go home	12 Will it kill U?
18 Tired	3 Small steps	14 FFDIA!	6 WT point?	10 Can't do it	24 satisfd	17 Hrdn F*@k
34 Overwhel	26 Hopefl	21 Calm	15 Do it!	11 Not good e	29 Fearful	30 Excited!
	7 Procrastina	16 Enjy Chlg	19 If others ca	23 Content	35 Stressed	
A		28 Confidnt	25 Grateful	33 Mtvated	37 Anxious	
D		30 Excited!	22 FOCUS	39 Panic!		
E		32 Determnd	31 Proud	40 Frustrated		
			36 Bored			
			38 Self-doubt			
			8 I messed up			

FACTOR 1: SESSION 3						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>
4 Best you can	15 Do it!	1 Never give up	12 Will it kill U?	2 Trust high p	9 Go home	5 Too lazy
14 FFDIA!	26 Hopefl	3 Small steps	17 Hrdn F*@k	7 Procrastinat	10 Can't do it	6 WT point?
33 Mtvated	28 Confidnt	16 Enjy Chlg	19 If others ca	8 I messed up	11 Not good	36 Bored
	30 Excited!	21 Calm	20 Better than	29 Fearful	13 Why am I	
C	32 Determnd	22 FOCUS	23 Content	34 Overwhelm	18 Tired	
D		24 satisfd	25 Grateful	39 Panic!		
F		31 Proud	27 Couragecd	35 Stressed		
L			37 Anxious			
Q			38 Self-doubt			
			40 Frustrated			
FACTOR 2: SESSION 3						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>
38 Self-doubt	3 Small steps	4 Best you can	1 Never give up	2 Trust high p	8 I messed up	5 Too lazy

37 Anxious	22 FOCUS	11 Not good e	7 Procrastina	10 Can't do it	9 Go home	6 WT point?
35 Stressed	25 Grateful	14 FFDIA!	12 Will it kill U?	23 Content	17 Hrdn F*@	13 Why am I
	32 Determnd	15 Do it!	16 Enjy Chlg	28 Confidnt	21 Calm	
	34 Overwhel	29 Fearful	18 Tired	30 Excited!	27 Courageous	
I		39 Panic!	19 If others ca	36 Bored		
M		40 Frustrated	20 Better tha			
O			26 Hopefl			
R			31 Proud			
S			33 Mtvated			

FACTOR 3: SESSION 3

MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>
2 Trust hghr	4 Best you ca	13 Why am I	3 Small steps	1 Never give	18 I messed up	9 Go home
16 Enjy Chlg	18 Tired	21 Calm	5 Too lazy	11 Not good e	10 Can't do it	12 Will it kill U?
26 Hopefl	25 Grateful	34 Overwhelm	6 WT point?	19 If others ca	14 FFDIA!	17 Hrdn F*@k
	27 Courageo	35 Stressed	7 Procrastina	23 Content	20 Better tha	
	32 Determnd	38 Self-doubt	15 Do it!	29 Fearful	24 satisfd	
A		40 Frustrated	22 FOCUS	31 Proud	39 Panic!	
B			28 Confidnt	37 Anxious		
			30 Excited!			
			33 Mtvated			
			36 Bored			

FACTOR 4: SESSION 3

MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>
7 Procrastina	16 Enjy Chlg	4 Best you ca	1 Never give	3 Small steps	5 Too lazy	2 Trust hghr p
32 Determnd	18 Tired	8 I messed up	10 Can't do it	6 WT point?	22 FOCUS	12 Will it kill U?
38 Self-doubt	37 Anxious	11 Not good e	13 Why am I	9 Go home	23 Content	17 Hrdn F*@k

	39 Panic!	15 Do it!	14 FFDIA!	21 Calm	39 Panic!	
G		20 Better than	19 If others ca	26 Hopefl		
K		25 Grateful	28 Confidnt	29 Fearful		
N		27 Courageou	30 Excited!	31 Proud		
P		35 Stressed	33 Mtvated			
			34 Overwhelmd			
			36 Bored			

FACTOR ONE SESSION 1: FACTOR 1 (SIX PARTICIPANTS)

FACTOR 1: SESSION 1						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
15 Do it!	14 FFDIA!	3 Small steps	1 Never give u	2 Trust hghr p	8 I messed up	6 WT point?
16 Enjy Chlg	26 Hopefl	19 If others ca	4 Best you ca	11 Not good e	10 Can't do it	9 Go home
30 Excited!	31 Proud	25 Grateful	7 Procrastinat	13 Why am I c	18 Tired	5 Too lazy
	32 Determnd	27 Courageou	12 Will it kill U?	21 Calm	29 Fearful	
C	38 Self-doubt	28 Confidnt	17 Hrdn F*@k	34 Overwhelm	36 Bored	
E		33 Mtvated	20 Better than	39 Panic!		
L		37 Anxious	22 FOCUS	40 Frustrated		
N			23 Content			
Q			24 satisfd			
T			35 Stressed			

Six participants loaded onto this factor of whom, two achieved more than expected (GAS +1) and four achieved less than expected (GAS -1). As you will see in Factor 1 there is a decidedly high energy and positive quality to this View throughout the programme, with the just a few unpleasant thoughts and feelings at the beginning and only pleasant feelings, both high and low energy by the final session.

Factor Interpretation Crib Sheet for Session 1 Factor 1: The *Optimistic View*

Items Ranked at +3

I can do it +3

I enjoy a challenge +3

30. I'm excited +3

Items Ranked Higher in Factor 1 Array than in any other Factor Arrays

26. I feel hopeful +2

28. I feel confident +1

31. I'm proud +2

33. I feel motivated +1

Items Ranked Lower in Factor 1 Array than in any other Factor Arrays

1. Never give up 0

4. You're doing the best you can 0

7. I'm procrastinating 0

18. I'm really tired -2

34. I feel overwhelmed -1

36. I'm bored -2

40. I feel frustrated

Items Ranked at -3

6. What's the point?

9. I want to go home

SESSION 1: FACTOR 2 (FIVE PARTICIPANTS)

FACTOR 2: SESSION 1						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>-1</u>	<u>-2</u>	<u>-3</u>
34 Overwhelm	11 Not good e	4 Best you ca	3 Small steps	1 Never give t	2 Trust hghr p	21 Calm
37 Anxious	18 Tired	7 Procrastinat	10 Can't do it	6 WT point?	5 Too lazy	23 Content
38 Self-doubt	20 Better than	9 Go home	12 Will it kill U?	8 I messed up	13 Why am I c	24 satisfd
	35 Stressed	26 Hopefl	15 Do it!	14 FFDIA!	28 Confidnt	
	39 Panic!	29 Fearful	16 Enjy Chlg	31 Proud	30 Excited!	
B		32 Determnd	17 Hrdn F*@k	33 Mtvated		
D		40 Frustrated	19 If others ca	36 Bored		
F			22 FOCUS			
G			25 Grateful			
I			27 Courageous			

Five participants loaded onto this factor of whom, two achieved more than expected GAS +1) and three achieved what they expected (GAS 0).

Table X.X Factor Interpretation Crib Sheet for Session 1 Factor 2 *Pragmatistic Eeyore?*

Items Ranked at +3

34. I feel overwhelmed +3

I feel anxious +3

I feel self-doubt +3

Items Ranked Higher in Factor 2 Array than in any other Factor Arrays

9. I want to go home +1

11. I'm not good enough +2

20. Other people are better than me +2

39. I feel panic

Items Ranked Lower in Factor 2 Array than in any other Factor Arrays

14. Feel the fear and do it anyway -1

25. I feel grateful 0

I feel courageous 0

I feel confident -2

I'm excited -2

I am proud -1

Items Ranked at -3

21. I feel calm -3

I feel content -3

I feel satisfied -3

SESSION 1: FACTOR 3 (FOUR PARTICIPANTS)

Four participants loaded onto this factor of whom, two achieved much more than expected (GAS +2) and three achieved less than they expected (GAS -1).

FACTOR 3: SESSION 1 -						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
14 FFDIA!	7 Procrastinat	4 Best you ca	13 Why am I c	1 Never give u	2 Trust hghr p	12 Will it kll U?
16 Enjy Chlg	27 Courageou	5 Too lazy	20 Better than	3 Small steps	6 WT point?	19 If others ca
18 Tired	34 Overwhelm	8 I messed up	24 satisfd	9 Go home	17 Hrdn F*@A	22 FOCUS
	38 Self-doubt	11 Not good e	28 Confidnt	10 Can't do it	29 Fearful	
	40 Frustrated	15 Do it!	30 Excited!	21 Calm	39 Panic!	
A		25 Grateful	31 Proud	23 Content		
M		26 Hopefl	32 Determnd	33 Mtvated		
P		37 Anxious	35 Stressed			
R			36 Bored			

Table X.X Factor Interpretation Crib Sheet for Session 1 Factor 3: *Pooh Bear?*

Items Ranked at +3

14. Feel the fear and do it anyway +3

16. I enjoy a challenge +3

18. I'm really tired +3

Items Ranked Higher in Factor 2 Array than in any other Factor Arrays

5. I'm too lazy to complete this +1

I'm procrastinating +2

I've messed up +1

13. Why am I doing this?

36. I'm bored

40. I feel frustrated

Items Ranked Lower in Factor 2 Array than in any other Factor Arrays

3. Small steps climb big mountains -1

32. I am determined 0

39. I feel panic

Items Ranked at -3

12. Will it kill you? No? Get on with it then? +3

19. If others can do it so can I +3

22. Focus! Focus! Focus! +3

SESSION 1: FACTOR 4 (TWO PARTICIPANTS)

FACTOR 4: SESSION 1						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
4 Best you can	19 If others can	1 Never give up	15 Do it!	2 Trust higher power	6 WTF point?	5 Too lazy
18 Tired	27 Courageous	3 Small steps	16 Enjoy Chlg	9 Go home	8 I messed up	10 Can't do it
25 Grateful	32 Determined	7 Procrastinate	22 FOCUS	12 Will it kill U?	11 Not good enough	20 Better than
	34 Overwhelmed	14 FFDIA!	23 Content	21 Calm	13 Why am I doing this?	
	35 Stressed	31 Proud	24 satisfied	28 Confident	17 Hard F*@k it	
H			26 Hopeful	36 Bored		
U			29 Fearful			
			30 Excited!			
			33 Motivated			
			37 Anxious			
			38 Self-doubt			
			39 Panic!			
			40 Frustrated			

Two participants loaded onto this factor of whom, one achieved what they expected (GAS 0) and one achieved less than they expected (GAS -1). You will notice the high number of neutral comments and the slight skew to the disagree side (as opposed to the other three factors which are normally distributed, despite the same option to place all but the three Most Agree and Least Disagree in a free distribution).

Table X.X Factor Interpretation Crib Sheet for Session 1 Factor 4: *Rabbit*

Items Ranked at +3

4. You're doing the best you can +3

18. I'm really tired +3

25. I am grateful +3

Items Ranked Higher in Factor 2 Array than in any other Factor Arrays 19. If others can do it, so can I +2

Items Ranked Lower in Factor 2 Array than in any other Factor Arrays

I feel anxious 0

I feel self-doubt 0

Items Ranked at -3

5. I'm too lazy to complete this -3

10. I can't do this -3

20. Other people are better than me -3

Table X.X Factor Arrays for the Four Study Factors in Session 1 can be found in Appendix X.

SESSION 2: FACTOR 1 (SEVEN PARTICIPANTS)

Seven participants loaded onto this factor of whom, one achieved more than they expected (GAS +1), two achieved what they expected (GAS 0) and four achieved less that they expected (GAS -1).

FACTOR 1: SESSION 2						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
22 FOCUS	3 Small steps	4 Best you can	19 If others can	18 Tired	2 Trust high	36 Bored
32 Determined	1 Never give	24 satisfied	21 Calm	7 Procrastinate	6 What point?	5 Too lazy
33 Motivated	16 Enjoy Chg	31 Proud	20 Better than	17 Hrdn F*@k	8 I messed up	9 Go home
	25 Grateful	14 FFDIA!	12 Will it kill U?	39 Panic!	10 Can't do it	
C	26 Hopeful	15 Do it!	34 Overwhelm	11 Not good e	13 Why am I e	
G		30 Excited!	28 Confident	29 Fearful		
H		38 Self-doubt	27 Courageous	40 Frustrated		
N			23 Content			
L			35 Stressed			
Q			37 Anxious			
R						

Table X.X Factor Interpretation Crib Sheet for Session 2 Factor 1: *Tigger*

Items Ranked at +3

22. Focus, focus focus! +3

I am determined +3

I feel motivated +3

Items Ranked Higher in Factor 2 Array than in any other Factor Arrays

1. Never give up +2

4. You're doing the best you can +2

15. I can do it! +1

I feel content 0

I feel satisfied +1

I feel grateful +2

31. I am proud +1

Items Ranked Lower in Factor 2 Array than in any other Factor Arrays

What's the point? -2

I'm procrastinating -2

10. I can't do this -2

18. I'm really tired -1

34. I feel overwhelmed 0

Items Ranked at -3

5. I'm too lazy to complete this -3

9. I want to go home -3

36. I am bored -3

SESSION 2: FACTOR 2 (FIVE PARTICIPANTS)

Five participants loaded onto this factor of whom, one achieved more than they expected (GAS +1), two achieved what they expected (GAS 0), one achieved less than they expected (GAS -1) and one achieved much less than they expected (GAS -2). There is low energy with the statements they most agree with a skew towards unpleasantness (....not sure unpleasantness is now the right language here?)

FACTOR 2: SESSION 2						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
3 Small steps	2 Trust hghr	19 If others ca	1 Never give	6 WT point?	8 I messed up	12 Will it kll U?
38 Self-doubt	7 Procrastina	11 Not good e	10 Can't do it	9 Go home	5 Too lazy	17 Hrdn F*@k
34 Overwhelm	32 Determnd	18 Tired	33 Mtvated	14 FFDIA!	13 Why am I	21 Calm
	29 Fearful	20 Better than	15 Do it!	22 FOCUS	23 Content	
	40 Frustrated	25 Grateful	16 Enjy Chlg	36 Bored	24 satisfd	
B		37 Anxious	39 Panic!		28 Confidnt	
F		35 Stressed	4 Best you ca		31 Proud	
I			27 Courageous			
Q			26 Hopefl			
S			30 Excited!			

Table X.X Factor Interpretation Crib Sheet for Session 2 Factor 2: *Piglet?*

Items Ranked at +3

3. Small steps climb big mountains +3

34. I feel overwhelmed +3

38. I feel self doubt + 3

Items Ranked Higher in Factor 2 Array than in any other Factor Arrays

10. I can't do this 0

29. I am fearful 2

35. I feel stressed +1

I feel panic! 0

I feel frustrated 2

Items Ranked Lower in Factor 2 Array than in any other Factor Arrays

14. Feel the fear and do it anyway -1

16. I enjoy a challenge 0

19. I f others can do it, so can I +1

23. I feel content -2

26. I feel hopeful 0

28. I feel confident -2

Items Ranked at -3

12. WILL IT KILL YOU? NO? GET ON WITH IT THEN? -3

17. HARDEN THE F@&K UP -3

21. I FEEL CALM -3

SESSION 2: FACTOR 3 (FOUR PARTICIPANTS)

Four participants loaded onto this factor of whom, one achieved much more than they expected (GAS +3) and three achieved less that they expected (GAS -1).

FACTOR 3: SESSION 2						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
4 Best you can	7 Procrastinate	26 Hopeful	6 WT point?	1 Never give up	3 Small steps	2 Trust higher power
16 Enjoy Chlg	32 Determined	18 Tired	13 Why am I	23 Content	5 Too lazy	12 Will it kill U?
38 Self-doubt	11 Not good enough	20 Better than	21 Calm	8 I messed up	9 Go home	17 Hard F*ck
	34 Overwhelmed	37 Anxious	25 Grateful	10 Can't do it	19 If others can	
	14 FFDIA!	33 Motivated	27 Courageous	36 Bored	24 satisfied	
K		40 Frustrated	28 Confident	39 Panic!		
N		29 Fearful	30 Excited!	22 FOCUS		
P			31 Proud			
			35 Stressed			

Table X.X Factor Interpretation Crib Sheet for Session 2 Factor 3: ???

Items Ranked at +3

4. You're doing the best you can +3

16. I enjoy a challenge +3

38. I feel self-doubt

Items Ranked Higher in Factor 3 Array than in any other Factor Arrays

11. I'm not good enough +2

14. Feel the fear and do it anyway +2

Items Ranked Lower in Factor 3 Array than in any other Factor Arrays

3. Small steps climb big mountains -2

Items Ranked at -3

2. I TRUST IN A HIGHER POWER -3

12. WILL IT KILL YOU? NO? GET ON WITH IT THEN! -3

17. HARDEN THE F&@K UP! +3

SESSION 2: FACTOR 4 (TWO PARTICIPANTS)

Two participants loaded onto this factor both of whom achieved more than they expected (GAS +1).

FACTOR 4: SESSION 2						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
5 Too lazy	2 Trust hghr p	13 Why am I o	4 Best you ca	1 Never give u	9 Go home	12 Will it kill U?
18 Tired	3 Small steps	14 FFDIA!	6 WT point?	10 Can't do it	24 satisfd	17 Hrdn F*@k
34 Overwhelm	26 Hopefl	21 Calm	15 Do it!	11 Not good e	29 Fearful	30 Excited!
	7 Procrastina	16 Enjy Chlg	19 If others ca	23 Content	35 Stressed	
		28 Confidnt	25 Grateful	33 Mtvated	37 Anxious	
D		30 Excited!	22 FOCUS	39 Panic!		
E		32 Determnd	31 Proud	40 Frustrated		
			36 Bored			
			38 Self-doubt			
			8 I messed up			

Table X.X Factor Interpretation Crib Sheet for Session 2 Factor 4: *Eeyore?*

Items Ranked at +3

5. I'm too lazy to complete this +3

18. I'm really tired +3

34. I feel overwhelmed +3

Items Ranked Higher in Factor 4 Array than in any other Factor Arrays

8. I messed up 0

21. I feel calm +1

I am courageous +2

I feel confident +1

Items Ranked Lower in Factor 4 Array than in any other Factor Arrays

13. why am I doing this? +1

22. Focus, focus, focus! 0

29. I am fearful -2

33. I feel motivated -1

35. I feel stressed -2

37. I feel anxious -2

Items Ranked at -3

12. Will it kill you? No? Get on with it then! -3

17. Harden the f&@k up! -3

20. Other people are better than me -3

SESSION 3: FACTOR 1 (FIVE PARTICIPANTS)

Five participants loaded onto this factor of whom, two achieved more than they expected (GAS +1), one achieved what they expected (GAS 0) and three achieved less than they expected (GAS -1).

Table X.X Factor Interpretation Crib Sheet for Session 3 Factor 1: ???

Items Ranked at +3

4. You're doing the best you can +3

14. Feel the fear and do it anyway +3

33. I feel motivated +3

FACTOR 1: SESSION 3						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
4 Best you ca	15 Do it!	1 Never give u	12 Will it kill U	2 Trust hghr p	9 Go home	5 Too lazy
14 FFDIA!	26 Hopefl	3 Small steps	17 Hrdn F*@	7 Procrastinat	10 Can't do it	6 WT point?
33 Mtvated	28 Confidnt	16 Enjy Chlg	19 If others c	8 I messed up	11 Not good e	36 Bored
	30 Excited!	21 Calm	20 Better than	29 Fearful	13 Why am I	
C	32 Determnd	22 FOCUS	23 Content	34 Overwhelm	18 Tired	
D		24 satisfd	25 Grateful	39 Panic!		
F		31 Proud	27 Courageou	35 Stressed		
L			37 Anxious			
Q			38 Self-doubt			
			40 Frustrated			

Items Ranked Higher in Factor 1 Array than in any other Factor Arrays

15. I can do it! +2

I feel content 0

I feel satisfied +1

28. I feel confident +2

I'm excited +2

I am proud +1

Items Ranked Lower in Factor 1 Array than in any other Factor Arrays

7. I'm procrastinating -1

11. I'm not good enough -2

18. I'm really tired -2

I feel overwhelmed -1

I feel stressed -1

40 I feel frustrated 0

Items Ranked at -3

I'm too lazy to complete this -3

What's the point? -3

36. I'm bored -3

SESSION 3: FACTOR 2 (FIVE PARTICIPANTS)

Five participants loaded onto this factor of whom, one achieved what they expected (GAS 0) and four achieved less than they expected (GAS -1).

Table X.X Factor Interpretation Crib Sheet for Session 3 Factor 2: ???

Items Ranked at +3

35. I feel stressed +3

37. I feel anxious +3

38 I feel self-doubt +3

Items Ranked Higher in Factor 2 Array than in any other Factor Arrays

3. Small steps climb big mountains +2

22. Focus, focus, focus! +2

29. I am fearful +1

34. I feel overwhelmed +2

39. I feel panic +1

Items Ranked Lower in Factor 2 Array than in any other Factor Arrays

16. I enjoy a challenge 0

21. I feel calm -2

I am courageous -2

I feel confident -1

30. I am excited -1

Items Ranked at -3

I'm too lazy to complete this -3

What's the point? -3

13. Why am I doing this? -3

FACTOR 2: SESSION 3						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
38 Self-doubt	3 Small steps	4 Best you can	1 Never give	2 Trust hghr p	8 I messed up	5 Too lazy
37 Anxious	22 FOCUS	11 Not good en	7 Procrastina	10 Can't do it	9 Go home	6 WT point?
35 Stressed	25 Grateful	14 FFDIA!	12 Wll it kll U	23 Content	17 Hrdn F*@	13 Why am I
	32 Determnd	15 Do it!	16 Enjy Chlg	28 Confidnt	21 Calm	
	34 Overwhel	29 Fearful	18 Tired	30 Excited!	27 Courageous	
I		39 Panic!	19 If others c	36 Bored		
M		40 Frustrated	20 Better than			
O			26 Hopefl			
R			31 Proud			
S			33 Mtvated			

SESSION 3: FACTOR 3 (TWO PARTICIPANTS)

Two participants loaded onto this factor of whom, one achieved much more than they expected (GAS +2) and one achieved more than they expected (GAS +1).

Table X.X Factor Interpretation Crib Sheet for Session 3 Factor 3: ???

Items Ranked at +3

2. I trust in a higher power +3

16. I enjoy a challenge +3

26. I feel hopeful +3

Items Ranked Higher in Factor 3 Array than in any other Factor Arrays

6. What's the point? 0

13. Why am I doing this? +1

27. I feel hopeful +2

Items Ranked Lower in Factor 3 Array than in any other Factor Arrays

1. Never give up -1

Feel the fear and do it anyway -2

I can do it! 0

If others can do it so can I -1

Other people are better than me -2

37. I feel anxious -1

Items Ranked at -3

9. I want to go home -3

12. Will it kill you? No? Get on with it then! -3

17. Harden the f&@k up -3

FACTOR 3: SESSION 3						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
2 Trust hghr	4 Best you ca	13 Why am I c	3 Small steps	1 Never give u	8 I messed up	9 Go home
16 Enjy Chlg	18 Tired	21 Calm	5 Too lazy	11 Not good e	10 Can't do it	12 Wll it kll U
26 Hopefl	25 Grateful	34 Overwhelm	6 WT point?	19 If others ca	14 FFDIA!	17 Hrdn F*@
	27 Courageou	35 Stressed	7 Procrastina	23 Content	20 Better than	
	32 Determnd	38 Self-doubt	15 Do it!	29 Fearful	24 satisfd	
A		40 Frustrated	22 FOCUS	31 Proud	39 Panic!	
B			28 Confidnt	37 Anxious		
			30 Excited!			
			33 Mtvated			
			36 Bored			

SESSION 3: FACTOR 4 (FOUR PARTICIPANTS)

Four participants loaded onto this factor of whom, one achieved what they expected (GAS 0), three achieved less that they expected (GAS -1) and one achieved much less than they expected (GAS -2).

Table X.X Factor Interpretation Crib Sheet for Session 3 Factor 4: ???

Items Ranked at +3

7. I'm procrastinating +3

32. I am determined +3

38. I feel self-doubt +3

Items Ranked Higher in Factor 2 Array than in any other Factor Arrays

I messed up +1

I want to go home -1

I can't do this 0

20. Other people are better than me +1

40. I feel frustrated +2

Items Ranked Lower in Factor 2 Array than in any other Factor Arrays

3. Small steps climb big mountains -1

Focus, focus, focus! -2

I feel content -2

26. I feel hopeful -1

Items Ranked at -3

2. I trust in a higher power -3

12. WILL IT KILL YOU? NO? GET ON WITH IT THEN! -3

17. HARDEN THE F&@K UP! -3

FACTOR 4: SESSION 3						
MOST AGREE	STRONGLY AGREE	AGREE SOMEWHAT	NEUTRAL	DISAGREE SOMEWHAT	STRONGLY DISAGREE	MOST DISAGREE
3	2	1	0	-1	-2	-3
7 Procrastina	16 Enjy Chlg	4 Best you car	1 Never give	3 Small steps	5 Too lazy	2 Trust hghr p
32 Determd	18 Tired	8 I messed up	10 Can't do it	6 WT point?	22 FOCUS	12 Will it kll U
38 Self-doubt	37 Anxious	11 Not good e	13 Why am I	9 Go home	23 Content	17 Hrdn F*@
	39 Panic!	15 Do it!	14 FFDIA!	21 Calm	39 Panic!	
G		20 Better than	19 If others ca	26 Hopefl		
K		25 Grateful	28 Confidnt	29 Fearful		
N		27 Courageou	30 Excited!	31 Proud		
P		35 Stressed	33 Mtvated			
			34 Overwhelmd			
			36 Bored			

8. POST SORT-SURVEY PARTICIPANT COMMENTS

Session 1

GAS +2

- “I'm really tired - I can't be bothered to get changed for the gym, or think about what to do when I'm there.”

GAS +1

- *“I feel overwhelmed - just so much going on at the moment. Tired. Yesterday I was crying in the car and thought the word to describe what I was feeling was “overcome”. If the goal was the only thing I had to manage/focus on I may feel differently but after this intense year and 26 days of Easter holidays with a small child at home with nowhere to go most of the time I’m low energy”*
- *“I am determined - I know it's really important to the team's success that this goal is achieved and I believe we can do it”*

GAS+1

- *“I feel anxious - I find I think about it when I'm trying to sleep or when I wake up and then I have moments of respite where I think 'actually I can do this' or 'It will be over in July.'”*
- *“Feel the fear and do it anyway!” - I feel like I have the capability to achieve challenges but I make myself doubt/anxiety inhibits my drive”*

GAS 0

- *“I feel panic! - Work/life balance and busy days with meetings lead to minimal time on emails, and late night email sessions. It is feeling overwhelming and makes me panic.”*

GAS - 1

- *“I feel overwhelmed. I feel that there is so much information to digest and I have a big responsibility as the rest of the team are relying on me. I also feel a pressure to turn things around quickly which is sometimes difficult with my part time hours.”*
- *“I feel self-doubt - worried that I won't be able to secure the meetings and if I do that I won't be persuasive during them to drive income from them.”*
- *“I feel self-doubt - I don't think I started early enough in the year on working towards this goal and now I'm not sure there's enough time to secure the XXX needed, but I made a commitment that I could achieve this and so have to deliver. I'm worried I can't talk about the project well enough and am confident*

enough in talking to XXX in order to get them on board and engage with the project.”

- *“I feel overwhelmed. I'm not doing it right, or my mind just won't settle, or there's too much else to do that is more important than this.”*
- *“If others can do it, so can I This is what i say to myself a lot, I believe that I can't be the only one who will fail at the specific task - so if I can see others doing what I want to achieve then surely I should be able to too.”*
- *“Harden the f&@k up!”*
- *“I feel motivated - I think this captures the other two 'most like me'. I'm motivated because it's a challenge and and I'm excited to start working towards the goal. Represents right now (doubt, boredom, etc may creep in later)”*

Session 2

GAS +2

- *“I'm too lazy to complete this”*

GAS +1

- *“ Small steps is how anything gets done - all or nothing is my default, but slowly, surely, gently is a much more fruitful and enjoyable Pursuit. I will feel more like me when I'm doing what I know I should be doing. Moving further away from the thought I had in 2011 'this is not the person I am supposed to be' and closer to being the person I'm supposed to be and using my abilities to help others find peace of mind. Matching my walk to my talk/values. Committing my greatest resource time, to what I believe in.*
- *“I am determined - I know there will be barriers and challenges to achieving the goal but ultimately if I am determined and don't give up I can achieve it”*
- *“I feel self-doubt' - mixed with a bit more 'I can do it!' than I felt last time! I still feel these thoughts creeping in to my head but I am trying to replace them with the feeling that I can do it because people tell me that I can. But it's hard to change a lifetime of behaviour and always thinking you can't do something!”*
- *“I feel self-doubt - I wanted to use this exercise to try and work towards something I keep not achieving without an apparent good reason.”*

GAS 0

- *“I am hopeful”*
- *“Never give up' I feel like I'm built to never give up. Even when 've tried to something within me won't let me”*
- *“Small steps climb big mountains: I'm understanding that to achieve my goal, I need to keep working bit by bit and keep moving towards it”.*

GAS -1

- *“I feel self-doubt. Because I am starting a new role supporting the rest of the team and I feel a responsibility for the success of the wider team.”*
- *“I am determined - I need to prove to myself that I can do it. I have to do it to be successful in my job”*
- *“Feel the fear and do it anyway! I feel anxious and self-doubt in my ability to build deep and long-term relationships with XXX and really maximise the outcome they can bring for XXX, but I have to just get on with it and give it a go or i'll never learn”*
- *“I'm not good enough. I think I should be better at this. Maybe I fucked my brain with drugs, and now (and I deserve this) it will never be able to do this properly again.”*
- *“If others can do it, so can i. - once i start thinking in a growth mindset and push past the self-doubt then this is a statement that i think about in most professional and personal challenges.”*
- *“You're doing the best you can - there's a lot of other things going on and it tiring and constant, so it's ok to not have done as much as I would have liked”*
- *“Small steps climb big mountains” - I have started booking a day off per week to revise for my exam and I'm making the most out of my revision days. I feel like whatever I have been revising is actually sitting with me as I'm doing questions over and over again and getting them right! I really want to sit my exam by XXX and hope nerves and anxiety doesn't take over that.”*

Session 3

GAS +2

- *“I enjoy a challenge”*

GAS +1

- *“I am determined... because I am. One way or another, I will achieve my goal with integrity and my head held high. I will live the life I'm supposed to live, share the gifts I have to offer with the world and help myself and others feel better every day... walk the talk”*
- *“I am determined - it can be difficult to get things done quickly/efficiently at a large complex organisation like XXX and having determination to drive things forward and find solutions/compromises is critical”*
- *“I can do it! - my goal wasn't completed as the debrief date got moved back by the stakeholder, but the rehearsal for this presentation went well and it made me feel more confident about the final debrief. I will try to sustain the feeling!”*

GAS 0

- *“Im really tired”*
- *“I feel stressed - it has felt pretty relentless and quite stressful”*

GAS -1

- *“You're doing the best you can - I feel that some of my self doubt has gone and I believe that I am the right person to be doing this project. Accepting that not all factors are in my control and that arbitrary deadlines created by myself are not always that helpful.”*
- *“I feel frustrated - there's a lack of XXX on my pipeline to have meetings with, and there isn't really anything to say to them even if there was - a lack of inspiring proposition to talk to people about and generate money for.”*
- *“"You're doing the best you can" - I found myself needing to be more patient and understanding of where I was in the process. There were bumps in the road that I didn't account for when I set my goal (and honestly couldn't have until I started), which have slowed down my timeline. However, I am trying to show myself compassion by providing myself with a longer timeline. As long as I eventually reach there I will be happy”*

- *“I feel anxious that I won't achieve my goal”*
- *“I'm really tired”*
- *“If others can do it, so can i. - I am always motivated by other people and what they have achieved, so i think to myself that if they can do it/get there/demonstrate a certain behaviour then so can I”*
- *“Never give up” - I think I'm just really stubborn and I don't really have much to lose really. The only way to never get anywhere is to never give it a go and/or give up”*
- *“Feel the fear and do it anyway! - feel empowered and motivated to be brave” •*
“I feel anxious” - I feel like I've revised enough and I may pass my exam but I'm worried to sit and fail. “I am grateful” - I'm working on new projects at work and I've been told I'm doing a great job.”

As you can see, typically the surface emotion or thought is layered with other narratives and indeed several emotions and thoughts can be experienced at the same time. What became apparent is that not everyone achieved their goal and that three months was quite a short timeframe to achieve a meaningful goal but that perhaps these were more sub-goals and steps on the journey.

Goal Achiever feedback

“Having the time and space to take stock of where I'm at, what I'm feeling and how I can use this to help me achieve my goal.”

“Actively putting myself forward.”

“Using the theory to take time and feel more confident in how to approach tricky tasks.”

“The training helped me focus on areas other than my own perceived faults in putting in the work. It has not helped me work more quickly yet but it helps to step outside the box, identify factors which get in the way and then try and address them.”

“Definitely learning about the power of positive thinking and how this can help you to achieve your goals. I have been through stages of trying to do this as I can tend to get into a hole of negative thinking, but I hadn't done this for a while so it was really helpful to have this reminder at a time when I was struggling to think positively. I will try to maintain this - might put some reminders in my calendar so I don't end up in a negative spiral! But I have also been around people who have encouraged a kind of 'toxic positivity', which has (I think) had subsequent negative effects on me as it's meant me hiding my emotions when I would usually process them and work through them. So I find the balance hard to achieve sometimes. Sorry went off on a tangent there!”

“Worrying about best approach/key decisions to take for the best outcome, other teams not meeting deadlines (beyond our control), needing to collaborate/get approval from others”

“Life. Not enough hours in the day, too many other responsibilities. Saying yes to helping other people too easily. Prioritising sorting out my office and clearing my head and space... processing the past and putting it in perspective. Mourning what could have been, embracing what is and being grateful for future opportunities and the blessings/silver linings that have come out of the challenges.”

“Being accountable to group, being reminded of my goal through attending the workshops.

Achieving less than expected feedback

“Working from home - not my preferred way of working - like the accidental meeting people and chats that often lead to ideas and problem solving that can't happen when working virtually.”

“Things took longer than expected and other life stuff got in the way - some of it tedious (lots of exam marking) and some of it fun (the easing of lockdown and being able to socialise again)”

“My own unrealistic planning hindered me from achieving the goal. What helped was sharing the Pursuit with others, and remembering that goal attainment is actually hard work, and the hardest part of it is getting the mindset right.”

“Just getting on with it; not being held too much by how things might come across. Hindered by things less under my control”

“Just keep working at it has moved it forward and although I'm not where I hoped I would be I still made progress. Occasionally it feels that it's not really important to others and although I mostly self-driven it does get quite tiresome when other people don't take it seriously.”

“Having lots of competing priorities has got in the way of me achieving my goal.”
“Anxious feelings and a pressure to hit a hard deadline hindered me briefly. This kind of project needed a more soft deadline. Once I became more patient with myself I started to feel more confident and was more thoughtful about the way I finish the project”

“External factors and barriers. A lack of time. Other projects getting in the way”

“too much work, getting distracted by other work, general tiredness!”.

9. TABLES OF STATEMENTS

TABLE 1: MOST COMMON THOUGHTS AND FEELINGS EXPERIENCED AS PARTICIPANTS PURSUE GOALS - IDENTIFIED BY THE MOST AGREE AND STRONGLY AGREE STATEMENTS OF THE 19 P-SET 2 PARTICIPANTS AT ALL THE THREE SESSIONS

Pleasant	No of time it appears	Unpleasant	No of time it appears
(T) I enjoy a challenge	34	(E) Self-doubt	39
(E) Determined	34	(E) Overwhelmed	31
(E) Grateful	29	(E) Anxious	27
(T) You're doing the best you can	27	(T) I'm procrastinating	25
(T) I can do it!	27	(E) Stressed	
(T) Feel the fear and do it anyway!	27	(E) Frustrated	23
(E) Hopeful	24	(T) Other people are better than me	23
(E) Courageous	22	I'm not good enough	20
If others can do it, so can I	20	(E) I'm really tired	19
Small steps climb big mountains	18	(E) Fearful	13
(T) Never give up	18	(T) Will it kill you? No? Get on with it then!	11
(T) Focus! Focus! Focus!	18	(T) Harden the f@&k up!	11
(E) Excited	14	(E) Bored	10
(E) Confident	14	(E) Panic	10
(E) Motivated	13	(T) Why am I doing this?	8
(T) I trust in a higher power	13	(T) I'm too lazy to complete this	5
(E) Proud	12	(T) I want to go home	4

(E) Satisfied	10	(T) What's the point?	4
(E) Calm	6	(T) I messed up	3
(E) Content	7	(T) I can't do this	1

TABLE 2: MOST AGREE AND STRONGLY AGREE STATEMENTS FOR THOSE PARTICIPANTS WHO ACHIEVED OR OVERACHIEVED THEIR GOALS (BOLD SHOW HIGHER THAN FOUR APPEARANCES)

SESSION 1				SESSION 2				SESSION 3			
POSITIVE	N	NEGATIVE	N	POSITIVE	N	NEGATIVE	N	POSITIVE	N	NEGATIVE	N
(E) Grateful	4	(E) Anxious	6	(T) I can do it!	8	(E) Self-Doubt	8	(T) I enjoy a challenge	8	(E) Self-Doubt	8
(T) I can do it!	4	(E) Overwhelmed	6	(E) Grateful	7	(E) Anxious	5	(E) Hopeful	8	(E) Anxious	6
(T) I enjoy a challenge	4	(E) Self-Doubt	6	(E) Courageous	7	(E) Overwhelmed	5	(T) I can do it!	7	(E) Stressed	6
(T) If others can do it..	4	(E) Stressed	6	(T) I enjoy a challenge	6	I(T)'m procrastinating	4	(E) Grateful	7	(T) I'm procrastinating	5
(T) You're doing your best	4	(T) Procrastinating	5	(T) If others can do it..	6	(T) I'm not good enough...	4	(E) Courageous	7	(T) Other people better...	5

(E) Courageous	3	(E) Bored	4	(E) Determined	6	(T) Other people better...	4	(T) You're doing the best	7	(E) Frustrated	5
(E) Determined	3	(E) Frustrated	4	(E) Hopeful	6	(E) Fearful	4	(T) If others can do it..	6	(E) Overwhelmed	4

(E) Hopeful	3	(T) Not good enough	4	(T) Feel the fear and do it	5	(E) Tired	4	(E) Determined	6	(E) Fearful	4
(T) Focus!	2	(T) Harden the f&@k up	3	(F)	5	(E) Frustrated	3	(T) Feel the fear...	5	(E) Tired	4
(T) Feel the fear and do it...	2	(T) Other people better...	3	(E) Motivated	5	(T) Harden the f&@k up!	3	(E) Excited	5	(T) I'm not good enough	3
(T) I trust in a higher power	2	(E) Panic!	3	(E) Satisfied	5	(E) Panic!	3	(T) Never give up	5	(T) Harden the f&@k up!	3
(T) Never give up	2	(E) Fearful	2	(T) You're doing your best	4	(T) Why am I doing this?	3	(T) Small steps climb..	5	(E) Panic!	3
		(T) Why am I doing this?	2	(E) Focus	4	(T) Will it kill you? No?	3	(E) Confident	5	(T) Will it kill you? No?	3
		(T) I want to go home	1	(T) Never give up	4	(E) Stressed	3	(E) Calm	5	(E) Bored	3
		(E) Tired	1	(T) Small steps climb..	4	(E) Bored	2	(E) Motivated	4	(T) I'm too lazy to complete this	3
		(T) What's the point?	1	(E) Confident	4	(T) I want to go home	1	(E) Focus	4	(T) I messed up	3
				(E) Proud	3	(T) I'm too lazy to complete this	1	(E) Proud	4	(T) Why am I doing this?	2

			(E) Calm	3	(T) I can't do this	1	(T) I trust in a higher power	4	(T) I can't do this	2
			(T) I trust in a higher power	3	(T) I messed up	1	(E) Content	3	(T) I want to go home	1
			(E) Content	2			(E) Satisfied	2	(T) What's the point?	1
<u>TOTAL =</u>		<u>TOTAL =</u>	<u>TOTAL =</u>		<u>TOTAL =</u>		<u>TOTAL =</u>		<u>TOTAL =</u>	
37		<u>57</u>	<u>97</u>		<u>62</u>		<u>107</u>		<u>74</u>	
53% FEELINGS/ 47% THOUGHTS			57% FEELINGS/ 43% THOUGHTS			53% FEELINGS/ 47% THOUGHTS				
39% POSITIVE/ 61% NEGATIVE			61% POSITIVE/ 39% NEGATIVE			59% POSITIVE/ 41% NEGATIVE				

10. Q-SET CARD DECK

These are the positive, pleasant, or expanding thoughts and feeling statements, both high energy and low energy:

 Excited	 I can do it!	 Feel the fear and do it anyway	 I enjoy a challenge
 Confident	HIGH ENERGY EXPANDING		 Proud
 Focus, focus, focus	 Motivated	 Determined	 Courageous

 If others can do it, so can I	 Small steps climbs big mountains	 Never give up	 I trust in a higher power
 Calm	LOW ENERGY EXPANDING		 Content
 Grateful	 Hopeful	 Satisfied	 I'm doing the best I can

These are the negative, unpleasant or contracting thoughts and feeling statements, both high energy and low energy:

			
Frustrated	I can't do this	Will it kill you? No, get on with it then!	Harden the f&@k up!
	HIGH ENERGY CONTRACTING		
Panic!			What's the point?
			
Anxious	Why am I doing this?	Stressed	Fearful

			
I'm procrastinating	I'm not good enough	I want to go home	I messed up
	LOW ENERGY CONTRACTING		
I'm too lazy to complete this			Other people are better than me
			
Tired	Self-doubt	Overwhelmed	Bored