
**Embodied coaching practices: Exploring
coaching, communication and a complex-
realist case based research approach**

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**Submitted in partial fulfilment of the
requirements of the award of Doctor of
Philosophy.**

August 2016

Abstract

Consideration of the body as a mechanism in coaching is neglected in coaching literature, although relevant theories of embodiment exist in areas such as cognition, emotion and phenomenology, and there is a history of body-oriented practices in psychotherapy. This exploratory, interpretive comparative case study investigates embodiment in coaching by analysing the work of three coaches working in the work/career domain and how their own physicality and that of their clients plays a part in the coaching process.

The epistemological challenges of investigating the role of the body as a discursive or meaning-making instrument in a complex practice context are discussed. A multi-layered, multi-perspective approach to data and analysis within a complex realist case framework is proposed. Data was gathered from three video recorded coaching sessions from each of three coaching dyads, participant reflections and a review of the developing analysis through interview with the respective coach. Data was analysed through the perspectives of a) the narrative of the coaching intervention's purpose or agenda, b) the characteristics of the coach's embodied interventions, and c) the functions of non-verbal communication in the interaction. This approach to analysis is labelled a 'complex hermeneutic' and is proposed as a model for similar study contexts.

Findings in relation to coaches' practices include: that the use of embodied practices reflects other attributes of coaches' practice and approach and that complex interactional functions within the dialogue can be carried out or supported by bodily action. Patterns of embodied behaviours were found to be significant in relation to cognitive, emotional, and social aspects of the coaching interaction. It is argued that the understanding of embodiment in coaching is hampered by the underdevelopment of embodiment in contributory disciplines. A framework of four embodied coaching interventions is proposed.

The challenges of the complex hermeneutic are presented and discussed.
Implications for research, practice and education of coaches are outlined.

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Chapter 1 – Introduction

Some time around 2000, I was chatting to a colleague on the train home from work. We had different conversations on the train home from those we had at work. I told her what I would really like to do was to take managers into the countryside and have them think about their work behaviours and strategies while getting their hands dirty working on a farm. I called the idea ‘Feed the Pigs’. Five years later both of us had left our respective jobs, and I had learnt much more about coaching. I went to my old colleague’s new organisation with a coaching idea that felt like a more practicable version of ‘Feed the Pigs’. We called it, ‘Walk and Talk’. Walk and Talk – a two day long distance walk while coaching - worked well. I knew there was something about moving, something about being side by side, and something about being away from the work place that somehow supported or triggered change. But I could not find out why those things worked. This thesis started with that curiosity. Changing our minds, it seemed, is not all in the head. This thesis explores how coaching practice diverges from the ‘all in the head’ discourse that dominates the coaching literature.

The rest of this introduction explains the background, context and objectives of the study. The key constructs of coaching and embodiment are explored and an outline provided of the approach to the literature review and methodology chapters. The general structure of the thesis is outlined.

1.1 The body in coaching – a neglected issue

Coaching as a distinct helping intervention is still in an early stage of its development. The majority of theory on which it is based is applied from established areas within social science (adult learning, cognitive, behavioural, social psychology and sociology) while practice takes a strong lead from other applied disciplines (such as psychotherapy, organisational consulting and management). A distinct coaching literature has emerged

over the last two or three decades: as Grant (2011) shows, scholarly coaching articles grew ten-fold between 2000 and 2009 and were very scarce before that period. Very early writing was distinctly market- and practitioner-led as exemplified by the early contributions of Whitmore (1992) and Gallwey (1974). As the practitioner base has widened so have claims of differentiation of specific practices, approaches and orientations, though these claims may be only vaguely justified in theoretical terms (Jackson, 2005). Furthermore, the facilitative orientation of coaching and its disciplinary roots means this practitioner literature is naturally focused on what the practitioner might do to help the client decide and act, based on self-awareness, insight and cognitive framing. In this historical context, then, theory has generally lagged behind practice and the concept of working with the body is relatively neglected. Indeed, in a systematic review of coaching psychology, Lai and McDowall (2014) do not even mention the body, bodywork, embodiment or non-verbal behaviour. With some rare exceptions, which are explored in Chapter 2, the dominant assumption is that meaning-making and action in the coaching process are mediated by language and conscious choice. For brevity this assumption is referred to here as the linguistic assumption, and the nature of the dialogue it assumes as ‘language’.

Yet both inside and outside of the coaching field there is evidence that the linguistic assumption could constructively be challenged. There are developments in related disciplines which are starting to look at the human subject as an ‘embodied’ subject. Cunliffe and Coupland (2012) explore sensemaking as an embodied narrative process, and recent theoretical developments in areas such as embodied cognition (Clark, 2008; Claxton, 2015) and embodied theories of emotion (Damasio, 1994; Prinz, 2004) are particularly relevant to coaching. At the same time there exist quite established embodied practices in psychotherapy (Reich, 1972; Wiener, 1999; Totton, 2003) and performance (Shepherd, 2006). Non-verbal communication, whilst afforded quite cursory consideration in the coaching literature, has an extensive base of theory and research developed through the second half of the twentieth century (for example, see recent collections

such as Knapp, Hall and Horgan, 2014; Burgoon, Guerrero and Floyd, 2016).

For coaching practice too there is some evidence of an implicit sense that something is there, without it being a focus of attention. Research papers on the experience of coachees or on the coaching process often note ‘body language’, practising coaches intuitively orient themselves and the spaces in which they work in particular ways, and some coaching approaches specifically address themselves to the body or the body in the coaching space (Whittington, 2012; Hamill, 2013; Strozzi-Heckler, 2014). Chapter Two shows how echoes of embodied theories also occur in discussions of the feelings of the coach, especially intuitions, and practices such as rehearsal. Yet many of these references and echoes are faint, or tangential. Coaching practitioner monographs that describe a specific body-focus (such as those cited above) generally offer idiosyncratic or proprietary packages with a lack of overt or comprehensive theorisation.

The role of theory in the development of effective practice has been widely supported, either as part of the scientist-practitioner model as a route to evidence-based practice (Grant and Cavanagh, 2004), or as the underpinning of professionalisation (Gray, 2011), and as a necessary step to establish durable practice (Feldman and Lankau, 2005). Theory helps focus research questions on important and useful aspects of practice, and is in turn informed by the outcomes of such research and the practices being researched. To date, there has been no empirical study within the coaching field specifically aimed at exploring practices from an embodied perspective. Hence, in summary, this study aims to develop understanding of an aspect of practice which has previously been poorly theorised in the coaching literature, in order both to highlight beneficial practices already in use and ultimately to promote further theoretical development.

1.2 Aims of the research

In the light of the general situation described above, there are a number of possible lines of research that could have been pursued. The original impetus for study was my own sense that something other than verbal dialogue happens between people during coaching. Observing that coaching practice is strongly informed by psychotherapy, and that body-oriented (see Totton, 2012) and Gestalt (for example, Ginger, 2007) psychotherapies work from a body-integrated perspective, it would be interesting from a practice perspective to explore what coaching practitioners might learn from other disciplines. It is also vital to examine the theories that inform body-oriented practices and whether they might usefully be applied to inform coaching as a practice. Such underpinning theories, explored in Chapter 2, may have different commitments to holism. Some are overtly oriented towards a concept of an integrated 'bodymind', while others hold with a more conventional dualistic position. The latter types of theory emphasise language and rationality with the body relegated to something that transports, services and informs the (brain-bound) mind.

The current study, then, looks to address both theory and practice. My own position as a researcher and practitioner straddles these two worlds and I value the impact of these two perspectives on each other, whilst also acknowledging the challenge. The current research was therefore designed to be immediately relevant to practice as well as to make a genuine contribution to theory.

The aim of the research can therefore be stated as follows:

To explore the ways in which coaches use their own or their client's physicality during the coaching process and the effect this has on the coaching work they do together.

Specifically, this consists of

Carrying out a critical and comprehensive review of literature relating to embodied coaching practice, and models of embodied

practice from outside the field of coaching (for example, psychotherapy, management education, outdoor education) as well as embodied communication practices.

Exploring the ways in which embodied practices help to facilitate change, whether these constitute intentional interventions on the part of the coach or the intuitive behaviours of either party.

Developing a theoretical analysis of current coaching practice in relation to embodiment, in order to highlight opportunities for practice and enable further theoretical development.

For these reasons, the research engagement was undertaken with practice activities in their natural context: the ongoing coaching relationship with a client. Before describing how this was carried out, it is necessary to define what is meant by that ‘coaching’ practice and how its combination of discursive and embodied dimensions differentiates it from other practices.

1.3 Defining coaching

The research is not specific to particular coaching approaches or methods, though it is focused on coaches working in the work/career domain, whether sponsored by an employer or not. Bachkirova, Cox and Clutterbuck’s general definition is adopted for this purpose:

Coaching is a human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for the benefit of the coachee and potentially for other stakeholders.
(Bachkirova *et al.*, 2014, p. 1)

In addition to this general definition, the current study recognises that the coaching dynamic may include some unconscious aspects of the coach’s behaviours, of the coaching situation (in terms of its locale), and of the coachee’s experience. As has been suggested in the aims given above, actions that may be out of awareness or are unintentional are still of interest.

The general definition of coaching as it stands could also be read to encompass interventions primarily focused on feeling better, relieving physical symptoms, or physiological conditioning for their own sake (for example, massage, physiotherapy, physical training). These very practices could be the focus of other studies, but in this case the objective was to look at the physical and embodied aspects of that type of coaching that is normally considered as taking place through languaged dialogue. For this reason, coaching, for the purposes of this study is defined as constituting primarily some form of languaged, dialogic process in addition to the physical, and that the objective of such processes is to help change the client's meaning-making rather than physical well-being.

1.4 The study's methodology

In order to gain insight into these aspects of coaching practice, the study is conceptualised as a complex realist case-based study of practising coaches working with their clients. The realist stance is based on Maxwell's (2012) position that "mental and physical entities are equally real" (p. 8) and the term 'complex realism' is drawn from Harvey's (2009) further development of a conceptualisation of the ontology of open complex systems. Harvey describes such systems as 'ontologically stratified' to draw attention to the interplay of the different layers of scientific, socially constructed and experienced realities. Three coach-client dyads were studied. Though drawn from different economic sectors (managed services, logistics, health care) in each case a client was dealing with work and career related issues with specific reference to the workplace. Coaches were all qualified at postgraduate level but did not conform to a particular coaching model. One coach was male (Case 1) and two female (Cases 2 and 3). Two clients were male (Cases 1 and 2) and one female (Case 3).

The three cases are explored using data from video recordings of three sessions drawn from the middle of their engagement, and coach and client reflections recorded individually according to a pro-forma provided (see Appendices 1, 2 and 3). Coaches were also interviewed after the first

(researcher) analysis to explore alternative possible interpretations, and to add data about their practice in general. This interview is referred to later as the 'participant review'.

Video data were indexed using detailed transcriptions, using timestamps to indicate units of interaction. The client's meaning making was considered to be a central aspect of the change process to which coaching is intended to contribute. Consequently their developmental agendas were identified through analysis of the reflections provided and of the dialogue in the coaching sessions. Each session was coded for elements of the client's narrative and for reference to the body, or bodily action that was considered significant in the interaction. Thus narrative accounts of change in the client's agenda, themes of embodied coaching intervention and themes of embodied interaction were mapped. Interpretations were developed describing the interplay of these three dimensions which were then offered to the coach participant for comment in the participant review interview.

The methodological challenges of investigating a complex practice scenario are discussed throughout the thesis. While each (conventional) element of the complex analysis and interpretation process has the potential to reveal only a partial presentation of the overall richness of the interaction, multi-perspectival analyses presented for each case give further insight into the complex interaction. It is noted that studies of similar social phenomena where the interaction is a critical part of how the endeavour is achieved (for example, people management or psychotherapy) generally investigate just one of these interpretive layers (through thematic analysis alone, for example). The current study therefore offers a potential model for the investigation of complex interactional practices. Methodological procedures are further developed and discussed as each case progresses. Methods of data sorting and analysis using video data are of particular interest and are refined through each case.

1.5 The concept of embodiment

In relation to coaching as defined in Section 1.3, two further concepts need more specific definition and discussion: the concept of embodiment and the scope of embodied communication, normally described as ‘non-verbal communication’. This section explores the concept of embodiment and therefore the nature of the connection between the body and experience.

First, it is important to distinguish between the terms embodiment and physicality which are both used in this thesis. The term ‘physicality’ can be understood in a largely practical way as the way someone feels, moves, behaves and appears to others. Embodiment represents a perspective which casts a different light on some psychological and sociological concerns of relevance to coaching and for this reason a slightly longer discussion is presented. Csordas differentiates the concepts succinctly:

... the body is a biological, material entity, while embodiment can be understood as an indeterminate methodological field defined by perceptual experience and the mode of presence and engagement in the world.
(Csordas, 1993, p. 135)

Embodiment in this sense is conceptualised in a number of different ways in different disciplines. It is discussed in contexts as broad as robotics (Clark, 2008), social and cultural theory (Csordas, 1994), dance (Fraleigh, 1996), and geography (Longhurst, 1995). It represents, variously, ideas such as the extension of the mind and self, a conceptual viewpoint of the whole person, or the exercise of power from outside the person. It is important to be alert that the term can be used in a very everyday sense, that is, “To give a concrete form to (what is abstract or ideal); to express (principles, thoughts, intentions) *in* an institution, work of art, action, definite form of words, etc.” (The Oxford English Dictionary, 1989). It is not used in this everyday sense in this thesis and caution is required when reading various usages of the word in order to distinguish between those usages referring to the everyday meaning, from those referring to something more epistemic. In summary, ‘physicality’ in this thesis is understood to be the manifestation of embodied experience, while ‘embodiment’ is understood as an epistemic perspective.

Csordas' identification of "perceptual experience and the modes of presence and engagement in the world" cited above, suggests focusing the discussion here on defining embodiment in relation to three areas: cognition, emotion and phenomenology.

1.5.1 Embodiment in cognition

Clark (2008) explores the nature of cognition and what he terms 'embodied-embedded cognition'. In Clark's argument, embodiment is partly a philosophical stance and partly a modelling of psychological processes. Philosophically, it is a position that simply accepts the possibility of self-oriented processes – what could be thought of as the mind - existing across the boundary of the physical organ of the brain. Taking this hypothesis allows Clark to recast the body and bodily functions as much more than a vessel and support structure for the brain. First, Clark uses the analogy of robotics to illustrate how computation can be more efficiently translated into action when the functional body is taken into account. Traditional robot designs rely on specific sequences of commands, controlling joint angles and the direction of limb movements; robot movement is typically characterised by awkwardness compared to animal movement. More recent "passive-dynamic" designs (Clark, 2008) embed the commands in a context of movement that will happen anyway. So, for example, instead of commanding a sequence of leg movements and balancing body movements to prevent the robot from tipping over (a computational model), the passive-dynamic model uses the inherent imbalance (or energy) of a body tilted forward and then controls the counter-balancing movement of limbs, almost as if catching-up with the effect of gravity. Although conceptually distant from the current issue of coaching, the computational and passive-dynamic models serve as metaphor for centralised and distributed cognition and thereby illustrate the potential of considering a functioning entity as functioning in-the-world rather than separate from it.

Clark's argument then goes on to demonstrate how human cognitive processing can be considered to be happening outside the brain. He gives

examples of empirical studies of perception and action which suggest that humans, “tend to recruit, on the spot, whatever mix of problem-solving resources will yield an acceptable result with minimum effort” (Clark, 2008, p. 13). That is to say, humans attempt to act in a way which minimises cognitive processing. A tangible example is presented by the problem of catching a baseball. While the commonsense expectation is that the catcher calculates the trajectory of the ball and compares that to their own position, it seems we employ a more elegant solution in reality: “You simply run so that the optical image of the ball appears to present a straight-line constant speed trajectory against the visual background” (Clark, 2008, p. 16). Hence in this model, perception and processing merge: our visual system is not just feeding information, but solving the problem.

In a final step, Clark extends the locus of sensing beyond the body. He gives the example of becoming so habituated in the use of a particular tool that we effectively ‘sense’ the world through it; Clark gives the example of “fluently” using a stick to the extent that we are “touching the world at the end of the stick, not (once we are indeed fluent in our use), as if we are touching the stick with our hand” (Clark, 2008, p. 31).

Such a ‘hypothesis of extended cognition’ is not immune to dispute. Rupert (2004) claims that it “yields only an unmotivated reinterpretation of results that can, at little cost, be systematically accounted for within a more conservative framework” (p. 390). Menary (2007) though provides significant exempla where the concept of cognition constituting both internal and external elements generates useful insight and Rowlands (1999) supports Clark and Chalmers’ (1998) argument that an *a priori* stipulation that cognition is internal cannot justify the rejection of the hypothesis of external cognition.

The possibility of external cognition is further supported by the concept of enacted perception. Noë proposes a model of perception which relies on the perceiver’s active engagement with the world rather than the externality of mental process. In Noë’s (2005) model, the perception of, for example, the

continuity of whole objects is dependent on knowledge of movement and therefore “not a process in the brain, but a kind of skilful activity on the part of the animal as a whole” (Noë, 2005, p. 2). Consequently a permanently immobile perceiver would be unable to understand perspective, point of view, or solidity.

Although the concept of cognitive extension may, then, be seen as controversial, it may still be an *enabling* epistemological position. Taken in this sense, the following possibility emerges as a consequence for coaching: that *the client as an embodied self may perceive, sense, think and act differently depending on physical and situational states*. That is to say that (what we think of as) their thinking may change as a result of their current situation. It is this idea that has been described above as being neglected in the coaching literature.

1.5.2 Embodied emotion

From the perspective of emotion research, Prinz (2004) explores how competing theories of emotion explain the relationship between cognition and physiology, proposing an “embodied emotion theory”. Prinz’s embodied emotion theory links physical and mental aspects of emotion to the external environment and human action in a manner similar to Clark’s conclusions about cognition. Prinz’s justification for this theory, and its relevance to the current issue emerge from the inherent problems Prinz sees in the competing theories of emotion: somatic feeling, behavioural and cognitive theories.

The first group of theories according to Prinz – somatic feeling theories (Damasio, 1994) – posit a chain of events *from* perception *to* changes in bodily state *to* feelings of bodily change, where it is the latter that constitutes the ‘emotion’ (Prinz, 2004, p. 5). In contrast behavioural theories (Prinz cites Ryle, 1949, and Skinner, 1953) identify emotions by the behavioural tendencies with which they are associated, and in some cases trace the characterisation of the physical expression of emotion to learned behaviours (for example Watson, 1919). Finally, cognitive theories

associate emotions with thoughts, judgments, beliefs or construals about an object. Different emotions emerge from judgments that we are likely to suffer, or benefit; that our values have been transgressed; that we are about to be helped, hindered, acknowledged or humiliated.

Prinz attempts to present a more complete theory by resolving anomalies in the somatic feeling, behavioural and cognitive approaches. In doing so, he presents a way of understanding emotional processes that draws emotion away from a computational model and towards a theory of embodiment.

The embodied emotion theory makes five principal claims:

1. “emotions are inner states that occur in response to bodily changes,” although ... “an emotion can arise when the brain areas associated with bodily change are active, even if no actual bodily change has taken place” (Prinz, 2004, p. 242);
2. emotions enable action through bodily changes, though they are not necessarily associated with specific actions;
3. emotions are not dependent on cognitive appraisals (as per cognitive theories), though they may be, they may be moderated by them, and they may constitute cognitive appraisals themselves: “they are embodied representations that qualify as appraisals” (p. 243), that is to say, for example, that we do not need to decide whether we may or may not be surprised by a loud noise, or shocked by a scene of violence; these ‘thoughts’ are immediately felt;
4. emotions “exert motivating force through valence markers” (p. 242), that is to say, we know whether an emotion is positive or negative and this drives what we might do about it;
5. emotions may or may not be felt but carry information in either case.

Adding Prinz’s perspective to the conclusion of the previous discussion on cognition, then, we can further argue that in coaching, where either the coach or the client as an embodied self may perceive, sense, think and act differently depending on physical and situational states it is also the case that *their embodied thinking and their embodied feeling may be indivisible*.

1.5.3 Merleau-Ponty's embodied phenomenology

These embodied perspectives on cognition and emotion are consistent with Merleau-Ponty's embodied phenomenology. Indeed they could be seen as the empirical extension of Merleau-Ponty's philosophical position. Accounts of embodied practice also make frequent reference to Merleau-Ponty. Consequently some outline is important, albeit a general review of Merleau-Ponty's philosophy here is not possible. Key points which have informed the investigation are set out below. In summary, Merleau-Ponty critiques rationalist and empiricist understandings of the world, demonstrating that our engagement, feelings, knowledge and behaviours are all conditioned by the very fact of *being* a body in that world. As such people can be seen to deal with the world in ways which are conditioned and informed by their previous experience of the world and their sense of self within it.

Merleau-Ponty (2002) extends Husserl's concept of phenomenology (see Husserl, 1931) to take into account that an observer's experience of an object is inherently from 'somewhere'. Furthermore that experience is informed by our experience of our physical movement relative to the objects of perception (as developed by Noë, 2005, discussed in Section 1.5.1). So at the same time as we 'see' the flat plane of visual information presented to our eyes we imagine aspects of the object that we expect to exist. This sense is so strong that it is almost part of the visual experience. This is how people have a sense of the boundaries of an object when seen against the background of other objects, and is arguably how they are misled by optical illusions where the reasonable expectation of additional information is confounded (such as convex/concave masks; blue and black or white and gold dresses). Merleau-Ponty sets embodied phenomenology in opposition to both empiricism and rationalism as they both, in different ways, neglect the relativity of the perceiver's point of view.

From this position, it is not a big step to consider that human understanding of visual stimuli is also informed by the experience of being in situations, or

of feeling objects. One sees with one's memories and one remembers with one's body:

Pure sensation, defined as the action of stimuli on our body, is the 'last effect' of knowledge, particularly of scientific knowledge, and it is an illusion (a not unnatural one, moreover) that causes us to put it at the beginning and to believe that it precedes knowledge.
(Merleau-Ponty, 2003/1945, p. 43)

By extension of this same relationship with the world, our behaviour is driven by both intentional strategies and the context in which they take place. This is not simply to say that the context *constrains* behaviour, but that it conditions, defines and gives it meaning. Merleau-Ponty gives the example of an insect with a missing leg, using its remaining legs to navigate the world successfully in the absence of both consciousness and some kind of innate 'missing leg' programme (Merleau-Ponty, 2003/1945, p. 90).

Finally, with specific relevance to the current discussion, Merleau-Ponty sees emotion as the relationship between the perception of the world and this embodied history of experience. Merleau-Ponty summarises:

The body is the vehicle of being in the world, and having a body is, for a living creature, to be involved in a definite environment, to identify oneself with certain projects and be continually committed to them.
(Merleau-Ponty, 2003/1945, p. 94)

It can be seen, then, that 'embodiment' offers a very different concept of experience, physicality and action than does the dominant rational-empirical assumption. Embodiment in this study is therefore understood to consist of *a perspective on human experience and functioning that engages with the phenomenological experience of being-in-the-world*. It is now evident that the interest in physicality in this study - the way someone feels, moves, behaves and appears to others – is informed by an interest in the perspective of embodiment.

1.6 Embodied (non-verbal) communication

If coaching is at heart a communicative process and the focus of the current research is on embodiment, then it follows that consideration should be given to communication that is achieved either partly or in full through the body. Although the non-verbal communication literature rarely makes the link with the concepts of embodiment in cognition, emotion and phenomenology, the current study draws these fields together and makes it logical to think of non-verbal communication as another aspect of embodiment.

The scope of non-verbal communication is somewhat uncertain. Taking ‘communication achieved through the body’ as a common sense formulation, for example, an argument could be made for the inclusion of written communication (as the artifact of a physical performance), or artistic production such as painting as both physical and communicative. In order to arrive at an appropriate scope for the purposes of the current research the ways in which the concept of non-verbal communication has been formulated in the relevant literature are reviewed here.

Knapp *et al.* (2014) explain that non-verbal communication can consist of processes of sending and receiving and that both processes can be either conscious or unconscious. As such it can be very easily misinterpreted, though context and the intertwined verbal element of communication may help to make it more reliable. Non-verbal communication includes therefore both implicit and explicit elements.

Knapp *et al.* (2014) also point out that communication can be achieved equally through artefacts of the environment (for example, a messy desk, or the choice of coffee table books left on display) and by characteristics of the communicator (for example, hair, clothes, make-up, body piercings, tattoos), as much as by the more researched area of body movement and positioning (p. 12). The more specific area of body movement and positioning consists of gesture, posture, touching, facial expression, gaze and extra-verbal vocal

behaviours such as pitch, tone, laughter, grunting. The current study has a particular focus on the body rather than what constitutes or does not constitute ‘verbal’: a question which may be of more interest in communications studies. Therefore the specific area of *bodily action* is drawn from this broad scope of non-verbal communication.

Knapp (2006) traces active modern research in non-verbal communication from the 1940s and 1950s. He comments that while theorists of the mid-twentieth century (Birdwhistell, Goffmann, Scheflen) were in fact more interested in the “structure and organization of interaction as a whole” (Knapp, 2006, p. 9), the 1960s and 1970s witnessed a divergence of research into particular aspects of behaviour such as kinesics, proxemics and so on. There is now also extensive research in non-verbal behaviour related to specific contexts (parenting, marriage, teaching and so on; see Manusov and Patterson, 2006) and a number of specialised academic journals in social psychology, linguistics, and communications studies.

There is clearly a wealth of detail relating to non-verbal communication and it would be impossible to take account of anything and everything in the scope of the current study. Patterson and Manusov note that “nonverbal communication is best represented as a system comprising interdependent components” and that “We cannot attend to all the pieces in any single study, but we can recognise that any specific focus is part of a larger system of communication, embedded within a larger set of communicative practices” (Patterson and Manusov, 2006, p. 525). Attention to non-verbal (specifically *bodily*) communication in the current study should therefore focus where possible on the context of the *purpose or effect of the behaviour*, rather than methods.

In conclusion to this brief review, the following formulation of nonverbal communication is suggested:

Communicative bodily action that has a potential effect on the co-participant in their meaning making work together, whether that effect is implicit or explicit.

This is a broad definition of non-verbal communication, but it is adopted with the intention to focus analytically more on what it achieves in the coaching session, rather than on particular types of movement. As Hazel, Mortensen and Rasmussen (2014) have argued, “Human interaction is fundamentally embodied, and as such any research into human social interaction is research into embodied interaction” (Hazel *et al.*, 2014, p. 3). Throughout the study, a differentiation is made between non-verbal communication – *communicative bodily action* – and dialogue within the coaching session that *refers* to the body (which will be discussed in the case analysis chapters under the heading of *developmental themes*).

This review of embodied perspectives of cognition, emotion, phenomenology and communication, describes the perspective from which the role of physicality in coaches’ practice will be investigated. It is not simply an exploration of actions or activities, but is also informed by a curiosity for how those actions and activities provide an insight into what could be thought of as an ‘embodied’ coaching practice. As noted in Section 1.5, the concept of embodiment arises in discussions of a number of different fields and consequently gives rise to a number of different potential avenues of investigation. Consideration of embodiment raises issues such as work and gender (for example, Haynes, 2008), ageing (Dumas *et al.*, 2005), male identity (Gorman-Murray, 2013), and arising from these dimensions, naturally, some analysis of power (Paechter, 2006). All these issues – gender, identity, and power – are interesting dimensions that clearly arise in the intense interaction of coaching practice. Consequently they will be seen to arise as potential avenues of investigation within (and across) the cases studied. For the purpose of the current study, however, the analytical lens of embodiment is preferred over ‘embodiment-and’. The intention of this choice is to maintain a clear purpose and direction for the study.

1.7 Overview of literature

It has been stated that the coaching literature has neglected the role of the body. A review of empirical and practitioner sources dealing with the body, embodiment, and somatics reveal practices and some conceptualisation that can be related to the concept of embodiment. In fact, there are both echoes of what could emerge as an embodied perspective (for example Hawkins and Smith, 2013, refer to ways of enacting change within the coaching session) and some approaches which overtly elevate bodily practices (for example, Strozzi-Heckler's 'somatic coaching'; Strozzi-Heckler, 2014). The embodied perspective of Gestalt psychotherapy has been somewhat downplayed in the past (for example, in Bluckert, 2006), though this too has more recently been afforded greater attention by Leary-Joyce (2014). There has also been some recent interest in practices emerging from mindfulness (Silsbee, 2008; Hall, 2013). These sources represent interesting practices and examples of the use of the body, though they include little or no discussion of underlying theories of embodiment and can therefore appear as quite idiosyncratic. In the terms discussed above, they often demonstrate a greater concern for physical practices than a coherent embodied philosophy.

Closer investigation of concepts underlying these practices demonstrates that conceptual linkages across and between practices can be identified. In this respect, psychotherapy and particularly body psychotherapy (Reich, 1972), Gestalt (Ginger, 2007) and Gendlin's concept of felt experience (Gendlin, 1962) are informative. Along with Wilber's integrated psychology (Wilber, 2000), these influences can be found to lie behind many of the body-oriented practices described in coaching. Theories such as those of Reich, Gendlin, and Wilber can be seen to build on or incorporate a perspective that inherently gives account to the role of the body in human experience.

1.8 The structure of the study

Following this Introduction, the study is reported in seven further chapters: a literature review chapter; a methodology chapter; three detailed case reports; a discussion chapter; and a final conclusions chapter. A brief overview is given here.

Chapter 2 – Literature review

From analysis of bodily practices in coaching and in allied fields such as management development, the characteristics of overtly body-oriented coaching practices, as well as the longer-standing (and sometimes more explicitly theorised) practices from which they emerge, a model of six conceptual themes is proposed. These themes represent different core propositions underlying such practices and are identified as follows: somatic awareness as an aspect of integrative practice; physicality as expression of emotion and psychological state; the practitioner's physical experience of the client; rehearsal and enactment; body-psyche integration; the physical environment as enabling. Empirical and theoretical work supporting practices is also reviewed as well as literature relating to non-verbal communication. This thematic framework provides a position from which the real world practices of coaches (via the three cases described) can be investigated.

Chapter 3 – Methodology

Chapter 3 explores in detail the epistemological challenges of deriving insights from data emerging from the naturally occurring, complex practice context. An argument is made for a 'complex hermeneutic' that engages with multiple data sources (video recorded observation of behavioural and verbal content of the session, participant session reflections, and a review with participants of analysis), data types (dialogue, physical behaviours, reflections) and analytical perspectives (using multiple analytical lenses). The specific methods are described in more detail in this chapter.

The cases

Each coaching case is reported in turn. The case chapters consist of a full description of the case context and outline of the coaching that took place.

The data is presented and analysed through each of the analytical lenses: narratives of coaching purpose, embodied practices and communication. A section in each of the case chapters suggests theoretical propositions concerning the embodied interaction which are derived from the combination of analytical perspectives.

Chapter 4 – Case 1

Chapter 4 explores the interaction between a coach, Paul, and his client, Barry (all names are changed and identifying information altered). Paul is supporting Barry who is project managing a restructure of an organisation's management at the same time as coaching the managers who will be subject to a selection process for the new roles. The work has the character of managerial problem-solving, though Paul is clearly 'coaching' as he is committed to facilitating Barry's decision making through exploration and self-awareness.

Chapter 5 – Case 2

Chapter 5 explores the work of coach Sue with her client Tom. Tom manages a large operational area which is subject to significant change as a result of a merger of the parent business. Sue knows Tom and the organisation well. As well as reviewing the issues of managing the business and the change process within it, they work on Tom's emotional reactions. There is a strong element of catharsis for Tom in the early sessions and the primary work focus is clearly considered in the context of his wider concerns. Sue helps him to manage his own strong feelings and to make sure they do not impede his job performance.

Chapter 6 – Case 3

In Chapter 6 the focus is on the work of Kate and her client Liz. This intervention does not have an organisational sponsor, though Liz wants to consider how she best deals with her new, challenging job role. The sessions include overt intentional interventions that make reference to the physical presence of both participants. It is both animated and, at times, contemplative. This is an aspect of Kate's practice that she is actively seeking to develop.

The analysis of each case considers both the individual characteristics of the case and how they relate to the analysis of previous cases.

Chapter 7 – Discussion

The discussion chapter considers the findings in two domains of embodiment: developmental functions and communicative functions. The data analysis is further related to differences between the coaching objectives and coaching approaches represented by the three cases. Theoretical propositions arising from the analysis are considered in relation to existing theory from different, relevant domains. . Four types of embodied coaching interventions are identified, building from the cases.

Chapter 8 - Conclusions

Implications for practitioner education and professional development, for coaching practice and for research are suggested. The methodological issues that arise from the research process are reconsidered more widely.

Chapter 2 – Literature Review

The relative neglect of physicality and an embodied perspective in the coaching literature has been suggested in the previous chapter, as have some conceptual reasons for their wider manifestation in practice. In this chapter a closer look is taken at what is presented in the coaching literature, how it might relate to practices and theorisation in allied fields and to what extent such concepts are supported by empirical evidence.

The review demonstrates that coaching practice echoes a number of practices and theories from other disciplines, though where these appear they tend towards narrow points of reference, some minimising of the embodied aspects, and a general absence of theorising. Exceptions to this pattern emerge in certain practices. Practices finding root in Reichian concepts of body integration (for example, ‘Somatic coaching’) and Wilber’s Integral Theory (‘Integral coaching’) are clearly connected to a concern for the bodily. Similarly, practices finding root in Gestalt psychotherapy may adopt the sense of embodiedness of key stages of the Gestalt ‘Cycle of Experience’, though sometimes the potential physicality of these stages are treated with caution (there is a good example of this caution in Bluckert, 2006).

The organisation of this chapter reflects the nature of certain challenges inherent in the topic. Investigating literature relevant to the use of physicality in coaching consists of conceptual and contextual foci which are both fluid. While literature directly focused on coaching is relatively straightforward to identify, coaching draws both method and theory from diverse fields. It is inherently cross-disciplinary and the boundaries of what is *relevant* to coaching are less certain. Furthermore, the topics of embodiment and physicality are also cross-disciplinary and it would be difficult to identify a definitive, integrated literature on the topic. As those topics appear in the diverse fields of study or practice which contribute to coaching, similar phenomena may be conceptualised very differently, using different nomenclature.

This review therefore represents a juggling act. To follow different approaches or theoretical paradigms in organising this review would have obscured conceptual connections. Rather, the material is presented according to underlying conceptual themes very much as they have emerged from studying the literature itself. Such an organisation is necessarily an interpretative process and other interpretations are therefore possible and equally legitimate: the organisation is intended to be helpful rather than definitive. Literature relating to embodied practices is presented initially in six themes emerging from a literature search using key terms, with a seventh – non-verbal communication – added to reflect the potential to see gesture and physicality as an integral part of the embodied communicative interaction between coach and client (see Figure 2.1). They are arranged in a circle as no single theme is more important than another, nor is there any implication of sequence. It is not intended as a causal theory. Each theme is linked to the others by the idea of physicality as facilitative of change. These themes will provide a point of reference through which to investigate the specific practices of the coaches in the three case studies, facilitating an exploration of the extent of their embodied practices and a mechanism of comparison across cases.

This initial review was based on a number of searches that were carried out using different databases. Searches were made for the following combinations of terms appearing in the abstract along with the term ‘coaching’: ‘embodiment’; ‘body’; ‘bodily’; ‘kinaesthetic’ or ‘kinaesthetic’; ‘physicality’; ‘somatic’; and ‘nonverbal’ or ‘non-verbal’. The searches were made in the following databases: Academic Search Complete; Business Search Complete; Psycinfo; and Emerald Insight. In addition, the contents of the following journals were specifically examined for relevant contributions: *Coaching: an International Journal of Theory, Research and Practice*; *Consulting Psychology Journal: Practice & Research*; *International Coaching Psychology Review*; *International Journal of Evidence-Based Coaching & Mentoring*; *Management Learning*. Coaching-specific monographs and edited collections are referred to where they

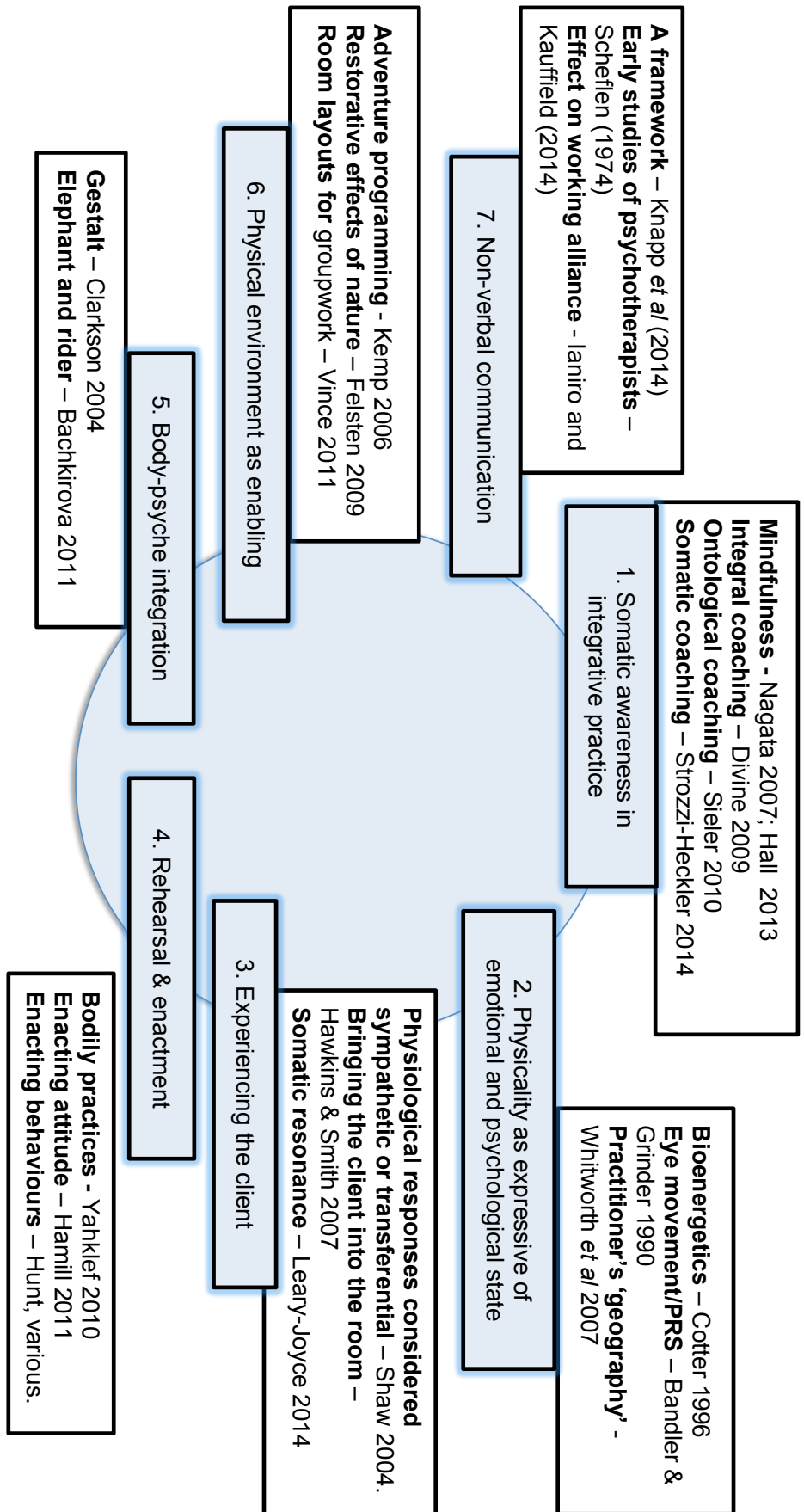


Fig. 2.1 Themes of physicality facilitating change emerging from different literatures

provide a fuller explanation of particular concepts, or where they provide the main description of a particular practice.

The section entitled *Somatic awareness integrative practice* explores different propositions of how people can be helped to gain a better awareness of their own physicality. Practices in this area tend to assume a benefit (whether in terms of well-being or operational behaviours) deriving from a greater coherence with body-sense. *Physicality as expressive of emotional and psychological state* deals with theory and practice which treats physical self-presentation (whether conscious or unconscious) as symptomatic of specific underlying conditions, traits or propensities. *Experiencing the client* explores the phenomenon of practitioners' intuitive feel for how the client is. *Rehearsal* and *enactment* are treated together as they both concern the physical playing out of intentions – either in a safe, practice space, or in the real world. Some theories and approaches overtly consider *body-psyche integration* as an outcome of intervention and facilitative of other changes for the client. Some researchers have also explored how the *physical environment* can play a part in how people behave and think. Although the impact on the individual's physicality is indirect in this case, it is very much a part of their experience of being-in-the-world in Heidegger's term. As mentioned above, a seventh theme of 'non-verbal communication' has been added to this analysis. Although this literature does not emerge from searches focusing on coaching and embodiment, and indeed it was not initially intended as part of the study, its inclusion was driven by the responses to early presentations on the research. It was clear that non-verbal communication is a topic that is 'in play'. In the event, the powerful presence of embodied aspects of the communicative interaction that emerged in the casework itself testified to this.

Within each section research contributions are considered first, then coaching practice literature, and finally other fields which may have contributed or present parallel material. In some fields references to physicality describe practices or concepts which may be coincidental to (or used as metaphors for) the central content of the helping process (Wiener,

1999, pxii). While these practices may be referred to in passing, the review focuses primarily on descriptions of practices that appear to use reference to physicality as constructive or developmental in their own right. Yet other descriptions still make reference to the body or physicality, though the underlying theory and resultant practice are not particularly clear. A brief description of some of these practices is included as evidence of the existence of a particular discourse.

2.1 Somatic awareness as part of an integrative model of practice

In this section research is considered that explores practices which use the client's (possibly growing) awareness of his/her own physicality as informing action, behaviour or the process of development. This includes papers exploring somatic self-awareness in the context of change, and the incorporation of Feldenkrais in learning interventions. There is a wider range of literature, including coaching approaches, which recommends particular practices relating to somatic awareness. Much of the research in this area is practice-oriented, reporting specific interventions and therefore providing possibilities for practice, but only the starting point of explanations.

Mindfulness plays a significant part in many such practices. Mindfulness has wide support in clinical situations, particularly stress management (Smith, Richardson, Hoffman and Pilkington, 2005; Praissman, 2008). At the endocrine level, Carney, Cuddy and Yap (2010) have demonstrated an effect of 'power-posing' on levels of testosterone (elevation) and cortisol (reduction). Greeson (2009) reviews wide-ranging evidence for benefits in anxiety, depression, mood, life satisfaction, brain function and health outcomes. Some meta-analyses, though, question this view. Toneatto and Nguyen (2007) argue that evidence for the effect of mindfulness on depression and anxiety is limited, while Chiesa and Serretti (2011) recognise positive findings for the use of a mindfulness cognitive therapy for depression, despite highlighting the lack of large-n, controlled trials. In non-clinical populations Moore and Malinowski (2009) demonstrated a

correlation between meditation practice, mindfulness and tasks of cognitive flexibility and attention. Spence, Cavanagh and Grant (2008) demonstrated that mindfulness training was more effective than health education in participants' achievement of health-related goals. In the developmental interventions described in this section, mindfulness – using different terms – is considered in the context of concepts of embodied emotion, cognition and self, and seen as interlinked with somatic awareness. Some coaching approaches in particular look on somatic processes as part and parcel of the individuals' being, sense of self and other, and readiness for action. The evidence used to support these approaches is more commonly case-based than that reviewed in clinical disciplines and Virgili (2013) has pointed out that most research is focused on self-reports of well-being and psychological dimensions rather than goal outcomes.

Nagata (2007) carried out a thematic content analysis on the reflections of 21 communications students asked to reflect on their use of breathing. In a series of classes they responded to the question, “While using bodymindfulness and paying attention to your breathing during or outside class, have you observed anything new about your inner state and how it affects your communication?” Nagata describes bodymindfulness as “Cultivating the ability to be self-aware of feeling and its impact on thinking or vice versa, then adjusting what we are doing and saying right at that time” (Nagata, 2007, p. 273). Participants reported a greater awareness of stress-like reactions to situations, an ability to mediate those reactions, and to better act in a way that achieves their personal objectives. With reference to the emergent themes, Nagata found students, “1) attending to their inner states and 2) using the resulting awareness to attune themselves and to do the inner processing necessary to 3) align their actions with their intentions to communicate in more appropriate, effective, and satisfying ways” (Nagata, 2007, p. 273).

Although Nagata does not make the point explicitly it is evident from the extracts provided is that students were more able to separate their current *state* from their identity or *self*. Similarly, Baer (2003) describing the

origins of mindfulness training in pain management, describes a process of 'decentering', including taking a decentered view of one's own thoughts. Passmore and Marianetti (2007) argue that the benefits of mindfulness can be extended to coaching through the coach's preparation, improved clarity and focus, and emotional detachment.

Goldman Shuyler (2010) describes her practice of using the Feldenkrais method in conjunction with Tibetan 'lojong' mindfulness training to change "values and long-standing habits" (p. 24) in leadership development. Goldman Shuyler argues that increased attention to both mind and body processes increases flexibility and integrity. Feldenkrais encourages the learner to focus attention on how he/she is moving and to make adjustments to find an easy way (of their own) to achieve the movement. The mind training adopted demonstrates a similar, though mental, strategy (rather than contemplative or meditative). Neither specific techniques nor the relationship between outcomes and client/participant objectives are discussed in this paper. Goldman Schuyler and Gehrke (2006) report a number of responses of participants in a personal development programme for graduate students based on the same principles. In these sessions students' attention was drawn to their own body through controlled movements. Some participants reported paying more attention to how they behaved and managed themselves in the workplace and some paid more attention to self-care (breathing, posture, nutrition). These were thought to result in a greater sense of control at work, enabling students to look at challenging issues more systemically rather than with a tight focus on the locale of the presenting problem. Though the authors can only extrapolate very cautiously from their experience of working with groups in different ways, the data from different groups of students suggested differences in the focus of reflection. For example, clinical students paid attention to personal issues, sports students to concrete aspects of physiology, and management students to possible applications in their practice or workplace. Attention was also drawn to the parallel between the process of developing a physical 'ease' through the Feldenkrais method, and the possibility of treating organisational change in a similar manner. The authors suggest "trying

softer” rather than “trying harder” (Goldman Schuyler and Gehrke, 2006, p. 6).

Two recent monographs explicitly place mindfulness at the centre of coaching. Hall (2013) presents a comprehensive review of how mindfulness can be used both by the coach for their own self-management and in their practice with the client. Mindfulness is presented as a useful practice supporting coaching rather than a coaching practice *per se*, though a number of exercises or practices are suggested for particular client presentations and objectives (for example, stress, resilience, and well-being). For Hall, mindfulness practices develop the coach’s capacity for self-awareness and emotional self-management such that he/she is better able to empathise (p. 60), and to read “micro-expressions and other bodily manifestations” in the client (p. 62). Coaching qualities such as resonance, attunement, and compassion (described rather in terms of facilitating a positive emotional state – p. 74) are said to be enhanced. While mindfulness is primarily a meditative rather than a physical practice, Hall notes the underlying holistic viewpoint, noting a preference for the term “present-moment awareness” as having less of a connotation of a mind/brain focus (p. 5). A number of practices also focus on the body. The body scan exercise (pp. 51-52) draws attention particularly to current physiological state, while mindful walking (pp. 208-209) involves focusing attention while moving. These exercises and others are not presented as discursive or diagnostic, but are couched in the context of a position generally arguing the integration of mind/body largely focused on the functioning of the autonomic nervous system.

Silsbee (2008) further argues that the development of presence is at the heart of learning and change and therefore both coaching and leadership, where “presence evokes change in others” (p. 5). He states as a ‘core assertion’ that “There are three doorways into presence: mind, body, and heart” (p. 3). With specific reference to the body, Silsbee presents an integration of concepts of embodiment that echo both Merleau-Ponty and Heidegger:

- Our shape perfectly reflects our history.

- Our body determines our experience.
 - A wealth of sensation is available through our bodies.
 - Sensation provides an early warning system for our habits.
 - Practice through the body allows us to build, and stabilise, new competencies.
 - Joy and fulfillment are body experiences.
- (Silsbee, 2008, p. 155)

In response to these principles, Silsbee suggests five main strategies. Firstly, the practice of *Centering* (p. 156), that is, engaging with an awareness of the body sensation including contact and centre of gravity and the space you occupy in three dimensions. Secondly, *Building somatic awareness* (p. 157). Silsbee argues that our responses to situations start with sensation, but that we do not naturally pay attention at that level, jumping instead to what the sensation seems to mean for us, socially or emotionally. He suggests the body scan exercise in this specific context. *Somatic self-observation* (p. 159) further extends this exercise specifically to developing awareness of our sensations in response to others (there is a link here with my later theme of ‘experiencing the client’). For Silsbee, urges represent triggered attachments and aversions that are expressed at least in part somatically. The urges drive towards conditioned (behavioural or emotional) responses. *Working with urges* (p. 161) therefore focuses our attention on using somatic awareness to ‘catch’ the urge before the behaviour. Finally Silsbee recommends *Taking up a body practice* (p. 162), for example, Pilates, yoga, rock climbing, aikido, ballroom dancing. Silsbee argues that this is not important as the pursuit of a purely physical capability, but, as he reports in relation to a particular client case study ... “to build a body able to work in partnership” (Silsbee, 2008, p. 162).

Before the recent growth in interest in Mindfulness, Eugene Gendlin developed the practice of ‘Focusing’ arising from his psychotherapy practice (Gendlin, 1962, 1996, 2003). He argues that psychotherapists’ pursuit of a linguistic to-ing and fro-ing with the client does not get to the heart of their experience (Gendlin, 1962, p. 39). Consequently, Focusing “is a process in which you make contact with a special kind of internal bodily awareness. I call this awareness a *felt sense*” (Gendlin, 2003, p. 10). The felt sense is not

an emotion (which we can readily identify) but a vaguer sense of meaning. When focusing – the practice of attending to this felt sense – is successful, Gendlin says, “there is a physical change in the body, a felt shift. Then the problem seems different” (Gendlin, 2003, p. 10). Based on reviews of recordings of psychotherapy sessions, and an analysis of which clients benefited from their therapy, Gendlin concluded that access to one’s own felt sense predicted positive therapy outcomes. He describes focusing as essentially training the client to enable this capability.

Specifically relating somatic awareness to coaching, Divine (2009) describes a stage-developmental model as part of a set of practices described by Hunt (2009a, 2009b, 2009c). In this model, based on the integral theory of Wilber (2000, 2006), the “somatic line” is one of six “lines of development” in the coaching client and represents “the capacity to access, include, and skillfully draw upon the energies of the gross, subtle, and causal realms” (Divine, 2009, p. 47). Integral theory is complex and a full discussion is not warranted here. In brief, Wilber (2000, 2006) describes energies as part of the outward (physical world) manifestation of the development from inert through consciousness to transpersonal spirituality. Within this system the gross realm refers to the non-living and the correlate forces studied in physics (strong nuclear, weak nuclear, electromagnetic, gravity). The subtle realm refers to the range of living beings ranging through brain-active to conscious and the correlate energies (emotional, sexual, psychic). The causal realm is a transcendent, universal spirituality. Divine’s (2009) illustrative case study describes a client somewhat out of touch with his physical and emotional state, what they might represent or what impact they might have on his contacts.

Strean and Strozzi-Heckler’s (2009) conceptual/practice paper on ‘somatics’ in sports psychology describes “a radical departure from pervasive Cartesian discourses that have dominated and also posited a determinable, objective reality disconnected from subjective experience” (p. 92). The concept of body is extended to encompass “the domain in which individuals experience life” (p. 92), how they embody their readiness for action and how they

express their intentions and feelings. Strategies consist of guided client self-management, such as centring and other strategies to “bring people into greater awareness of feeling and sensation” (p. 93), as well as a particular attention on the part of the practitioner to how the athlete is in their body. Routine ‘practices’ are seen as essential, Strean and Strozzi-Heckler describing meditative, co-ordination, breath, and mood-related routines.

Strozzi-Heckler (2014) later presents a complete coaching approach focused specifically on the integration of physical and psychological experience, conceptualising “the human form as the unified space in which humans act, perceive, think, feel, sense, express emotions and moods and live their spiritual longing” (p. 33). From this foundational rejection of substance dualism, the practice then follows Reichian theory that trauma is held in the body (Rothschild, 2000). Strozzi-Heckler also acknowledges phenomenology, in particular, Husserl (Strozzi-Heckler, 2014, p. 30), as facilitating the development of “somatics”. Strozzi-Heckler considers “the human form as the unified space in which humans act, perceive, think, feel, sense, express emotions and moods and live their spiritual longing” (p. 33). Strozzi-Heckler’s methodology consists of three interlocking foci:

- Somatic Awareness - “becoming aware of our sensations” (p. 46)
- Somatic Opening - breaking down habitual embodiments of our experience (pp. 64-66), in particular our desire for “belonging ... acknowledgement, legitimization, connection, worth, dignity, and love.” (p. 64)
- Somatic Practice - the “commitments” we carry physically (and therefore can change)

Sieler (2014) takes a similar approach in a descriptive chapter on ‘ontological’ coaching. He cites the influence of Maturana, Heidegger and Nietzsche on ontological coaching in their interest in the body. He describes two of the key foundations of ontological coaching: that “the dynamic interplay between the three existential domains of language, emotions and body shapes perception and behaviour, and can be equated to the structure

of the nervous system”; and that “Change occurs through the domains of language, emotions and body being perturbed to generate new meaning” (Sieler, 2014, p. 109). An example of how this is used in ontological coaching is given: the client is asked to make a statement (which may relate to an issue they have) and to observe their posture and feelings. The congruence between the three foci is investigated by coach and client together and thereby brought closer together with further practice.

Madison (2012) proposes an existential-experiential approach which explicitly uses Gendlin’s focusing technique. Madison describes his practice as “embodied coaching,” since it “prioritises implicit experience over explicit technique or predictable outcomes” (Madison, 2012, p. 118). He argues that it is constructive to both identify and “stay with” unresolved bodily experiences associated with strong emotions or emotional experiences. Our tendency is to shy away (or talk away) these feelings. The coach draws attention to the feelings and creates a permission to experience them. These then modulate into different understandings (albeit at the level of ‘felt sense’) (2012, p. 121).

Bandler and Grinder (1990) in an instructional work describe a near-hypnotic technique in which there is reference to the felt experience of parts of the body as representing unconscious aspects of self. Clients who are attempting to change a habitual behaviour pattern or relate differently to a task (for example, weight loss, performance anxiety) are encouraged to consult with parts of their unconscious. In response to a series of questions they are asked to gauge their physiological responses as indicative of their unconscious response. Throughout the process they are not asked to seek to understand the *content* of the unconscious. Through this mechanism the unconscious is enrolled in the creative process of finding more helpful behaviours. The authors do not speculate as to how or why this works, other than that it bypasses the conscious meaning-making part of the mind which, they argue, has not succeeded in achieving the desired change. Linder-Pelz and Hall (2007) relate such approaches to Erickson who “showed how rapidly perceptions, behaviours and states can be changed when the

conscious mind is bypassed, especially with the highly skilled use of language” (Linder-Pelz and Hall, 2007, p. 14). In this respect it can be seen as the use of an underlying concept of an integrative mind-body model, even if that is not made explicit as a theory.

In summary, practices working with the connection between the internal dynamics of mind-body and the quality of the client’s insight or action are wide-ranging. Even though there is considerable interest in quantitative research in clinical and psychological aspects of mindfulness, it is argued that the construct is still poorly conceptualised (Sternberg, 2000). The emphasis of the large part of published work in this area, particularly as it relates directly to coaching, is on the work with clients and its impact on their development rather than underlying theory. Although coaching practices with this particular emphasis tend to be idiosyncratic it is possible that some general principles have migrated into the general practice of coaching. This will be explored in the case material.

2.2 Physicality as expressive of emotional and psychological traits

This section is a correlate of the last. In the same way, the examples that follow appear to be based on a model of mind-body interconnectedness, but here concern the outward manifestation of the linkage rather than intervention that assumes a body-mind causality. The client may or may not be aware of these manifestations, though they may be available to the coach, or to people with whom the client has contact in their work-life.

Cotter (1996) describes the use of bioenergetics to support personal development of managers attending courses at Cranfield University. Bioenergetics is founded on the Reichian concept that the unity of mind and body means that emotional and psychological traits are equally expressed and retained in the body. Consequently, in the Reichian approach, the body is a legitimate realm for intervention, such that, “health is achieved when the body-mind is free and flexible, energetic and strong and open and loving” (Cotter, 1996, p. 5). Alexander Lowen’s development of this concept as

bioenergetics relates particular physical features to sub-optimal developmental experiences at specific stages of an individual's childhood, resulting in five body-mind types. The use of Cotter's reports of bioenergetics is with managers with generally normal functioning and is therefore considered personal development rather than therapy. The body-mind types are therefore seen much like personality types, albeit reflecting areas for development as well as strengths (p. 17). Similar to Hawkins and Smith's concept of creating the "shift in the room" (see Hawkins and Smith, 2007, p.224), physical activity is seen as essential in bioenergetics to bring about enduring change. As well as discussion, therefore, participants are encouraged to release the tensions typically associated with particular traits or patterns of behavior. So a propensity for anger can be helped through physical activity to release tension in the upper back, shoulders and face. Physical activity will release emotion which "must be talked through, understood and integrated if the individual is to build a healthy relationship with the reclaimed aspect" (Cotter, 1996, p. 18). The resultant integration is described as exhilarating.

A well-known NLP technique is the observation of eye-movement to infer both the preferred representational system (PRS) and the cognitive mode of thinking at the time (memory or imagination). Bandler and Grinder (1990) claim that one of the key skills they modeled from the practice of Virginia Satir was the ability to match the client's use of language according to whether they predominantly used visual, auditory or kinaesthetic references. Eye movement is used as a cue to which system the client is using. Bandler and Grinder (1990) point out that the pattern of cues may be individualised, though there is a common pattern for right-handed individuals (commonly reversed for left-handed people). They therefore recommend that the practitioner determine experimentally the pattern in use by an individual client by using questions which are expected to activate different systems: "What colour are the carpets in your car" (visual/remembered); "What does cat fur feel like?" (kinaesthetic) (Bandler and Grinder, 1990, p. 24). It is noted that the concept of a stable PRS and its expression through eye

movement are strongly contested (see reviews by Heap, 1988; and Sharpley, 1987).

Whitworth, Kimsey-House, Kimsey-House and Sandahl (2007) illustrate how an individual's perspective (paradigmatic viewpoint - referred to as 'geography') will include physicality: "There will also be a posture to that perspective, sometimes quite literally, because people embody the perspective they are in and portray it physically, in their bodies" (Whitworth *et al.*, 2007, p. 145). Examples illustrate how mood is reflected in posture, for example, when talking about a topic in a positive (uplifting, optimistic) light compared with talking about the same topic more negatively (in terms of risk, unpleasantness).

This section of the review concerns research and conceptual material in which the individual is said to express aspects of their psychological make-up in their outward physical presentation or behaviours. Lowen's bioenergetics and the eye-movement/PRS link proposed by writers on NLP are based on systematic frameworks, but coaches will also have their own intuitions and theories about what different physical presentations might 'mean'. The current research is focused on exploring what coaches do and how this affects the client's meaning-making so observations on coaches' beliefs about the physical expression of psychological characteristics should be analysed in the context of the ongoing relationship rather than systematic theories of 'body language'.

2.3 Experiencing the client

A number of coaching practitioner texts suggest various ways in which coaches can access both their client's physicality and an awareness of their own physicality as symptomatic of dynamics within the relationship. This use of embodied experience is not, therefore, entirely independent of somatic self awareness (discussed in Section 2.1, above) and the extent to which the client discloses their unconscious through their bodily presentation (an aspect of the discussion in Section 2.2). The idea of the

‘self as tool’ (Bluckert, 2006) is sometimes expressed as an advanced form of listening (Whitworth *et al.*, 2007; Rogers, 2012) or by reference to the concept of counter-transference (de Haan, 2011; Lee, 2010; Sandler, 2011; Leary-Joyce, 2014). Indeed Orenstein (2002) makes a clear argument that the counter-transferential experience is central to the ‘use of the self’.

Empirical research investigating the nature of the unconscious dynamics in coaching is scarce. Nonetheless, assertions that practitioners should take heed of them appear to be received and taken up. In a survey of 235 practitioners in the UK, Turner (2010) found that 83% of respondents considered transference when they reviewed their coaching sessions and 77% counter-transference. 90% answered that coach training should include training in how to handle unconscious processes. The survey (part of a wider mixed methods exploration) relied on everyday understandings of the constructs under consideration and therefore may have suffered from considerable variation in the respondents’ understanding of those constructs. The questions were largely posed as yes/no questions which also may make responses extremely sensitive to precise wording. Nevertheless, the idea of a personal, felt response is at least on the radar in the coaching field.

Looking more closely at the physical manifestation of such processes, in a small-scale qualitative study of nine coaches’ engagement with emotion, Cremona (2010) found that as part of their repertoire of strategies to handle emotion in the coaching session, participants both checked their own physical responses and reflected back the client’s physical (especially postural) appearance. Shaw (2004) summarises a qualitative study involving over 90 participating psychotherapists. He reports specific physiological responses, and that psychotherapists tended to explain these as aspects of a sympathetic or transferential process. Examples included feelings of tension across the shoulders as a client approached a topic about which they were anxious; feeling hungry or sick after seeing clients with bulimia or anorexia.

Hawkins and Smith (2013) argue that there are insights available to coaching supervisors when the coaching client has “fully entered the room” – not in terms of an analytical process, but as a sense that the supervisor can get of that person through their immediate experience of the coach. They warn against “the slide into interpretation and premature solutions” and “away from raw data” that arises from the supervisee’s tendency to offer interpretations rather than their own raw experience (Hawkins and Smith, 2013, p. 189). They suggest that the supervisee may edit out of their account the fine detail of the client’s expression and physicality at key moments. The emphasis of the technique is on deferring diagnosis or theorising. The process of gleaning meaning from this vicarious encounter is not made explicit, though it is embedded in their discussion of the seven-eyed model of supervision (pp. 187 ff.) – a systemic model in which parallel process, transference and counter-transference can be key sources of information.

The role of experiencing the client is also evident in Gestalt-influenced coaching literature. The Gestalt approach adopts an intentional focus on awareness of the self and experience as it presents in the moment and away from solutions, goal-setting, performance criteria (Bluckert, 2006, 2014; Leary-Joyce, 2014). Bluckert (2006) describes how the coach’s feedback to the client on physical aspects of their encounter in the here and now forms part of the ‘awareness’ stage of the Gestalt ‘cycle of experience’ (p. 139). Leary-Joyce (2014, p154) also refers to this as ‘somatic resonance’.

Purely rational readings of the client’s linguistic and paralinguistic behaviour may form part of coaches’ experience of their clients, and some systematic approaches to doing so were described in the previous section. However, the experience of counter-transference is routinely described as a more intuitive, felt sense. In this respect it links the expressed physicality of the client with coaches’ own somatic self-awareness. Johnson’s (1990) theories of embodied cognition suggest that these may be different aspects of the same phenomenon. Johnson argues that much language is essentially metaphor modelled on physical experience of the world. Cromby (2015, pp.

71–78) similarly argues that language and feeling are co-constituted. Hence, physical experience, and in particular shared physical experience, is at the heart of communication. Although it is not generally described in such terms in the coaching literature, coaches' sense of meaning of their clients' physicality would, following these theories, be deeply anchored in their own physical experience and vice versa. We will observe the extent to which this is the case.

2.4 Rehearsal and enactment

Previous sections have followed research through claims that clients can usefully become more *aware* of their physicality, that their physicality *reflects* aspects of the psyche and that the practitioner can understand something of each client through a transferential process. Two themes reflect more overtly how the somatic level might be used not only to facilitate insight, but also to enable action. The first of these is rehearsal, and the second enactment. These terms are used, respectively, to refer to the physical acting out of possible behaviours in the coaching room, and to the transfer of those behaviours into the real world of the client's lifespace. Much of the conceptual debate underpinning both rehearsal and enactment is the same and many of the practices that are inspired by these viewpoints cross-over between rehearsal and enactment. Consequently, they are discussed together here.

A perspective that applies to both rehearsal and enactment is described by Yakhlef (2010). Yakhlef argues that practice-based learning has been primarily conceptualised as discursive and reflective. This emphasis to some extent obscures "the tacit, inarticulate dimension related to bodily practices" (Yakhlef, 2010, p. 410). Yakhlef therefore argues for greater attention on the pre-reflective realm of the body. Embodied knowledge and its utilisation in skillful practice may also overlap with Polanyi's concept of tacit knowledge (Polanyi, 1974), as well as with ideas of culture. Following Merleau-Ponty's concept of embodied phenomenology, though, Yakhlef describes learning both produced by and residing in the body itself rather

than as only a set of rules and instructions. The expert both moves in and acts on the world to gain better understanding of the situation and to take more effective action. Learning (*practice*) from others therefore becomes a process of observation and imitation as “what people know is displayed in what they do” (Yakhlef, 2010, p. 423). Finally, Yakhlef raises the question of how to research such embodied phenomena in a way that is consistent with the concept. His observation on the status of the researcher in relation to what is being studied is analogous to the idea of self as instrument in coaching and therapy.

In a discursive paper Hamill (2011) offers a critique of a reliance on self-awareness and models/theories in learning to be an effective leader. Hamill argues that motor learning and conceptual learning follow different neurological pathways and therefore that conceptual learning alone is insufficient preparation for effective action. Hamill argues for one building on the other – an opportunity that might be presented by Action Learning though in Hamill’s view action learning set facilitators tend to prefer either reflection or action. A sample case is offered from an alternative approach explicitly based on the approach of the Strozzi Institute (Strozzi Institute, no date) as implemented on a training programme at Roffey Park. In this case, an individual’s tendency for deference in conflict situations is not only identified (creating insight for the individual) but also linked to her habitual physical behaviours (posture, gesture, facial communication). She is then encouraged to practice – in the safety of the training/consulting relationship – the physical behaviours that would be associated with a more assertive response to conflict, that is, “to take a stand for her dignity” (Hamill, 2011, p. 9). The longer-term outcomes reported are that she achieved greater credibility at work and associated career opportunities.

Overtly in the rehearsal vein, Hawkins and Smith, urging a form of rehearsal, encourage coaches to “create the shift in the room”. They argue that a cognitive resolution is insufficient and a desired change for the client must be somehow enacted during the session (Hawkins and Smith, 2013, p. 264). Rehearsal also appears as a significant technique in Peterson’s (2006)

description of behavioural coaching which identifies “real world practice” and “the opportunity for feedback” (Peterson, 2006, p. 54) as key stages in the ‘developmental pipeline’.

Strozzi-Heckler’s (2014) position, shares the behavioural mechanisms of Hawkins and Smith: “We are an anthology of the practices we’ve been engaged in over a lifetime” (p. 74). Again, insight is not enough, but for Strozzi-Heckler practice is more about new attitudes: “Practices help develop a ‘new shape’ that allows us to be more present, open, and connected” (p. 76). Strozzi-Heckler has also written on the use of such approaches with athletes in Streat and Strozzi-Heckler (2009). This largely conceptual paper is illustrated with a ‘composite case’ illustrating the benefits of practices reminiscent of mindfulness and meditation training rather than rehearsal. The literature searches described earlier in this chapter suggested no further empirical consideration of the approach.

A series of articles (Divine, 2009; Hunt, 2009a, 2009b, 2009c) by the directors of a Canadian coaching organisation seem to emphasise the more habitual aspect of rehearsed physicality. The approach is based on embodied development following the subject-object concept. The embodiment construct is not always clearly explained in these articles and appears to mean different things at different times. Hunt (2009a, p. 124) explicitly states that embodiment is ‘knowing as’ rather than ‘knowing about’, but later (Hunt 2009b, p. 15), uses embodiment in the sense of ‘making habitual’: “As the NWOB [new way of being] becomes embodied over time, the client is able to work with their CWOB [current way of being] aspects through the capacities of their NWOB”.

Cox’s (2006) description of an adult-learning approach overtly demonstrates the pragmatist and constructivist concern for the interaction of learning and action. The use of three contributory theories in particular demonstrate the potential role of enactment in coaching. Firstly, reference to Knowles’ concept of andragogy underlines the importance of application and practical relevance for adult learners. Secondly, experiential learning is referenced

through Kolb. The 'concrete experience' and 'active experimentation' stages specifically require activity in the real world as part of the learning process. Third, Bandura's concept of self-efficacy, and in particular his elevation of direct, active 'mastery experience' as an influence on the development of self-efficacy, emphasises the role of enactment in the client's capability development.

Acting out desirable behaviours, whether in a rehearsal or a real-world space may prepare the client, embed actions as physical skill, develop helpful neurological pathways, and/or develop tacit knowledge. It is plausible that many if not all of these descriptions refer to very similar underlying processes. The link with experiential learning is implicit in many of these approaches and made explicit by Cox (2006). Experiential learning also reflects the fact that enactment is not just about preparation or learning and that putting practices into purposeful action is an inherent outcome of the coaching process whatever approach is taken: "Enacting choice is the point in which the client moves from being to doing, which is an essential step in coaching" (Stober, 2006, p. 38).

Rehearsal concerns the preparation of the client to transfer learning from the coaching scenario into the real world and enactment is its implementation. While the concepts of rehearsal and enactment do not address how the learning is derived, they are well established aspects of coaching practice. The observation of coaching cases presents an opportunity to explore how these activities can be seen more overtly through a lens of embodiment.

2.5 Body-psyche integration

Underlying all the previous sections is a degree of engagement with theory that posits either correlation or common cause between behaviour, self and body. This connection is made more explicit in the gestalt psychotherapy literature and in Bachkirova's (2011) conception of developmental coaching.

Gestalt psychotherapy has a particular model of the integration of the body which has not, until recently (for example, Leary-Joyce, 2014) been deeply explored by the Gestalt-oriented writing about coaching. Writing about psychotherapy, Clarkson says that “Modern Gestalt aims for an integration of body, feelings and intellect” (Clarkson, 2004, p. 3) resulting in a movement in the client towards ‘being’ more themselves, and that ultimately “The client becomes his or her body” (p. 21). Similarly, Ginger (2007) describes how “Gestalt therapy especially favors moving from the body to the feelings, and then to the spoken word” (Ginger, 2007, p. 80). This general concept of integration is much wider than a focus on physicality in the ‘awareness’ stage of the Gestalt cycle: “For Perls, as well as for many modern Gestaltists, body and psyche are identical, denoting two aspects of the same phenomenon” (Clarkson, 2004, p. 21). Consequently, use of the body can be part of the process of change. Ginger reports that movement “mobilizes the *right hemisphere* and ‘opens the door’ to emotion and association” (Ginger, 2007, p. 80).

Bachkirova (2011) has developed an integrated theory of coaching of the self, in which a holistic mind-body theory plays an important part. The body appears as part of the ‘elephant’ in the metaphor of elephant and rider used by Haidt (2007), in turn drawn from Chapter XXIII of the Buddhist scripture, the *Dhammapada*. In Bachkirova (2011) the elephant, rather than representing the unconscious, is *all that is not conscious*: “the whole organism that is not the conscious mind” (Bachkirova, 2011, p. 60) and it is, therefore, “the elephant - the rest of the organism - that engages with the environment and acts” (p. 60). This in turn provides the foundation for the concept of ‘organic change’, “fully grounded in the whole organism of the client”, rather than “a ‘head’ change - a rider's change” (p. 82). Within the developmental structure proposed by Bachkirova, physicality becomes most significant when working with a client with a well-formed ego whose next developmental stage involves loosening their control: a stage described as coaching ‘beyond the ego’. Here the coach looks to help the client “search for a natural motivational flow in relation to things that need to be done without forcing any choices and actions on the organism” (p. 168). The

conscious mind – the rider – has a clear role to play as it may “help the elephant to notice the change in the level of energy when a meaningful goal is realised or when the joy of being alive is in focus” (p. 169).

The concepts and examples presented in this section represent the body as more than a mere source of information, or the body as the real-world vehicle of self. Here the idea of body-as-mind is more clearly set out and used to drive practice. At the same time, such a theoretical perspective may be less evident from a coach’s behaviours and more in how they rationalise their practice choices.

2.6 Physical environment as enabling

The physical environment may be used in different ways to support different processes which contribute to the overall coaching process. The following examples show the potential effect on individual defences, the intersubjective experience and the metaphor of perspective-taking.

Kemp (2006) explores the potential for the use of techniques and concepts from adventure programming in coaching practice. Kemp identifies the key aspects of such an approach in the following attributes: an experience of uncertainty, risk or (possibly emotional) discomfort; with an element of problem solving; in a situation to some extent contained by the coach; who also takes a role in the setting up and drawing out of learning. The *nature* of the adventure is not pre-specified, indeed the experience of uncertainty and risk are subjective and individual, and by extension does not need to imply physical difficulty. It is the novelty of the environment that is thought to be significant, as it is in a novel environment that, “clients’ expectations and preconceived generalizations about their competence and capability can be challenged” such that it disrupts their “prevailing reality state and provides the opportunity to gain a new perspective on the old and develop new solutions to persistent challenges and issues” (Kemp, 2006, p. 294). At the same time, the focus of attention on the detail of problem solving allows clients to forget or ignore their usual defensive routines. The coach may

frame the experience in order to underline the potential learning points for clients to carry into their work-life.

Where Kemp refers to the use of “metaphoric and isomorphic framing” of experiences (Kemp, 2006) as a practice, Corazon, Schilhab and Stigsdotter (2011) attempt to theorise the use of metaphor for learning in outdoor therapy, referring to the embodied nature of metaphor (discussed at length in Johnson, 1990). They argue that the engagement with parallel physical experience may “strengthen the consolidation of the explicit learning entailed in the metaphor” (Corazon *et al.*, 2011, p166). Examples of paths, seeds, growth, change, orientation are suggested.

Russell and Farnham (2004) review evidence supporting arguments that the experience of the wilderness is psychologically restorative, that physical activity is an outlet for negative emotions, and that graded physical activity has positive impact on self-esteem and self-efficacy. Each of these effects could be seen to enhance the coaching process and outcomes. An explanation of one restorative effect is attempted in Kaplan’s (1995) proposition of directed attention fatigue (Attention Restoration Theory - ART). Kaplan argues that sustained attention on topics of little intrinsic interest may require active inhibition of distractions. As this is an active process it is subject to fatigue. Kaplan goes on to argue that attention to intrinsically interesting topics (‘fascination’) should allow the individual respite from this effort. So natural settings are restorative because they offer both a “soft fascination” (p. 172) and the experience of simply being away from usual concerns. Empirical evidence cited by Kaplan appears to support at least the notion of the restorative effect on attention, if not the process hypothesised. In a later experimental design, Kaplan and colleagues (Berman, Jonides and Kaplan, 2008) demonstrated the specific enhancements of cognitive tasks in line with predictions from ART. In addition, Berto (2005) showed experimentally that viewing photographs of restorative environments improved performance in subsequent sustained attention tests. Using a compound measure of all Kaplan’s elements of restorativeness, Felsten (2009) demonstrated that students experienced

locations with views or simulations of nature (murals) as more restorative than those without. The inclusion of buildings seemed to have a negative effect, and inclusion of water seemed to have a positive effect. The authors noted that the findings may have been limited by the method of asking participants to *imagine* a state of attentional fatigue. Thus the experimental condition is not created externally, but only through the participant's imagination. Though this protocol has been used in other studies, it may measure participants' attitudes as much as their experience.

Vince (2011) explores the effects of different room layouts on the unconscious processes at play in a group of students. Although representing a group dynamic it illustrates the impact of topography and environment on the intersubjective experience. In three formats, students are given an instruction to work on a group task within the seating layout provided. For simplicity, only the two extreme exempla are described here. The theatre format creates an expectation of authority (which Vince disrupts by not taking the position at the front of the lecture) and feelings of anxiety associated with anyone voluntarily taking up that position in the course of the workshop. In the circle format participants feel exposed (they are all in view) and attempt to manage the anxiety ("writing ideas on the flip-chart, going round the group so everyone has a chance to say something, finding an individual from within the group who will be leader, blaming the tutor" – Vince, 2011, p. 340). Vince notes that the usual expectation is that this set-up removes power imbalance, yet, "they are replaced with a shared fantasy of equality that sustains the idea that there are few significant differences in the group" (p. 340). This then becomes the agenda of the psychodynamic process and "In its determination to make everyone in the group happy, equal or involved, the learning group as a whole rejects conflicts and differences that might make a difference to their learning" (p. 341).

Whitworth *et al* (2007) recognise something of a similar effect in coaching. The concept of a 'geography' is used to describe the paradigmatic nature of perspective-taking. This concept is extended to recommend standing in

different parts of the room in order to engage fully with the extent of the paradigm (p. 146). Cremona (2010) found coaches used rehearsal, the Gestalt ‘empty chair’ technique and visualisation from alternative perspectives in responding to clients’ presentation of emotional content. Participants in an action research project to explore the use Gardiner’s multiple intelligences in coach/mentor relationships reported by Harding (2006) used self-observation via video and imaginative perspective-taking on a goal supported by moving to different parts of the room.

From personal experience, I am already aware that many coaches have a sense of the effect of the topological and situational set-up of their working environment on the work they do with the client. Individual coaches may manage their environment intuitively, driven by training, or by underlying theory; for example, setting chairs in a room so that they are not directly face-to-face and knowing that a problem can often be solved by going for a walk are not necessarily deeply theorised by practitioners. The extent to which the study participants do this will be captured in the cases.

2.7 Non-verbal communication

Non-verbal communication (even within the frame of the formulation offered in the Introduction of *communicative bodily action*) is an extremely broad field and a discipline of study in its own right. A full review of the state of theory in this field would be too extensive for the current study. However it is useful to situate relevant research and some of the material presented in coaching literatures into the context of some sort of frame.

Knapp *et al* (2014) divide non-verbal communication into three main areas: characteristics of the environment; physical characteristics of the communicator; and body movement including position. Characteristics of the environment includes decoration, artefacts of the habitation of the space such as tidiness or specific left objects, all of which are of less interest to the current study, but also includes proxemics – the concept of relative personal space. Amongst the communicator’s physical characteristics,

communication may be affected by stable features such as height, weight, skin colour, as well as more intentional choices of, for example, clothing and adornments (jewellery, piercings etc). It is the third area which is of greatest interest to the current study and itself most broadly defined. Body movement consists of gesture which may be connected to or independent of speech, posture, touching, facial expression, eye behaviour and vocal behaviour. Argyle (1988) presents a similar model, offering chapters on each of these areas with the addition of “Clothes, physique and other aspects of appearance” (p. 233).

Considerable volumes have been written about each of these areas, exploring general patterns, cultural differences and specific contexts. In more popular presentation, there is a tendency to suggest that certain gestures carry consistent meaning. However, the nature of non-verbal communication being both conscious and unconscious, and the separation of sending and of receiving non-verbal communication means that specific meanings of communicative acts are highly contextualised, intersubjective and emergent. As Argyle notes, communicative gestures may have similar structural features to language and may be drawn by convention to specific meanings, it is relatively poor in carrying “propositional meaning” (Argyle, 1998, pp. 290-295). Rather, research seems to suggest that non-verbal communication carries more emotional content (see, for example, Ekman’s considerable body of work on facial expression of emotion, summarised by Ekman, 1993), implicit meaning (as illustrated by Mehrabian’s various explorations of inconsistency between explicit and implicit channels, discussed in Mehrabian, 1972), and probably interacts with language, helping communicators to formulate their speech and express their thoughts (Alibali, Kita and Young, 2000; Kita, 2000; McNeill, 2007).

As was noted in the introduction, Knapp (2006) identifies Albert Scheflen among a group of early modern theorists of non-verbal behaviour. Scheflen’s concepts (summarised in Scheflen, 1974) are of particular interest having worked from observations of psychotherapy sessions. Scheflen identified head movements, gaze and hand movements as markers

of speech units. These groups of movements are summarised as a dropping of pitch and/or falling of a body part “at the completion of a declarative”; the opposite pattern to signify the end of a question; or the maintenance of pitch and posture to signify the continuation of a series of points (Scheflen, 1974, p. 20). With regard to posture in interaction, Scheflen identifies that the therapist will lean forward to make a point (p. 25) while clients “often sit forward and erect in their chairs, address the intended auditors, place a hand or prop in the space in front of them, and make a sound” (pp. 157-8). Body orientation may be perceived to indicate relative interest or importance. In a collaborative session, Scheflen identifies that the two therapists are somehow maintaining a connection through their orientation as one of them speaks to the client (p. 33). Body orientation is also significant in courtship displays, which may also include various types of preening (pp. 67 ff.). Scheflen was particularly interested in these courtship displays, especially in the context of relationships in therapy. Importantly, however, he argued that to ascribe a social meaning to acts, strong patterns needed to be observed. Similarly, Furnham and Petrova warn against over-interpreting body language as outward signals of unconscious drivers (Furnham and Petrova, 2010, pp. 8–9).

In a series of studies Ianiro and colleagues look at the sequencing of coach and coachee behaviours typified by two dimensions: dominance (dominant-submissive) and affiliation (friendly-hostile). These studies do not look at specific non-verbal communication behaviours but at dimensions that may typically categorise those behaviours. They usefully illustrate the role some of these behaviours might have in the relationship and are unusual in taking a largely quantitative analytical approach. Individual action units are coded by characteristics which include non-verbal behaviours such as smiling (friendliness), looking at the clock (hostility), fumbling and hesitation (submissiveness). Using roughly similar measures in each study, Ianiro and Kauffeld (2014) suggest that a dominant and friendly approach has a positive effect on the client’s perception of working alliance (though coach positive affect was a stronger predictor) while Ianiro, Lehmann-Willenbrock and Kauffeld (2015) found that dominant-friendly behaviours activate

dominant behaviours by the client and in turn predict stronger goal outcomes. Dowell and Berman (2013) produced complementary findings using volunteer participants to rate videos of therapists in four conditions combining upright versus forward leaning posture with high- or low eye contact. Forward leaning and high eye contact conditions produced higher ratings for perceived therapist empathy, therapeutic alliance, and treatment credibility.

The coaching-specific research literature is somewhat lacking investigations of non-verbal communication. Stern and Stout-Rostron's (2013) review of research outputs does not identify any discussion of the body, embodiment, physicality or non-verbal communication. Fillery-Travis and Cox's (2014) structural mapping of current research identifies that "the research is relatively silent on [...] what happens within the coaching relationship itself" (p. 452) and name non-verbal communication among the range of types of interactions warranting further study. These positions are borne out by the searches mentioned in the introduction to this chapter. Database searches showed that references to coaching in papers exploring non-verbal communication were coincidental (for example, as a synonym for training as in Rehm and Leichenstern's 2012 study of a mobile-phone based training for the intercultural appropriateness of gestures), and/or reference to non-verbal communication is coincidental (for example, Myrick's 2015 doctoral thesis on the development of communication skills for disabled children). Heuristic full-text searches of coaching-specific journals identified a number of papers that mention body language or non-verbal communication, but in none was it a central concern. Indeed, the reference was generally very much in passing as part of tables of coach skills (for example, Robson-Kelly and van Nieuwerburgh, 2016), or as perceived as important by research participants (for example, Passmore, 2010). De Haan and Nieß (2015) used changes in body language as an analytical trigger to identify critical moments in their research, where those changes were defined by the researchers. A number of papers state non-verbal communication as a tool or as a signal to which the coach should be sensitive (for example, Kimblin, 2009; Pritchard, 2009; Newsom and Dent, 2011; Lynden and Avery, 2016).

Finally, it is not unusual for coaching practitioner literature to highlight non-verbal communication as a concern for the coach, but it is generally in passing reference, or generally descriptive of more widely known aspects of non-verbal communication. Two excellent volumes are offered by way of example. Hawkins and Smith (2013) refer to the expression of emotion through non-verbal communication (p. 90), the absence of non-verbal cues in telephone-based group supervision (p. 217), matching the client's non-verbal cues in a table outlining four levels of listening (pp. 252-253), and awareness of non-verbal emotional expression as an aspect of emotional intelligence (p. 264). In a notably more extensive discussion than other coaching handbooks, van Nieuwerburgh (2013) provides a chapter on "Body language and emotional intelligence", asserting with some caution that "Body language provides *supplementary* data which may give the coach clues about what the coachee may be feeling or thinking" (van Nieuwerburgh, 2013, p. 111). He provides common gestures in tabular form, warning that, "these are not scientifically proven or verifiable" (p. 111). He suggests that body language can be reflected back to the client and to be read as signals of the client's readiness or otherwise to address particular topics.

In summary, while the field of non-verbal communication is relatively mature, the detail and application in coaching is very sparsely researched. There is a received wisdom that it is of significance and this is reflected in authors' reference to it in discussions, especially regarding communication generally. However, the discussion of actual exempla of embodied communication in coaching are sparse and unsystematic. This presents a significant research opportunity for the current study.

2.8 Conclusion to the literature review

The Introduction established the intention to explore embodied coaching practice and to explore coaching practice through the lens of embodiment. This review was carried out looking at where keywords indicating a

consideration of physicality or embodiment in relation to coaching were used. Contributions following this search are drawn from clinical, social and environmental psychology, management development, psychotherapy, psychiatry, nursing, consciousness and organisational studies. It also included a closer inspection of specific coaching-related journals and well-known practitioner texts to establish the status of the discourse within the coaching field. The theme of non-verbal communication was added, arising out of a theoretical argument for the embodied basis of bodily communicative action.

Little coaching-specific outcome research has come to light, though some aspects of physical or embodied methods can be shown to have effects that may be applicable in the coaching context. Some coaching practices are overtly centred around embodied perspectives such as the theories of Reich, Wilber or Perls. In addition to this, there is a much wider occurrence of passing reference in the coaching literature to aspects of practice, relationship and the coaching experience that can be seen to relate to physicality or an embodied perspective when considered in relation to other literatures. In this respect, taking a cross-disciplinary perspective has been particularly helpful.

These observations on the state of the literature raise three possibilities: that coaching (in the main) is satisfactorily carried out as a disembodied activity; that coaching practice is more of an embodied activity than is reflected in the literature; and that in either of these cases, there is an opportunity to import ideas from other practices that create other opportunities for coaching practice. The introduction to this study clearly set out an argument for exploring beyond the (first) possibility that coaching is satisfactorily carried out as a disembodied activity. The recasting of coaching practice through an embodied lens and exploring the opportunity for importing ideas from other disciplines is very much part of the aim stated in the Introduction, that is,

To explore the ways in which coaches use their own or their client's physicality during the coaching process and the effect this has on the coaching work they do together.

The review explicitly addresses the first constituent part of that aim, (in summary) to review the literature relating to embodied coaching practice.

Further, analysis of the content of the literature highlights methodological challenges in meeting the other parts of the aim of the research, in particular, in exploring how embodied practices facilitate change. The themes demonstrate a continuum from apparently unconscious processes (for example, carrying trauma in the body), through phenomena that may be noticed by one but not both participants (the practitioner's felt sense of counter-transference) or manipulated (the location or physical environment), to more behavioural intervention (rehearsal, experiential learning). On another dimension of differentiation, theories in practice may also be more diagnostic (for example, bioenergetics, and to a lesser extent Somatic and Integral coaching) or somewhere on a continuum towards more holistically emergent (such as Gestalt). It follows, therefore, that coaches' accounts, clients' accounts and observation may produce different narratives of the embodied character of coaching sessions. In addition, observation through a purely behavioural lens may produce a different narrative than observation through a more psychodynamic lens.

In the light of these arguments, aspects of the approach to investigating the general problem as stated in the aims of the research set out in the Introduction can be formulated. In particular, it is noted that the investigation may be best addressed from a multi-perspectival stance in order to address the following questions:

- How do the practices described in practice literatures both within and neighbouring coaching appear in coaching practice?
- In what ways can coaching interactions be recast as embodied practices?

- Are there practices that are not described in the practice literatures or the theoretical sources in which they are rooted?

In the next chapter – Methodology – I will address how that might be best achieved.

Chapter 3 – Methodology

In this chapter the methodological challenges that the research question presents are set out. The aim of the research is to explore the ways in which coaches use their own or their client's physicality during the coaching process and the effect this has on the work they do together. As concluded in the previous chapter, the question implies the possibility of both conscious and unconscious behaviours on the part of the coach, intentional and unintentional communicative effects, physical and verbal interactions between coach and client, and effects on the client of which he/she may be more or less aware. It would be possible to focus on just one of these aspects of the interaction. Indeed Silverman (2006) warns against allowing methods to multiply in response to an insufficiently refined question. At the same time it is legitimate to explore the ways in which the phenomenon emerges and is expressed in the real world of the practitioner. The current study tends towards this latter aim. It is also implicit in the above that the object of study within the complex interaction has aspects which can be considered as concrete action and others that are part of the agents' interpretation. Action is inevitable, even if it is simply communicative action. But the methodology must also acknowledge the agency of both coach and coachee based on their own interpretive engagement with what they experience. Observable behaviours, driven (imperfectly) by motives and interpretations have effects on the phenomenological experience of another, who takes action and makes sense accordingly.

With these aims and complexity in mind, it is important to find an appropriate methodological approach. Though the coaching practice context has similarities to other social and organisational situations (such as psychotherapy or people management) a single standard methodological approach does not appear to be available. The discussion in this chapter therefore explores the methodological issues that the complexity of the study focus entails and how that can be best addressed. In order to do this a series of steps is required. First, the ontological and epistemological

features of the study are outlined; this discussion points towards a complex realist position and a case-based approach. The ‘casing strategy’ – what the cases are a case of – is discussed at this stage. A case-based approach provides a frame but the question of what methods should be used within that frame remains highly problematic. A solution is proposed through a recasting of the unit of analysis and the concept of a complex hermeneutic is derived from a consideration of the study’s interpretive and dynamic focus. In particular, Gadamer’s “fusion of horizons” leads to a justification of a complex narrative analysis approach. On the basis of this theoretical outline, a framework integrating different perspectives on the complex case is defined. At this stage the rationale for the recruitment process, an outline description of the participants and the data collection processes, and the data analysis are described. Issues of validity and ethics are considered, in particular issues relating to the use of video data, as well as my own position as an interpreter of the case material.

3.1 Ontology and a pragmatic epistemology

The study is by its nature exploratory. At the same time it is intended to generate some insight into patterns occurring in the phenomenon under investigation, that is to say, some form of theoretical perspective on practice. For me as a researcher, the search for theory tends toward some form of ontological realism insofar as it assumes that enduring patterns are there to be discovered (whether those patterns are in material or social dimensions). As Willig (2016) has recently argued, the opposing scenario – that of theorising in a world where nothing is assumed to exist without the presence of an interpreter – seems unsatisfactory and unhelpful. In this alternative world, theorising can produce one of two outcomes: one that the research is pointless because it tells us nothing about enduring features of the world; or another that research is limited to a focus on how reality is constructed. The first scenario is self-defeating: namely, that there is no point holding an ontological position that makes enquiry pointless. The second scenario is equivalent to a realist position in the first place, as the realist position still allows for the possibility of enduring patterns of

construction. So even in the case of socially constructed phenomena such as interactions or cultural dynamics, even if the underlying realities are non-material or fleeting there is still mileage for the pragmatic realist in theoretical enquiry. That said, this is not necessarily the materialist realism which implies a positivist epistemology (Putnam, 2004); it is closer to Maxwell's concept of realism, who argues that, "For realists, mental and physical entities are equally real, although they are conceptualized by means of different concepts and frameworks" (Maxwell, 2012, p. 8).

With regard to the current enquiry it could be argued that the rich and interpersonal nature of coaching practice and the current research question in particular makes a complex idiographic approach more applicable to evidence-based practice than would an atomistic and statistical approach to investigation. In this particular study, the focus is on the topic in its naturally occurring context with all the uncertainty that this involves. The consequence of this orientation is that the scope of the 'case' includes many simultaneous levels of analysis. The outward behaviours through which coaches make reference to their own or their clients' physicality are real events which can be observed and documented. This level of interaction might be explored in a number of ways including using quantitative methods as Ianiro and colleagues have done in relation to interactions between coach and client warmth and dominance (Ianiro and Kauffeld, 2014; Ianiro *et al.*, 2015). Outward behaviours, however, do not satisfactorily describe the complexity of the interaction. For example, a systematic investigation of a coach's language (whether verbal or physical) would not tell us what the client makes of that language, nor even necessarily how the coach intended his/her thought to be expressed, and would be a long way from describing how the client's behaviours and decision-making are affected by the interaction. At the very least, then, there are also aspects of intention, choice, performance and perception at play.

Johnson and Gray (2010, p. 72) describe their conceptualisation of a research engagement with multiple layers as 'ontological pluralism' and their position that accepts ontological pluralism as 'multiple realism'. An

appropriate methodology would ideally attempt to engage with each of these dimensions or perspectives on the reality of the contextual practice. But as well as being multi-layered, the coaching system is also dynamic. In the normal course of events, few coaches would simply present a definitive argument or position to their client as part of the coaching process, without accepting – or even expecting – some form of response. It is rarely a matter of a simple exchange of information. More typically a coach pursues, refines, or abandons a line of thinking reactively, depending on the feedback he/she perceives in the situation. It is because of the dynamic nature of the process that I have adopted Harvey's formulation of 'complex realism' (Harvey, 2009) in preference to other flavours of post-positivist realism. Harvey builds a model of social ontology as an interaction of individual agency and social structures where neither one dominates the other. In this context the 'case' is necessarily complex and open, undermining the "naïve naturalism" (p. 30) of transferring the empiricism of natural science to social contexts. Most significantly for the current discussion, Harvey's model suggests a dynamic sensitivity of social phenomena to influences at nested ontological layers.

Having rejected the necessity of a link between ontology and epistemology, and embraced some ontological pluralism, there remains a question of knowing from where epistemology might be derived. The options appear to be to treat epistemology as a fact of nature, a belief of the researcher (or the research community), or some kind of characteristic of the enquiry. These possibilities are examined briefly.

The first possibility (fact of nature) cannot be satisfactory. Firstly, its adoption as a principle must be an act of faith as the argument for it is that it simply 'is'. This is either circular (as we can still debate how we would know this) or naïve (by simple denial of other possibilities). There is therefore no discussion to be had about the legitimacy of the position and this seems inherently contradictory.

The second possibility (a belief or consensus) presents interesting challenges. To start, it appears to be the predominant assumption embedded in the research methods literature, on the evidence that writers routinely discuss the epistemological assumptions underlying various methodological approaches. Hence (using Crotty's 1998 groupings), the hypothetico-deductive method could fairly be described as based on an objectivist assumption; many qualitative approaches in psychological and sociological disciplines such as grounded theory and phenomenology can be seen as being based on some form of constructionist assumption; and post-modern studies, arguably, to be based on an essentially subjectivist assumption. So in this model, epistemology becomes part of a shared programme.

Such programmes, however, appear to set limits on the nature of what can be researched. So, for example, Silverman (2007) expresses a somewhat objectivist preference for research involving observable events. He argues that research relying on participants' accounts is unsatisfactory, as it is dependent on constructions that cannot be relied upon. His argument that the accounts still might be studied, but as the observable events in a study of communications (in particular conversation analysis), only serves to reinforce the impression that part of the possible world of research questions is being excluded by methodological theory. In earlier work (Jackson, 2011) I suggested that this situation – the world of many consensuses – could be illustrated with the image of a range of mountains, each “with epistemology at the base, rising through methodology and methods to types of questions at the summit” (I called these ‘mono-theoretical methodologies’). The image then begs the question of what can be done about the questions that do not appear at the summits, but in the spaces in between. Epistemology being the determinant of how we must answer questions seems on the face of it legitimate, but the conclusion that emerges from this position is that certain questions cannot be asked, and this seems absurd, or at the very least, unhelpful.

The third possibility is that epistemology is, rather, a problem posed by the enquiry itself. On the face of it, this seems counter-intuitive as it argues that

the way in which we derive and conceive of knowledge depends on what we might ask. Surely, this objection would continue, epistemology cannot be contingent. This criticism, though, is itself embedded in a particular view of the world with its own implied epistemological position, that being the assumption that all knowledge should be derivable in the same manner; that it is only sustainable to maintain a single research epistemology; and that there is an enduring characteristic of ‘goodness’ of different epistemologies. It is a position of ontological uniformity. Such a position is inadequate because, as argued above, it creates a situation where there are enquiries that cannot be asked because they do not produce knowledge of the required ‘standard’. Let us take, for example, a question – ‘what does it feel like to be coached?’ - and a ‘mono-theoretical’ position founded on objectivism. The result is a question that might be answered only very poorly.

Alternatively, a pragmatic position on epistemology, based on the ontological pluralism described previously, could argue for theoretical flexibility in the service of creating useful knowledge: rather than ‘goodness’, it is a question of ‘goodness of fit’. With respect to what happens in coaching sessions, for example, we can see that a question exploring the probability of different behavioural sequences can be pursued in an objectivist way (as has been attempted by Ianaro *et al*, 2015) which tells us something about how – statistically – different attitudes can affect the playing out of the coaching session. The same domain of study (even the same participants) could also be investigated phenomenologically with an interest in participants’ experience which might tell us more about *how* or *why* these variances arise. It is not implausible that one study might enrich the understanding derived from the other.

At the start of this chapter, I outlined some key considerations in relation to the study focus: that ‘use of physicality’ may include evident actions, but also unarticulated intentions; that it may refer to visible bodily phenomena, or to those experienced privately and individually; that actions and strategies may be conscious or unconscious; and that effects may be intentional or unintentional. It is the nature of the breadth of the question that has led to

an investigation of the inadequacy for the task in hand of a single ‘mono-theoretical methodology’. It is also now evident that these various layers of reality need to be understood in different ways. Before returning to the question of *how* they were addressed in the current study it is necessary to specify how the field of study will be organised for the purposes of the research, and specifically the rationale for a case-based approach.

3.2 Adopting a case-based approach

The concept of the case captures the multi-layered and complex nature of the coaching experience as the object of study. Exploring what constitutes a case-based approach, Byrne (2009) helpfully points out that all research uses cases, but that “the conventional view is to see cases simply as sites for observing and measuring variables” (p. 2). Byrne rejects, though, a simple nomothetic-ideographic opposition in favour of a meeting point of complexity theory and critical realism:

... cases are complex systems – a position that transcends the holistic/analytic dichotomy by recognising that in complex systems (far from equilibric systems), trajectories and transformations depend on all of the whole, the parts, the interactions among parts and whole, and the interactions of any system with other complex systems among which it is nested and with which it intersects.
(Byrne, 2009, p. 2)

So the formulation of study material as ‘cases’ fits well with the multi-layered, multi-perspective realities of the coaching session. Furthermore, in Byrne’s conception of the case, it suits the desire for theoretical development referred to earlier. Byrne argues that “multiple case studies founded on systematic comparison [...] are the foundations of useful theoretical descriptions of the social world” (Byrne, 2009, p. 3).

This position on the purpose of the case implies a different stance on commensurability, or at least the coherence of methods. Texts describing case study from a positivist perspective can be unhelpful in this respect. Yin (2009), for example, seems to sidestep the issue of commensurability arguing that a range of methods “can” (even “*should*”) be used as a form of

triangulation in order to increase confidence in the validity of the data collected. A position such as Yin's, and to some extent the use of the term 'triangulation', implies both that each data type is either imperfect or incomplete on its own, and also, therefore, that there is a conceptual possibility of perfect or complete data. In this view, subjective data needs to be confirmed with 'harder' evidence. The aim is to increase confidence that the true picture has been found.

The complex realist case is, though, epistemologically relativist and might be associated with approaches that are more committedly ideographic, and/or complex in which engagement with a breadth of perspectives is an attempt to see (and therefore understand) *more* of the phenomenon (or to understand the phenomenon more deeply). In Harvey's (2009) formulation, the case is both open and temporally dynamic so cannot be ultimately resolved. Instead, each data type says what it says and the more the research is able to give voice to, the more understanding it enables. Stake (1995, p. 12) argues that "the qualitative case researcher tries to preserve the *multiple realities*, the different and even contradictory views of what is happening". Thomas argues similarly that, "we must look at our subject from many and varied angles, to develop what the great historian-philosopher Michel Foucault called 'a polyhedron of intelligibility'" (Thomas, 2015, p. 4). This is an inherently more critical position, as it does not necessarily privilege particular agendas, viewpoints or stakeholders.

In this respect, care is also needed to avoid falling into the trap of reproducing nomothetic principles with simply a wider scope for each instance as Yin (2009) does in arguing that the case is synonymous with the unit of analysis. Tellingly, Yin (2009) differentiates case study from, for example, ethnography and grounded theory because "For case studies, theory development as part of the design phase is essential" (p. 35). As commented earlier, the intention of the current research is rather to develop theory as an outcome. A more exploratory position on case is reflected in Becker's position (reported in Ragin, 1992): "Becker wanted to make researchers continually ask the question 'What is this a case of?' The less

sure that researchers are of their answers, the better their research may be” (Ragin, 1992, p. 6). Similarly Stake (1995) argues that case based enquiry should be driven by general ‘issues’ rather than specific hypotheses. Certainly Ragin and Becker's (1992) anthology clearly demonstrates that conceptions of case are contentious and varied: some researchers place emphasis on existing, bounded cases; others look at different instances of a particular phenomenon. Indeed Walton (1992), in the same volume, outlines how the nature of the case might change during the course of the research.

Positions such as those of Becker, Ragins, Walton and Stake in addition to Gary Thomas point beyond the exploratory nature that case research can take on, to the possibility of a degree of adaptation to the material as it emerges. Stake (1995), for example, makes the argument that case study is inherently interpretive and that the researcher has both that privilege and the obligation to approach the case patiently and not to jump to interpretation, since, “in a qualitative research project, issues emerge, grow and die” (Stake, 1995, p. 21). Consequently, according to Thomas, the development of theory around these issues reflects the interplay of the researcher and the material: “I like to think of theory growing, becoming thicker, around productive ideas while it stays thin or atrophies away completely around the starting points that seem to be going nowhere” (Thomas, 2015, p. 114). More widely, for Thomas (2010, p. 576) “the goal of social scientific endeavor, particularly in the study of cases, should be exemplary knowledge unselfconsciously based on abduction gained and offered through *phronesis* rather than through theory”.

It follows that both Stake and Thomas argue against case study as the mechanism of developing grand theory and in favour of something both more modest and more practical. Thomas sees this ‘exemplary knowledge’ developed through *phronesis* as a form of knowledge-in-practice made up of “middle axioms” (Thomas, 2011, p. 31). It is something other than generalizable, declarative knowledge, rather applied knowledge co-created by the researcher and the experiences and contexts held and understood by

his or her audience. Stake seems to be referring to a similar process when he talks about ‘naturalistic generalization’, arguing that “The function of research is not necessarily to map and conquer the world but to sophisticate the beholding of it” (Stake, 1995, p. 43).

In order to capture the complex, emergent, dynamic and multi-layered realities of the coaching session, then, an approach which is complex realist and case-based in outline is adopted. In order better to develop theory, multiple cases are explored and the analysis is comparative. Becker’s question – asking what it is a case of – now needs to be addressed.

3.3 Case-based approach: what is it a case of

The extent of the case in the first instance is the work carried out between a single coach-client dyad over the course of three coaching sessions. This is subsequently developed into a multiple case study looking at two further dyads. The adoption of a case-based approach raises three questions of research design which should be addressed: the nature of the case and its boundaries (what might be thought of as the casing strategy); the purpose of the casing strategy; and its consequent relationship with epistemology. The casing strategy and its purpose are addressed in this section. The consequent relationship with epistemology, in particular, commensurability is addressed in the next sections: 3.4, ‘The unit of analysis’, and 3.5, ‘A complex hermeneutic’.

The casing strategy here is adopted to reflect the real-world experience of coaching in practice (Stake, 2005, p. 2). Setting the scope when looking at a topic of practical application in a real-world setting is inevitably artificial and/or tentative to some extent. For example, the boundary between the coaching session and the rest of the living world is at least porous, if not entirely arbitrary. However, some identifiable unity is required and the coaching session serves as a legitimate focus, balancing the feasibility of in-depth study and the ultimate ungraspability of a truly open system. Multiple cases were examined in order to move the investigation from a simple case

history towards the development of more “useful theoretical descriptions of the social world” (Byrne, 2009, p. 3). Cases, then, were bounded within an existing coaching relationship and consisted of a number of sessions and any change or development between them that is referenced within the session itself. Very early and very late stages in the relationship were avoided with the view that they may consist of more logistical content (contracting, ending) than developmental content. The case was extended to, but limited by three sessions. This was intended to capture something of the regularities of the coach’s practice with the particular client, the changes that might develop for the client over time, whilst at the same time putting some limit on the quantity of data to be analysed. Within this ‘event’, the case was conceptualised to include overt behaviours, intentions, responses and explanations. The purpose of this strategy was to explore as much as possible of the many dimensions of use of physicality in the session and also to be able to identify differences between cases (and possibly, between practices). No preconception was made about style of coaching beyond an interest in participating in the research, though some degree of reflexivity was desirable on the part of the coach in order to give access to their own sense-making about their practice. In order to give figural importance to these aspects of the coaching interaction, some other overlapping possible cases and systems are de-emphasised: for example, the participants’ outside lives; the existing relationships between participants; the characteristics of the coaches’ general coaching approach. As noted above, however, the case boundaries are tentative or artificial, and in practice these other perspectives were used to add to the interpretation of the cases.

Each case is therefore of a complex and uncertain nature. The first case was consequently approached in a highly exploratory way. As the study moves findings from the first (existing bounded case) to the second and so on, the focus moves between exploration and comparison. The focus of attention becomes simultaneously on *this* coach's use of physicality, in the context of *this* dyadic relationship and on the differences and on the theoretical work of the development of descriptions of plausible commonalities between cases (and/or potentially challenging commonalities assumed from previous cases).

Stake (2005, p46) describes this process of shuffling to and fro between individual cases and the collection of cases as a ‘case-quintain’ dialectic: “wherein attention to the local situations and attention to the program or phenomenon as a whole contend with each other for emphasis”. Throughout, cases are viewed through the lens of the enquiries set out at the end of the previous chapter, namely: in what forms do the practices discussed appear in the coaching dyad; in what ways can the interaction be seen as embodied; what other practices emerge from the case. As each case represents a slightly different contribution to the investigation, it follows that methods of data collection and analysis adapt in line with this progression. These adaptations are discussed in the respective chapters dealing with each case.

3.4 The unit of analysis: what is the core process of the case?

It is important to establish at this stage how the design of the investigation responds to the epistemological concerns outlined in Section 3.1. It has already been argued that in contrast to positivist notions of cases, the analytical focus in this study is not synonymous with the case. By further acknowledging complexity in the sense described earlier, a great deal of uncertainty is introduced in terms of units of analysis. This section therefore defines the unit of analysis before the next section explores how it has been used to derive appropriate analytical strategies.

As has been made clear, the phenomenon under study occurs in the intentions, choices, performance and perceptions of the participants. It would be possible to explore each of these aspects of the case using different methodologies. In this study, however, the core process is actually the developing interaction of ideas and actions as they transform intentions and perceptions into acts of human agency – essentially the client’s meaning making. It is an unfolding and complex narrative; it can be seen as a dynamic history of ‘instances’ in a system, or even the idiographic of a dynamic within the idiographic of a case.

Qualitative methodologies such as phenomenology, grounded theory and discourse analysis might each look at part of this core dynamic (what participants feel, do or say). Yet, they do not *on their own* appear to provide an immediate method of analysis for such a concept. The case needs to be considered as a complex narrative emerging from and interacting with a range of behaviours, feelings and dialogues. Within this, the research question focuses specifically on physicality.

The next section looks more closely at the nature of the central process of meaning making within the cases and describes the methodological solutions to understanding the influences that other characteristics have on this core: a complex hermeneutic.

3.5 A complex hermeneutic

Three characteristics of the object of study emerge from the considerations up to this point and these served to guide the approach to data analysis. They can be summarised as follows: that there is no privileged account, that the object of study is a dynamic construction, and, consequently, that it is highly ideographic. In this section, a theoretical position is established that addresses these characteristics and suggests the methodological response adopted in this study. First, these three implications are explored then aspects of interpretivism and narrative are described. Methods are then developed under three headings: analysing narrative, integrating the core narrative process with the coach's practice, and operationalising the interpretive process.

3.5.1 No privileged account

The discussion of ontology and epistemology leading to a complex realist case-based approach implies, as noted, that there is no single privileged perspective. It was also argued earlier that the content of the interaction occurs both in the realm of interpretation and in the realm of action. It is evident that if the interaction is the unit of analysis, then there is no single

account that can be privileged over all others. At the very least, it passes from an object of personal meaning to observable behaviour and back again.

3.5.2 Dynamic construction

The second implication, which develops from the first, is that the meaning of an interaction changes through that interaction in ways which may or may not have been intended by either party. It is in the very nature of coaching practice that it operates in the meeting of constructed narratives. It is therefore important to maintain a sceptical perspective on participants' understandings of the coaching process as mediated through language, while acknowledging the role that their constructions play in that process. The earlier claim of "ontological stratification" and/or of a pragmatic epistemology would appear to leave entirely open the question of any guiding theory of knowledge. However, this aspect of dynamic construction suggests at least a constructionist centre of gravity.

3.5.3 Ideographic

The conceptualisation of an analysis of a dynamic constructive process renders implausible the development of a deterministic theory of the interaction. However, it appears to fit well with the conceptualisation within the complex realist model of the case as an open system where causal relations are multiple and interactive, and therefore not reducible to the determinative effect of variables (Byrne, 2009). (Although the term 'ideographic' is sometimes used in opposition to 'nomothetic', Byrne argues that Geertz's 'thick description' is compatible with the realist case based approach's commitment to theoretical development.)

3.5.4 Aspects of interpretivism

The relativist, dynamic and ideographic characteristics point towards a highly constructionist/interpretivist framework. Crotty (1989) subdivides interpretivist theories that arise from the constructionist assumption into symbolic interactionism, phenomenology and hermeneutics. The current research topic was addressed using aspects of all three.

Symbolic interactionism focuses on the perspective of the participant in social life who develops meaning in relation to role interactions using language (Crotty, 1989). Arising from social anthropology it enters sociology through ethnography (Crotty, 1989, p. 75). According to Blumer (1986) symbolic interactionism is based on three premises: not only that individuals act on the basis of the meanings they have formed and that those meanings are the result of experiencing social interaction, but also that “the use of meanings by a person in his action involves an interpretive process” (Blumer, 1986, p. 5). In the current study this is reflected in the meaning-creation activity of the specific dialogue (including both physical and verbal interaction) between participants and to some extent how the coach chooses to manage that interaction.

Blumer’s (1986) particular conception of symbolic interactionism and its acknowledgement of the individual sense-making process can be read to subsume phenomenology’s unique underlying epistemological position that we can only know experience. Yet the inevitability of interpretation, and the social and historical contexts from which it springs, argues against forms of phenomenology which lean towards objectivity in method - that is to say, a phenomenological method that seeks to place the researcher outside of the interpreted world. It therefore leads towards the necessity of some kind of hermeneutic, albeit within the concept of the study of phenomena.

Hermeneutics arises from the tradition of biblical exegesis, from which it inherits a concern for the historical context of understanding and the focus on text. Heidegger’s adoption of the term highlighted the interactive nature of phenomenology and the observer’s inescapable involvement in his/her own history and culture. It also removes the centrality of the perception of the subject and in so doing introduces a degree of criticality. Crotty explains:

Included in much hermeneutic theory is the prospect of gaining an understanding of the text that is deeper or goes further than the author's own understanding. This aim derives from the view that in large measure authors' meanings and intentions remain implicit and go unrecognised by the authors themselves. Because in the writing of

the text so much is simply taken for granted, skilled hermeneutic inquiry has the potential to uncover meanings and intentions that are, in this sense, hidden in the text.
(Crotty, 1989, p. 91)

Gadamer develops the role of the interpreter further and his analysis and emphasis on language expressed as text adds two useful concepts. First, through the analogy of translation he argues that all readings are interpretations and indeed that “understanding and interpretation are ultimately the same thing” (Gadamer, 2004, p. 390). Furthermore, the interpreter is necessarily transforming the text for an audience other than the author; the author’s own perceptions - as above - are not therefore authoritative. This would seem to be a radical opening up of the possibilities of interpretation. Gadamer (2004) consequently argues that, “Normative concepts such as the author’s meaning or the original reader’s understanding in fact only represent an empty space that is filled from time to time in understanding” (p. 397).

Gadamer’s focus and vocabulary concerns text, and one might question whether conversation or physical gesture can be seen *as text*, or simply *analogous to text*. The more important point, however, is what can be drawn from Gadamer on interpretation: that meaning is created by both the author and the audience/interpreter - a “fusion of horizons”. Although there is no perfect translation or interpretation, this fusion can be actively refined in research by allowing the text (or data or phenomenon) to challenge the cultural and historical assumptions of the interpreter, in turn, to return more insight to the phenomenon itself. This concept, indeed, lies at the heart of Thomas’ (2011) concept of ‘exemplary knowledge’ discussed in Section 3.2, above: “in ‘exemplary knowledge’ I am talking about example viewed and heard in the context of another’s experience (another’s horizon) but used in the context of one’s own (where the horizon changes)” (Thomas, 2011, p. 31).

3.5.5 Aspects of Narrative

Interpretivism in general largely responds to two of the three characteristics set out previously as characteristic of the study material: that there is no

privileged account and that it is ideographic. The concept of narrative attempts to address the dynamic nature of meaning-making. By meaning-making I mean the process of transforming the incoherence of immediate experience into meaning. It is of immediate relevance to the research question, as it is the purpose of the coach's intervention, as conceptualised in this study, to enable meaning-making and to facilitate the impact of the resulting meaning on the client's performance and well-being. For the purposes of the current study, this process is seen as a "collectively constructed process over time" (Cunliffe, Luhman and Boje, 2004, p. 262), as the client presents a narrative 'in work' and the coach intervenes in some way in order to help the client refine the narrative. Coherent meaning can be seen to be established through the structuring of experience according to temporality, causality and agency (Murray, 2015, p. 88). These being the essential elements of narrative, the points of leverage for the coach may rest in aspects of the narrative such as the client's construction of events and their construction of identity. Consequently, the places where the coach can renegotiate the narrative can range through the client's evaluations of causality, their sense of agency and of self-efficacy and the rationales they have attributed to their own actions. In this formulation, coaching can be considered to have leverage where the sense we make serves us poorly (in particular, in seeing causality where there is none, or over-generalising; over- or underestimating our capacity to act). In this light, narrative is not just a way of telling the story, it *is* the story so far as we can conceive of it; in fact it is the only way we *know* the story. As Gubrium and Holstein (1998) put it, "Narration is constructive, a way of fashioning the semblance of meaning and order for experience" (Gubrium and Holstein, 1998, p. 166).

3.5.6 Analysing Narrative

An element of narrative analysis is therefore required for the current study, though the approach needs to take account of the idea that the narratives are in the process of construction rather than 'given'. Some methodological proposals have been made in the research methods literature as to what methods might be used to understand the process of narrative meaning-making. It is useful to look at some of these as it becomes apparent from

doing so that they take a retrospective rather than a dynamic approach and therefore do not fully address the unfolding characteristic of the narratives in the current study. Structural and critical approaches are considered and rejected here for this reason. An approach of building from incidents into histories, labeled ‘narrative interpretive analysis’ is drawn from infant development and offers a more satisfactory starting point for the current study. In the light of the potential contribution to methodology of this discussion, it is explored in a little depth.

Langdridge (2007, pp.130-131) outlines the development of different approaches to understanding narrative, including ‘grammar’ (beginning, middle, end), structural and process elements (citing McAdams’ six elements: setting, characters, initiating event, attempt towards a goal, consequence, reaction), and typologies of plot elements. Riessman (1994) provides two distinct examples of such structural approaches. In one, the researcher uses a straightforward organising structure from Labov (1972). This consists of abstract, orientation, complicating action, evaluation, resolution/ coda. In her own study, Riessman uses a more overtly linguistic, even poetic, structural approach drawn from Gee (1991). Gee’s approach identifies the structure of the meaning units within the text and how these are organised. Gee argues that an analysis of the linguistic structure is more than a formal method, but that it enables interpretation. In a similar way, Ricœur (1973) sees structural analysis as a stage "between a naive understanding and a critical interpretation" (Ricœur, 1973, p. 113). Langdridge’s own approach (Critical Narrative Analysis) follows Ricoeur’s clearer emphasis on critique. It is overtly centred around the twin concepts of ‘demythologising’ (an empathic engagement with the text) and ‘demythifying’ (looking critically beyond the surface meaning at discourses of which the subject may be unaware) (Langdridge, 2007, p. 49).

Each of these methods assumes a static, retrospective narrative, or at least a story in the process of resolution. Yet Langdridge himself points out that this would not be the case in psychotherapy “where clients invariably cannot resolve the story or stories they tell, with the consequence that their lives

feel out of control, disrupted or in chaos” (Langdridge, 2007, p. 130). Whilst possible that this is not entirely true of all psychotherapy clients, it usefully opens the question of where narratives sit in the current study. In this sense it could be fair to say that coaching clients are seeking help to understand and adapt their *ongoing* narrative. The narrative played out in the coaching session is not finished; indeed, as has been noted, the coach’s intention may well be to disrupt and enable the client to change its course. Another characteristic of the studies and methods mentioned above that does not apply to the current situation, is that it is assumed that the participant’s narrative is aimed at the researcher; in the current study the narrative is aimed at the coach. In fact the unit of analysis in this study is not the client’s narrative as a presentation of self; it is the change in the client’s narrative and how the coach triggers that change (which is what is meant by a *dynamic construction*).

In contrast, the field of infant development provides a useful model of narrative interpretive analysis (Pantoja, 2001) which in turn has been applied specifically to video data (Secrist, De Koeper, Bell and Fogel, 2002). This approach focuses analysis on key interactions emerging from an immersion in the data. These key interactions are then transcribed and described in detail in order to highlight relatively subtle aspects of action and interaction (referred to as ‘sequence narratives’). ‘Historical’ narratives are then developed by linking sequence narratives together. Pantoja notes that, “The objective is to emplot both the stable and changing elements of frames into a narrative that synthesizes the development of the dyad’s emotional account” (Pantoja, 2001, p. 19).

To summarise, it has been argued that it is in the design of analysis that epistemological concerns must be satisfied; that the nature of the object of study must be addressed in ways which acknowledge its inherent relativism (the fact of no privileged account), dynamic construction, and particularity (ideographic nature); that methods should consequently seek the “fusion of horizons” in developing an understanding of how (in this case) the coach interacts with the client’s developing narrative: that narrative being the core

process of the case. Many examples of existing phenomenological and ethnographic narrative methods while useful to look at parts of the complex system, appear retrospective, and as Riessman (1994) notes, narration is a natural meaning-making process that traditional methods of thematic analysis tend to fracture. In the next section I describe how this analysis forms part of the ‘complex hermeneutic’.

3.5.7 Integrating the core narrative process with the coach’s practice

It is now clear how the ‘core process’ of the case has been conceptualised as a narrative. A key part of the analytical process is therefore an account of the narratives that emerge in the cases. These may be identified as session objectives that become evident in the early contracting stages of the session, as summary points at the end, or they may be simply implicit in the ‘progress’ being made. It has also been noted that the case consists of both actions and intentions, and of conscious and unconscious behaviours. So both the ‘sequence narratives’ and the ‘historical narratives’ as labeled by Pantoja (2001) may consist of, or arise from, observational material, participants accounts of the process made during the sessions, or of intentions that are not expressed in the session. For this reason, in addition to observing the sessions themselves, participants’ own accounts of their actions are drawn on. In summary, narratives are explored through identifying and analysing key incidents in the action and dialogue of the session(s) in addition to participants’ reflective accounts. The observational data is ordered through a thematic analysis, taking account of both emerging themes and themes signalled in the contracting discussions and reflective accounts. This provides a description of the narratives and how they develop through the course of the interaction.

While the narrative is the core process of the session (and what has been described as the unit of analysis), it is the impact of the coach’s reference to physicality that is the central concern of the research question. This also manifests in observed behaviours, the coach’s intentions and in the client’s response. A separate ordering of physical action and reference to physical action is also therefore carried out. As with the narratives, systematic

description of what is observable in the sessions is enriched by participants' reflective accounts.

The previous chapter identified embodied concepts and practices used in other disciplines, and incorporated into the research question the possibility that they may appear in the coaching cases. In order to explore this, the concepts were used as an initial starting off point for enquiring into the actual data of the respective cases, alongside the possibility of different practices and concepts. This strategy carries a risk of confirmatory bias. Consequently, the concepts were viewed as part of a tentatively held contingent structure which provided an entry point into the analysis of the data rather than an a priori model of what the data might show. At the same time it is recognised that, as Risser comments in relation to Gadamer's position on the role of the interpreter, "... there is no zero point from which an understanding consciousness can proceed in its attempt to hear what the object of interpretation has to say" (Risser, 1997, p. 9).

In summary, both the narratives and the references to physicality, then, are analysed in effect at different ontological strata: the overt claims made by participants (a form of discourse); the reflections they provide both within and separate from the sessions (a form of lived experience); and the evident actions that are taken in the session (a form of observation). The next section describes how this was put into practice.

3.5.8 Operationalising the interpretative process

At the outset of this discussion it was argued that interpretation is inevitable in the course of this analysis. The strategies used to ensure the interpretive process is both legitimate and rich need to be described here at the level of methodological design. Three main strategies are adopted in the current study: an ongoing reflexive process of examining assumptions, responses and analytical choices (carried out through data ordering stages by journaling and memoing, and subsequently incorporated into the write-up of data); re-engagement of participants into aspects of the interpretive (through sharing of interpretations and the opening up of an opportunity to comment

on them); and a clear statement of my own interpretive lenses (as far as practicable). The re-engagement of participants in particular (referred to in the analysis as the participant review) offered the coach the opportunity to generate alternative interpretations and to comment on whether the interpretation would have been affected by different conditions (a form of imaginative variation - Moustakas, 1994, pp. 97–100; Langdridge, 2007): the underlying question for participants at this stage was, “does this tell the story?” and “how else might it be explained?” The specific methods of analysis are returned to in the next section on participants and data collection. Reflexivity is returned to in Section 3.9, ‘The Position of the Interpreter’.

3.6 Participants, data collection and analysis

As mentioned in the Section 3.3, above, the case material consisted of three coaching sessions of each of three coaches. This section describes how those participants were recruited, provides a profile of the three case dyads, and how data were collected and analysed.

3.6.1 Participants

Practising coaches with ongoing practices were sought who were able to provide recordings of three mid-relationship sessions, in addition to a degree of self-insight through reflection. Some breadth of knowledge and sensitivity to reflective practice was considered helpful in order to gain useful enrichment through the reflective and consultative elements of the methodology. For this reason coaches with a post-graduate qualification were sought. The protection of client-participants’ interests was supported through a requirement for coaches to adhere to professional ethical principles and supervision. As there was no theoretical supposition about coaching style in the research question, no attempt was made to predefine particular styles of coaching approach and no preference was given to any particular style of practice.

Coach participants were invited through online networking groups associated with professional and qualifying bodies (UK Association for Coaching, Oxford Brookes University Alumni, Academy of Executive Coaching, British Psychological Society Special Group in Coaching Psychology) and direct requests (Gestalt Centre, Metanoia, Middlesex University, Roehampton University). Supervisors and colleagues also forwarded the invitation. Participant information forms were sent to follow up enquiries and then a phone or face-to-face briefing on the purpose and process of research were carried out. Reasons respondents chose not to participate at these stages included: that they did not want their clients to be asked to agree to video-recording; that they worked as an associate and did not want to request clearance from consultancy involved; that they had lost potential clients who they thought they would be able to include in the research; that they only worked on the phone/videoconferencing; and that their clients were outside the UK.

The coach-client dyad for Case 1 was the first suitably qualified volunteer. Recruitment was repeated for Case 2 and Case 3 alongside the progress of the research. In each case, the eventual participants were the first available respondents to the call for participation who successfully met the criteria: in effect, a purposive sample but with no further selection beyond availability and conformity to the requirements. The coach in Case 3 had an initial session with a client who chose to withdraw after recording a single session. Consequently, the recording was deleted. All participants gave consent to the use of data, including stills from video recordings. Although the chronology of the cases will show some aspects of a coherent progression, it is important to establish that they were not recruited or selected on that basis.

As each coach-client dyad participated jointly within a single case, it was made clear to participants that it would not be possible to anonymise those participants *with respect to each other*. For this reason they were reminded of the opportunity to redact or withdraw data given independently at any time before the participant review. Their normal right to withdraw from the

study at any time also stood. The identity of participants in other dyads was not known to participants.

A fuller picture of the participants, and in particular the characteristics of the coaches' style, emerges from the more detailed descriptions in the respective case chapters. Outline descriptions are given in Table 3.1. All are experienced practitioners in their mid-50's to early 60's, working in a work and career related context, each in a different economic sector. In Case 1 both participants are male; in Case 2, the coach is female and the coach is male; in Case 3 both participants are female.

Coach: Paul - mid-50s - Postgraduate level coaching qualification - Business process / leadership oriented - Tendency to analyse people and situations as types - Coaching to support Barry's current project	Coachee: Barry - mid-50s - Senior experience in medium/large enterprise - Acting as interim change manager
Coach: Sue - mid-50s - Postgraduate level coaching qualification - Business process / leadership - Tendency to analyse people and situations by psychological dynamics - Coaching to support Tom's management strategies, including coping personally with change.	Coachee: Tom - Slightly younger than Sue - Long experience, primarily in current organisation, now subject to significant change - Operational manager, responsible for managing change process within his own area.
Coach: Kate - Early 60s; partially retired - Postgraduate level coaching qualification - Strong interest in engaging with 'here and now' relationship - Coaching to support Liz through career transition.	Coachee: Liz - Around 50 - Strong experience through all levels of healthcare and healthcare management - In personal transition to senior leadership role in a complex organisation.

Table 3.1 Summary of participants

3.6.2 Data collection

Data in three forms were collected for each case. Firstly, observational data covering the dialogue and activity within each session were collected using

small, portable video recorders. The video data of the sessions themselves captured the behaviours and interactions of the participants, and their responses to each other, including both verbal and physical interactions. Secondly, participants were asked to reflect after the sessions, focusing on critical moments, changes they had experienced and the role of physicality in the progress of the session (see Appendices 1, 2 and 3 for pro-formas used in Case 1 and subsequently). This captured something of the participants' subjective experience of the interaction. Finally, participants were invited to review extracts from their coaching interaction in a semi-structured interview format. This review explored their response to the behavioural data presented as an initial analysis of their sessions. It allowed them to add other explanations that put the observed behaviours into a wider context of their practice and experience. Thus the three data sources reflected three ontological strata of the case: observable behaviour (including dialogue); phenomenological experience; and discursive explanation. The extent of the data collected of each type is summarised in Table 3.2

In order to collect the observed behaviours and interactions, the coach in each dyad was given instructions on the use and set up of the video cameras and coaching sessions were video-recorded by the participants themselves. Compact video cameras were used attached to small 'Gorillapods' – mini-tripods with jointed legs that articulate in all directions so that the camera can be set up either on a table, or gripping the back of a chair for example (see Figure 3.1). Coaches were asked to set up the two cameras so that both participants could be seen clearly, preferably with one camera directed towards each participant. The intention was to capture as much of the physical aspects of the interaction alongside the dialogue. The cameras recorded video onto memory cards which the coach returned by registered post after each session.

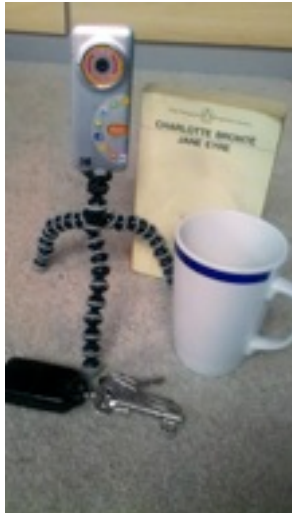


Fig. 3.1 Video camera on Gorillapod (objects included to give scale)

Both coach and client were asked to reflect on the session, capturing reflections relating specifically to their physical experience of the coaching sessions. For Case 1, participants were given a choice of how to record reflections. The coach in Case 1 chose to record reflections to camera after the session; the client chose to use a secure online blogging platform (though in the event, he did not provide any reflections). Regardless of medium, a list of prompt questions was provided (see Appendix 1). Sample pages from the secure blog site are shown in Appendix 2. Questions included, for example, “Can you describe any key moments where your physicality became significant during the coaching session?” and (for the coach), “Did you have any specific intentions to use physicality as an intervention in this session?” The reflective data from Case 1 suggested that the questions were difficult for the participants to respond to and the pro-forma was simplified as a result. For Cases 2 and 3, the questions were revised, simplified and an electronic form was provided to make it easier for participants to reflect on issues relevant to the research question. Questions were oriented around the session agenda, the most evident changes experienced in the session, and any observations on physical experience. This form is shown in Appendix 3.

Finally, in each case, participants were interviewed to explore an initial analysis of the video and reflective data. Interviews lasted 90 minutes

during which the main analytical observations of the case were shared, supported by video clips from the sessions themselves, and the participants were invited to comment or further explore the themes under discussion. In Case 1, a very broad range of themes and analytical findings were included for discussion, but this proved unwieldy and impossible to cover adequately with the coach in a single review session. Not wanting to impose further work on participants, for Cases 2 and 3, a tighter focus was taken on incidents illustrating broad thematic findings and incidents where the coach's actions seemed either very intentional or conversely less in awareness. The aim here was to invite the coach to expand on their intentions when using particular strategies, or to explore reflectively the possible meanings of phenomena of which they were less aware. Through this strategy, I was both extending the richness of the data available and also filling in areas of interpretation that might otherwise have been very speculative with the participant's own understandings. It was made clear to participants that this process was part of the exploration and that neither my interpretation, or theirs would be taken as entirely authoritative. The interview was recorded on video for reference and transcribed. Outlines of the interview protocol for each case are given in Appendix 5, 7 and 9 respectively.

3.6.3 Data analysis

Each of the data types described in the previous section was handled in a different way in the analytical process. The video data were ordered through a thematic analysis to help identify embodied aspects of the interaction and also the key narratives in the sessions. Reflections were reviewed to identify (or revise) the narratives, and further to indicate potential points to focus on in the thematic analysis of the videos. The participant review interviews were explored line by line to revisit the narratives, the thematic analysis and their interpretation as a form of critical hermeneutic. In each case, then, four steps were followed.

Event	Observation (behaviours)	Reflections (experience)	Review (explanation)
Case 1: Paul & Barry			
Session 1	2 x simultaneously recorded 40 mins video		
Session 2	2 x simultaneously recorded 50 mins video	6 minute coach video diary recorded before Session 3 (No data from client)	
Session 3	2 x simultaneously recorded 90 mins video	3 minute coach video diary recorded immediately after Session (No data from client)	
Case review			90 minute recording of interview with coach
Case 2: Sue & Tom			
Session 1	2 x simultaneously recorded 67 mins video	Coach reflection form (No data from client)	
Session 2	2 x simultaneously recorded 60 mins video	Coach reflection form (No data from client)	
Session 3*	2 x simultaneously recorded 57 mins video (Coach not visible)	No data	
Session 4	2 x simultaneously recorded 58 mins video	Coach reflection form Client reflection form	
Case review			90 minute recording of interview with coach
Case 3: Kate & Liz			
Session 1	1 x 90 mins video (Camera 2 did not record)	Coach reflection form (No data from client)	
Session 2	2 x simultaneously recorded 95 mins video	Coach reflection form (No data from client)	
Session 3*	2 x simultaneously recorded 95 mins video	Coach reflection form (No data from client)	
Session 4	2 x simultaneously recorded 83 mins video	Coach reflection form (No data from client)	
Case review			90 minute recording of interview with both coach and client.
* Video data of Case 2/Session 3 and Case 3/Session 3 were not used in the analysis of the embodied interaction because the view of the participants was considered visually insufficient. The verbal content is described in the chapters relating to the respective cases in order to track the continuity of the narratives through the whole coaching relationship.			

Table 3.2 Summary of data collection for each case

1. Videos were viewed to identify the range and nature of reference to physicality occurring in the coaching discussion. Starting from a rich immersion in the videos, a standard coding procedure was used to identify segments where physicality is expressed, used, or referred to. As the analysis is also responding to the question of how embodied practices from other disciplines emerge in coaching practice, the concepts and interventions described in the literature were used as one possible focus of attention. At the same time, the analysis was exploratory, so such concepts were open to addition and amendment in response to the data itself.

2. Further viewings of the data looked at the client's meaning making by identifying key narrative elements. In order to reduce the extent of the data to be considered, Pantoja's (2001) procedure recommends immersion leading to the researcher's own judgement of which segments of the interaction to focus on. The concepts and practices identified in the literature were again helpful in some cases for identifying significant segments. However a number of behavioural indicators were also used as signals of possible changes in meaning-making: in particular when participants expressed strong or definitive opinions about issues under discussion (perhaps about someone's behaviour), about causality (why people had behaved in certain ways), about agency (whether they were able to do anything about a situation), and about associated qualities such as people's capability, the probability of something happening, or what was important to achieving their objectives. Linguistic, paralinguistic and emotional markers of disruption (laughter, changes in mood) were also useful in identifying key incidents.

3. Any further incidents identified as significant in the session reflections were added to the observational/interpretive researcher-focused sorting described in (2).

4. These elements were then bound together as an interpretive analysis of the 'case' to highlight possible relationships between intentions, actions and responses. An extract of this analysis, including relevant video extracts, was

then reviewed in the form of a semi-structured interview with the coach (participant review). (In Case 3, both coach and client attended and contributed to this review as the client was also interested in the outcomes of the research.) These interviews were also recorded and transcribed. In the write up of the cases, descriptions, transcripts and anonymised still frames were used in place of video data.

3.6.4 Computer assisted data analysis

The Transana software package was used as the analytical environment (<http://www.transana.org/>). Transana's most significant feature for the current research is the facility to synchronise playback of more than one video recording of the same event, and to relate transcripts to specific segments of this combined video view (called an 'episode' in Transana) using timestamps. Segments of video, delimited by timestamps (called 'clips' in Transana) can be coded and/or organised into 'collections'. The key index for video data in Transana is the transcript. The transcript in Transana is a rich text file associated with the video episode. It includes transcript material in whatever form, along with timestamps to both identify and index points in the recorded media files. All indexical data is held separately from the video files themselves, which are therefore unaltered by the analytical process.

3.7 Issues and ethical challenges in the use of video data

The use of video in research raises questions in the two important areas of ethics and interpretation. These questions are so intertwined that they are discussed together here.

Pink (2007) reviews ethical issues arising from the use of images, including video, in ethnographic research. Some of her account applies to qualitative research generally, but three points are specific to video material and relevant to the current study. Firstly, as Pink notes herself, the researcher has no control over the meaning making of the research study's audience.

Further, Ruby (1980) argues that video material can be received as authoritative in an objectivist manner, but rather should be understood as simply another account. The point is made that, however unconsciously, the camera operator, the actors in front of the lens, and anyone who subsequently edits or ascribes meaning are all selecting and editing the material. The ethical question arises since this puts participants in a situation where they cannot rely on an audience drawing understandings that match their own. Making a related point, Prosser (2005, p. 147) notes that the practitioner may experience more extreme challenges to their self-image in response to video compared to written description. Taken together, it seemed of paramount importance that participants should not feel judged by any interpretation of the data available and that it be presented as possible perspectives on the specific instances rather than a generalised assessment.

Three strategies were used to protect the coach's and the client's interests. Firstly, in the process of analysis normative judgements of coaching quality were consciously suspended: the topic was specifically what these coaches do, rather than whether or not that constitutes good or effective practice. Secondly, as full a picture of the nature of the interaction was given to the coach in the interview, including extensive extracts from the sessions to illustrate points made in the analysis. Although it is natural for many people to find recordings of themselves discomfiting, this gave the coaches the opportunity to object to any specific instances that they were not happy with. Care was taken to avoid any implicit criticism of the coach or their client. Thirdly, a high-level summary report of the analysis was provided to participants for review (no more than a quarter of the length of the full case chapter).

On a second point, Pink notes that it may not be feasible to anonymise video material. It is for this reason that permission was only sought to include anonymised still images in this thesis or any subsequent report. Participants were made aware of the lack of anonymity within the dyad and the responsibility on them for confidentiality that this implies. This would be

normal practice for accredited coaches, but may not have been self-evident to coachees participating in the research.

Finally, Pink points out that if material is created by participants themselves, they may be in a position to claim rights to their use, which would be out of the control of the researcher. Similarly, Heath, Hindmarsh and Luff (2010) note that stakeholders may want access to video materials. Consequently, the need for participants to protect the confidentiality of the other dyad partner was made explicit in the participant information form. The recordings were made by the coach (not the client) so their handling of the video data would be subject to their own ethical and professional standards (which were checked during the recruitment process). The original media are retained by the researcher.

3.8 Validity

The question of validity should be considered critically. Denzin (1997) points out that research in any paradigm makes call to some standard of legitimacy that stands outside the text itself. Validity is a question therefore which is dependent on the same epistemological commitments that determine the research design. Indeed Denzin talks about ‘legitimization’ as the very word ‘validity’ is inherently steeped in a positivist paradigm. Similarly, Johnson, Buehring, Cassell and Symon (2006) talk about a “contingent criteriology” as “confusion can arise when evaluation criteria constituted by particular philosophical conventions are universally applied” (Johnson *et al.* p. 131).

First then, to summarise the theoretical characteristics of the current study: it is ontologically realist and epistemologically pragmatic, with a strong orientation towards interpretivism as the dominant focus of the study; the approach to analysis is a hermeneutic “fusion of horizons”; the complexity of the real-world case is acknowledged.

Johnson *et al's* (2006) promising project is partly helpful. In their taxonomy a subjectivist (as opposed to objectivist) epistemology combined with realist (as opposed to subjectivist) ontology is discussed in relation to a critical theory approach. They outline five key issues from which evaluation should be derived, though since the current study is not oriented towards the emancipatory concern of critical theory, two out of the five concerns are less pertinent. The remaining three are as follows: firstly, that researchers should interrogate reflexively their own political and philosophical stance; secondly, that there is a preference for consensus over correspondence theories of truth through “democratic research designs to generate conditions that approximate Habermas’s ideal speech situation” (p. 142); and thirdly that the positivist notion of ‘generalizability’ is rejected in favour of the research outputs applicability to similar real-life scenarios (‘accommodation’). Similarly, Tsoukas’ (1989) discussion of ideographic research, challenging traditional positivist assumptions but specifically taking a realist perspective, suggests that the value of the case study lies in the engagement with real-life complexity.

Angen (2000) notes that in interpretive research the focus shifts from specific procedures to protect against bias and subjectivity towards broad principles that should be considered in relation to each piece of research. Among a plethora of alternative terms, Angen identifies two main areas of concern: ethical validation and substantive validation. Ethical validation consists of concerns for equity, diversity and utility. It should be productive (generative of new horizons) and catalytic of new practice. Substantive validation consists of doing justice to the material, the use of reflexivity to enhance the research, giving a comprehensive account of interpretive process, and maintaining a commitment to communicate the authentic output of the research effectively to the reader (intelligibility, coherence, trustworthiness).

Table 3.3 indicates how each of the issues raised above are addressed in the current study.

Source / criteria	Aspects of research design
Johnson et al (2006)	
Researchers should interrogate reflexively their own political and philosophical stance.	Analysis includes reflexive account of qualitative choices.
Preference for consensus over correspondence through democratic research design	Participants are invited to share their responses to the researcher's proposed analysis. Comparison across cases.
Applicability of outputs to real-life scenarios	Accommodation enhanced by the natural setting of the research. Comparison across cases.
Tsoukas (1989)	
Engagement with real-life complexity	Investigation of complex situation in its real-life setting. Design of analysis combining data types, viewpoints etc. Multiple interpretations are retained.
Angen (2000)	
Ethical validation: equity; diversity; utility; generative and catalytic of new practice.	The involvement of participants in the interpretive analysis provides a review of and perspective on their own practices. For the coach this has developmental potential. For the client, it may help them synthesise the learning process presented in the coaching relationship.
Substantive validation: doing justice to the material; reflexivity to enhance the research; comprehensive account of the interpretive process; commitment to communicate the authentic output of the research effectively.	Reflexive account of analytic choices. Involvement of participants in interpretive analysis. Design of analysis combining data types, viewpoints etc.

Table 3.3 Design strategies to maintain and enhance research legitimacy

3.9 The position of the interpreter

Angen's (2000) criteria identify reflexivity as a strategy for ensuring the quality of interpretive research's knowledge claims. Yanow and Schwartz-Shea (2012) describe reflexivity as "an interpretive counterpoint to positivist objectivity" and, in more detail, "the researcher's active consideration of and engagement with the ways in which his own sense-making [...] relate to the knowledge claims he ultimately advances in written form" (Yanow and

Schwartz-Shea, 2012, p. 100). An attempt to counter or set aside the researcher's engagement would be misplaced in a study committed to an interpretive approach. Nonetheless, it is useful to make some attempt to bring to awareness something of the position from which I approach the data, analysis and interpretation. This serves both as a touchpoint for thinking about perspectives through the process of research itself, and as a point of reference for the reader. The "fusion of horizons" I have referred to is inextricably linked to a point of view.

Some aspects of reflexive *process* have been indicated in the previous section, in particular some level of reflexive observation of analytical choices. Yanow and Schwartz-Shea also recommend some other strategies which are built into the research process described here including forms of member checking (coach follow up interview, providing participants with a summary of the analysis of their case) and engagement with different voices (inclusion of participant reflections). These are reviewed briefly in the write-up of each respective case and will be returned to in the Conclusions (Chapter 8). A balance is struck with these accounts between a transparency that is constructive and overlong confessional. Paradoxically, that is also a subjective judgment which cannot be entirely accounted for.

In addition to these processes, an outline of my own perspective as researcher is warranted. Again, I aim to be as economical here as possible, while giving some sense of my own perspectives and commitments which is intended to both qualify and to some extent justify the readings I make of the material in the cases. I have outlined a methodological case in this chapter that already indicates various aspects of my approach to the topic. I will therefore limit the description here to professional values and beliefs.

I have been a practising coach for over 12 years, following a career in information systems and human resources. This has been combined, since completing the Oxford Brookes MA programme, with part-time engagement as an academic at the university. I previously studied organisational behaviour at Birkbeck College and my first degree was in modern

languages. From all of these experiences I have drawn a set of viewpoints that emerge in the current research as a complex systems perspective. I have witnessed well-engineered IT systems suffering surprising unpopularity (because they altered employees' expectations of working patterns and relationships) and 'logical' change programmes resisted because planners were unaware of sub-cultures at different levels of the organisation. I am suspicious of 'golden bullets' and of simplistic formulas. I see this tension in models of coaching, in models of individual change, and in methodology. I am particularly interested in how dominant discourses determine people's freedom of choice. Some of this position is reflected in the arguments against the competency culture in professional bodies presented recently by my colleagues (Bachkirova and Lawton Smith, 2015).

As a coach – and perhaps reflecting the above - my interest is in the emergent qualities of the client's meaning-making, of the possibilities of deeper change, and of the interrelationship of different elements of the system, especially 'hidden' elements such as unconscious needs and unexamined expectations. Within a structure that recognises standard elements such as contracting, rapport, motivation, goal-setting, evaluation, I move also towards development through self-awareness and structural shifts, calling on intuition, imagination, and feelings. This is where the body has fitted in my own practice: particularly an interest in felt experience and an interest in the liberating possibilities of environment ('walk and talk' and 'feed the pigs' referred to in Chapter 1). Part of the motivation for starting doctoral studies was in part therefore to understand aspects of my own practice.

Finally, as an observer of practice, I call on the experience of supporting (and assessing) hundreds of students through the early stages of their professional coaching experience over the last 12 years, in addition (more recently) to around 200 hours of supervising groups and individuals, and (in 2014) leading the practice assessment of 80 coaches tendering for UK Civil Service coaching contracts. Through these experiences I am aware that I find relational-style practices with a strong emphasis on the facilitative

effect of presence and intersubjectivity more interesting than I do more behavioural or mechanistic approaches. At the same time I note that I have observed many practice sessions where significant progress was achieved for clients using styles very different to my own, and making different decisions to those that I thought, as an observer, that I would have made.

It is inevitable that research findings are affected by the analytical choices, selections and pattern forming that are to some degree idiosyncratic to the researcher. As Yanow and Schwartz-Shea (2012) point out, recalling Nagel's (1989) term, interpretive research is never a "view from nowhere". This section is intended to give some indication of where the view is from in the current research.

3.10 Conclusion: an ongoing methodological exploration

In this chapter I have taken an approach of reappraising the elements of methodology needed to satisfactorily address the research question that has been posed. My reading of much methodological literature suggests a consensus that there are 'standard' approaches. Despite the potential parallel of the current study domain – the coaching session – with similar scenarios in disciplines such as psychotherapy, management and human resource management, there seemed to be little guidance on how to investigate the research questions floating in the methodological space between the monotheoretical mountains. The design of the study therefore works from principles that appear to be relevant when the research problem is deconstructed into its constituent features. As the methodological proposal is itself exploratory, there is space devoted in each subsequent case report to further explore how this approach worked in research practice. Methods are revisited and reflected on in each of the next three chapters. Finally, the question of finding an appropriate methodology for complex practice situations is returned to in the Conclusions chapter (Chapter 8).

Chapter 4 - Case 1 Paul and Barry

This case is the first of a series of three case studies looking at the different ways practitioners use physicality in their practice. It is entered into with a broad, exploratory intention at the same time using the themes emerging from the literature to focus attention on possible embodied practices. In keeping with this exploratory intent, the case material must be seen as idiographic. The data analysis raises a number of questions, which will be explored in more depth later on. However, in the first instance, the extent to which these questions can be answered must be limited in scope to this case in particular. As discussed in the previous chapter, any generalisation can only be in terms of ‘naturalistic generalization’ (Stake, 1995), or ‘middle axioms’ (Thomas, 2011, after Francis Bacon).

The case contributes to the ongoing development of theoretical insight through theoretic contributions that include both thematic structures, as well as more specific formulations proposing ways in which certain ‘sub-systems’ or dynamics may work. After reviewing the data as a whole, three areas in particular in relation to dynamics are discussed: conditions affecting the degree of animation in dialogue; a view of differences in the functions of physicality in ‘dominant’ and ‘subordinate’ modes in dialogue respectively; and the use of space to facilitate thinking. In keeping with the general view described in the Methodology chapter, these propositions describe the general features of systems or sub-systems rather than variables and probability. They are then taken forward as part of the analytical lens into subsequent cases for comparison.

The design of this stage of the research has been characterised by an attempt to develop a methodology by first principles as it arises from an epistemological and conceptual stance (as opposed to a ready-made ‘menu’ methodology). To some degree this is inherently speculative, so the first case is something of a ‘pilot’. The effectiveness of the design and implementation of the methodology is reviewed in order to inform subsequent cases.

4.1 Overview of the case

This section includes a description of the context of the coaching relationship and an overview of the structure of the chapter.

4.1.1 Introduction to the case analysis

This case analysis looks at the work carried out by a coaching dyad over three sessions. The coach and coachee are known to each other and have already contracted and started work at the start of the first session under analysis. The sessions take place on 12th June 2012 (Sessions 1 and 2 of the analysis) and 4th July 2012 (Session 3). The relationship appears at first sight to be focused on transactional problem-solving and in the early stages of analysis this appeared to incline the practitioner away from consciously physical practices. Nonetheless, significant echoes of the ‘developmental themes’ identified in the literature emerge from the data, as well as indications of how physicality may play a part in the ongoing communicative tasks inherent in the coaching relationship. Taking the developmental and communicative functions simultaneously as analytical perspectives produced wider propositions about the complex system at work.

‘Paul’ and ‘Barry’ are pseudonyms. Other parties to whom they refer in the course of their discussions are referred to by initials, changed to preserve anonymity.

4.1.2 The context of the case

Barry (the coaching client) has been contracted into a medium-sized technology services organisation during a period of significant change. In keeping with the nature of the business, comments during the coaching conversations indicate high values placed on customer service, responsiveness, teamwork and communication. The leadership of the organisation are looking to develop and assess a cohort of middle managers over a number of months in readiness for the establishment of a new management structure. The managers are supported through a programme of management development modules and through coaching. Barry has

significant operational experience and knowledge of the company and its business. He has been brought into the company on an interim basis to act as operational lead to this group of managers and also to act as their coach in the lead up to the announcement of the new structure. He is also likely to be consulted regarding eventual appointments. The discussions suggest that his knowledge and experience of coaching have arisen from his management experience and do not extend to formal qualification or extensive training. Barry's natural style tends towards the concrete and practical: taking stuff on and getting it done. He can become frustrated by over-elaboration and lack of progress. Barry is in his mid- to late 40s.

Paul is an experienced coach and consultant who has worked with Barry before. He also knows the key players in the organisation and is involved to some degree in the specification of the management development programme (at points he gives Barry more detailed information about it). There is no reporting line from Barry to Paul; indeed Paul reflects in a video diary that he thinks of the relationship as a meeting of equals, though at times Barry demonstrates a degree of deference for Paul's knowledge in the field of management and leadership. Paul's role is to support Barry's programme of coaching to the managers. Paul is in his early 50s.

The sessions recorded for analysis deal primarily with the managers' progress and development. The first session lasts approximately 40 minutes and is ended abruptly as Barry is interrupted to attend another meeting. The second session is just over 50 minutes and takes place later the same day.

The first two meetings take place in an enclosed meeting room. Paul and Barry sit either side of a corner of a 'board room' style set up of tables in the room. Both cameras are set up so that both participants are in view, though each camera gives a more direct angle on one or other of the participants. Paul uses an A4 notebook in which he periodically makes notes and to which he refers from time to time. Barry sits with nothing in front of him on the table.

The third session (three weeks later) takes place in a glass-walled office. Paul sits on a swivel chair, side-on to a corner desk unit. The desk has two computer screens on it (switched off / dormant). Paul again uses the A4 notebook for which there is little room on the desk. Barry sits facing him side-on to the edge of the desk. He also has a pad on the desk on this occasion, but he doesn't use it. There is a half-full cafetière and two cups on the desk. There are points in the session where both participants pick up their respective cups. On this occasion, one of the cameras shows both participants equally, while the other shows mostly Barry with only the edge of Paul's body visible most of the time (unless he leans forward). The everyday work of the organisation can be seen carrying on in the background, outside the glass walls. People can be seen working at desks, occasionally moving to and from desks and at one point there is an impromptu conversation going on in the background involving up to four people. The participants are not noticeably distracted by activities outside the room.

Paul expected a further session to be arranged after the summer, but this did not take place. An outline analysis and interpretation was reviewed with Paul in July 2013.

4.1.3 Outline of the chapter

This chapter is structured as follows. Additional detail as to how the intended methodology was carried out in this particular case is outlined in Section 4.2. There is some variation in data collection arising from the peculiarities of the case. Moreover, the process of analysis itself developed as it was put into practice. Some initial methods proved less fruitful than expected and different analytical strategies were adopted. In the following sections, the analysis emerging from these methods is set out. This starts with a description of the activity within the coaching session (Section 4.3). Three analytical perspectives are then adopted: the narratives embedded in the conversations (4.4); the extent to which documented practices are recalled or are identifiable in the sessions (4.5); and the emergent dynamics of communication (4.6). Section 4.7 – *Looking through multiple lenses* –

looks at some of the underlying dynamics that might be described in these sessions. These will be carried forward into the analysis of subsequent cases. In the final sections, issues relating to methodology and interpretation are considered and design changes they imply for Case 2 are outlined, followed by a brief summary.

4.2 Notes on methodology

In order best to benefit from the learning of this case as a pilot, it is important to provide explicit details of the methodological decision-making involved during the unfolding analysis. The main steps in the analytical process were described in the general methodology chapter. In this section additional detail is provided of how this was carried out in practice through the course of this specific case. Some insight into strategies that were attempted and which proved less useful is given, as these also inform further methodological decision-making moving forward into later cases. Information about the software features used is included. These details are juxtaposed with the outline of the steps from the methodology chapter. The numbered headings in bold type refer to the steps from the methodology chapter. In practice, the steps were not sequential and isolated from each other, but iterative and interactive.

1. Immersion and identification of reference to/expression of physicality.

The initial stage of data ordering was intended to develop an overall sense of the data as well as to produce data orderings and classifications that could then be used to gain insights into the dynamics of the coaching system. These activities presented a number of practical difficulties. At the end of this chapter, some issues of interpretation and my own process of discovery in my role as interpretive researcher are highlighted. These issues are carried forward to a deeper reflection of the issues raised across the whole study in the Conclusions chapter (Chapter 8). In the present section the discussion is limited to practical issues.

At the outset of the analysis, it was important to shift between wider perspectives and fine grain detail in order to fully engage with the whole system. This proved challenging in practice. Attempting to manage this shifting of focus resulted in what felt like a cycle of working first at too detailed a level and then at too general a level. For example, in an early approach to the data, transcriptions were attempted which described all aspects of the physicality occurring in the session: gesture, gaze, posture, movement. Not only did this turn out to be an overwhelming task, but in the absence of other aspects of the interaction, it was not very meaningful. Reflecting on the first hand experience, it was clear that this accurately reflects a paradox of studying the complexity that characterises the situation insofar as the analytical process attempts to both reduce and retain detail.

In a second strategy a detailed ‘Jeffersonian’ transcript of the talk was carried out (using a simplified version of Jeffersonian notation as provided in the Transana help files – see Appendix 4). The focus on this data drew the analysis towards linguistics and the concerns of conversation analysis (the discipline for which the notation was originally developed). This in turn had the effect of putting physicality into the background. As a former student of languages, I find this analysis intrinsically interesting. But talk is only one side of the story, and the objective of the current study is to enrich the existing understanding of what is felt and done in coaching sessions in relation to what is said. Nevertheless, language does provide the conceptual frame in which experience is understood and communicated. The experience of carrying out analysis in this way reinforced the view that any understanding of the role of physicality needed to be situated in a conceptual narrative negotiated by the participants in talk.

Consequently, a much broader approach to transcription was adopted. Both the strategies described above created too close a focus on detail, and both illustrated that their focus was insufficient on its own to understand the role of physicality in meaning-construction. An approach was required that could stay closer to the broad view of the relationship and one that more

easily enabled the intertwining of perspectives. For this reason, it was decided to treat the video data itself as the data base, without transformation into text, using written transcript as a method of indexing that data.

Using this approach, the transcripts became a mixture of snippets of verbatim dialogue, paraphrase and brief analytical memoing (see sample below). More interpretive analysis is carried by coding (identifying where themes emerge), collections (to pull together key points in the progress of a narrative), and 'transcript notes' (analytical memoing). Consequently, the transcript comes to serve as an interface between the data (the video recording) and this more interpretive analysis, rather than as a complete representation in itself.

(0:59:02.3)
P asks "how does that make you feel"
+++ speculating here that P is accessing his own 'stuckness' +++

(0:59:06.1)
B circles around the question - repeats it - includes a caveat about the direct relationship with M - repeats it again - "there is an element of frustration"

(0:59:34.1)
(B) but less than with E. "Nice guy, I really want to help him"

(0:59:44.4)
(B) whereas S "because of that barrier that's there" should he be expending the energy on other people.
+++ note the level of animation / energy +++

(0:59:56.8)
(B) within myself there's an element of negativity with S now anyway

Fig. 4.1 Sample of transcript with timestamps

The episodes were watched repeatedly. At times the focus was on elements of the kinds of practice described in the literature (referred to in the analysis stage as 'developmental functions' of physicality), at other times analysis consisted in looking for what was marked in terms of physicality. During further viewings I set aside all the existing and developing thematic schemas and took notes on paper of what struck me as a viewer (a sort of 'open listening'). These viewings produced the following: a populated schema of 'developmental functions'; a thematic framework of 'communicative functions', that is, physicality that was embedded in the ongoing communication between the participants; analytical memos on paper and in

Transana. Each of these elements was returned to repeatedly as sessions were reviewed.

2. Tracking the client's meaning making by identifying key narrative elements.

In the methodology chapter it was argued that the unit of analysis was the client's dynamic construction of meaning. The significance of physicality is therefore its role in, or interaction with, this meaning making. These narratives were arrived at in two stages. First, the two processes of 'open listening' to identify main agendas, and a more focused review of the video to identify how the detail refined, added to, or suggested different ways of formulating these agendas were undertaken. I alternated between these two views, both within and across recordings. The initial selection of agendas and their subsequent development (into narratives) were therefore necessarily tentative rather than definitive. In a second stage each agenda was tracked and points where the participants were engaged with it were identified and organised into 'collections'. This was achieved by collating relevant extracts of video, using the 'quick clips' functionality in Transana. 'Quick clips' are produced simply by highlighting key text in a timestamped transcript and dragging it to the 'Collections' icon in the Transana 'Data' window (see Figure 4.2 which illustrates the layout of the Transana desktop). Some adjustment of timestamps was done on the fly to make sure the most relevant segments of video were included in the clip. Each clip was given the title of a key phrase reflecting its content.

3. Including further incidents identified as significant in the participants' reflective diaries.

Participants were asked to reflect on a number of questions relating to the use of physicality in the session. They were given the choice of a number of media. Paul chose to record his thoughts directly to the video camera used in the session. Barry chose a private blog which was set up for him to access (see Appendix 2). They were encouraged to record their thoughts as soon after the session as possible.

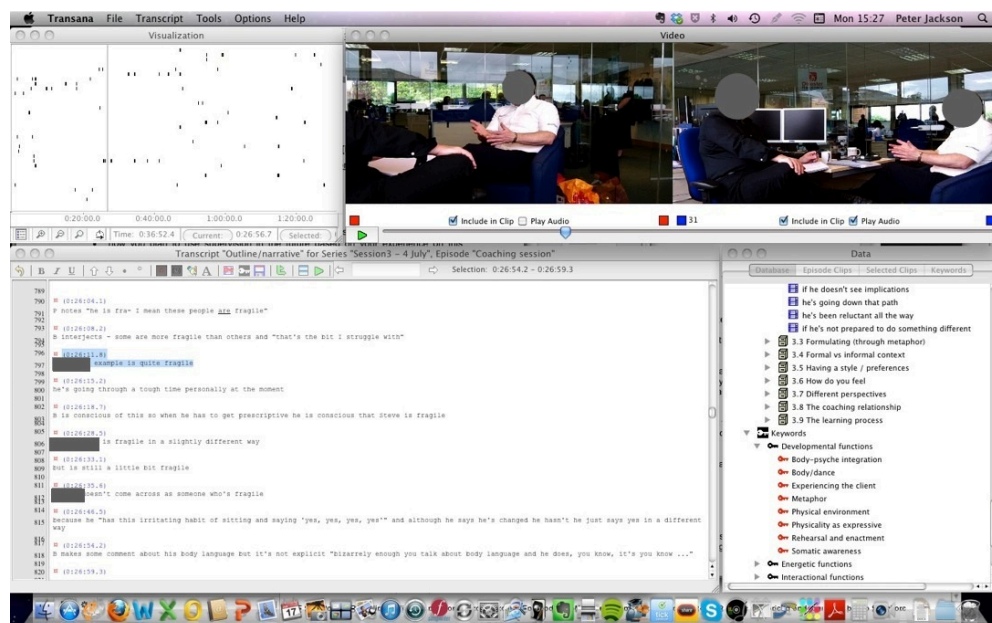


Fig. 4.2 Transana desktop screenshot showing (clockwise from top left) coding map, video windows, data control window (indexing episodes, clips, collections, keywords etc), transcript (timestamps are indicated by small red icons in column 1).

This part of the data collection was not completely successful. Barry did not access the blog at all. Paul recorded two video diaries, in which he reflected on the effectiveness of each session as a whole, the direction and business context and his own formulation of some of the issues at hand. Paul's reflections were useful background, but he did not explicitly address the prompts that were given (see Appendix 1). The participants' reflections did not, therefore, help identify key turning points in the narratives, though Paul's focus on the business and psychological aspects of his interaction with Barry (and not the physical aspects) did serve to suggest that his use of physicality was less conscious and less intentional. The method of eliciting the participant perspective and how it was redesigned to be more effective in subsequent cases is discussed in a later section.

4. An extract of the interpretive analysis of the 'case' is presented to participants to generate further interpretations.

In July 2013 Paul reviewed the analysis of the case (Barry was not available), looking at 26 video clips lasting from 10 to 98 seconds (the majority were between 20 and 30 seconds). These clips illustrated the most dominant themes, or those most relevant to practice, as far as I could judge

in my reading of the data. The intention of this review, as described in the methodology chapter was to ask, “does this tell the story?” and “how else might it be explained?” Before replaying the clips, Paul responded to some general questions to surface his own experience and possibly ‘theories-in-use’ regarding physicality in the relationship. The clips were then viewed, with Paul prompted simply for “his reactions”. The discussion lasted approximately 90 minutes and was recorded using video. Written notes were made based on reviewing this video twice through, identifying where Paul seemed to agree with the analysis, disagree, or raise further interpretations. The protocol used for the discussion is in Appendix 5. The responses are included in the general analysis presented in this chapter.

In the next sections, three aspects of the case are reviewed: the narratives that can be considered to lie behind the discussions in the coaching sessions; the extent to which the ‘developmental’ practices identified in the literature are evident; and the emergence of a further area of physical function in the relationship relating to communication between the participants.

These accounts are necessarily ‘interpreted’ accounts. There is no hard and fast boundary between description, analysis and interpretation. It has not seemed helpful in this analysis to draw artificial distinctions between these activities as might be more plausible in a more positivist approach. This reflects the tension between reduction and complexity which is discussed in the section on data ordering, above. In order to place the observations in the context from which they have arisen, an outline description of the content of each session is given first.

4.3 Overview of discussions in the coaching sessions

In these descriptions, attention is given to the points where the discussions turn from one topic to another. There is relatively less detail of what Barry says about his work and, though there are already references to physicality even in this broad outline, conceptual analysis is avoided here. At this stage, the objective is to give as strong a sense as possible of how the

relationship is played out. As noted above, this account is necessarily informed by how I myself experience the sessions.

4.3.1 Session 1

Paul sets up the cameras. He starts the session by asking Barry what he wants to focus on. Barry wants to talk about how he can help the managers at the same time as managing his own frustrations. In some situations he finds it difficult not to undermine the manager(s) by taking over too much. There is a specific example (Manager E) where Barry feels the need to tell him how to manage a conflict situation, and another where Barry feels the manager's interpersonal and communications skills are poor. The descriptions and instances become quite involved and at about 10 minutes Paul draws Barry's attention back to the task of setting an agenda for the meeting. Barry says that the managers seem to make greater and greater calls on his time. He recounts an example. Paul adds that issue to the agenda and then suggests returning to the initial topic (Manager E's people management).

Paul recaps what he has heard about E, adding that 'in a nutshell', E 'lacks bite'. He formulates the issue for Barry as being the conflict between wearing the coach hat, and deciding when to intervene as a manager. Indeed, Barry reports he is under some pressure to achieve more short-term goals which might mean he risks undermining E. He then illustrates the issue with an example of a performance review process in which E allows his subordinate to come unprepared.

Paul asks how open and honest Barry has been with E (not very much) and suggests that perhaps E does not accept or understand he has a shortcoming. Although Barry says E does understand, he then recounts an issue with setting priorities and completing tasks. E is 'like a rabbit in the headlights' and Barry wonders whether he has reached a level that is beyond his capabilities. Paul says he cannot 'not intervene' and allow E simply to fail, but that it is possible to provide strong support in some areas while E is allowed to develop his own skills in some others. But, in Paul's view,

Barry's natural sense of urgency, arising from his 'high-dominance', may be creating a dynamic where E gives superficial compliance. The discussion takes a slight detour onto the greater call being made on Barry's time by the managers, before Paul brings it back to E. Barry reprises the arguments and concludes that he does not know what to do.

Paul asks what the consequences of not intervening would be and whether any goals have been set. He suggests that Barry may need to manage his own impatience to progress and take it in 'bitesize chunks'. He formulates that feeling out of his depth, E might be 'pushing you into parent' (in Transactional Analysis terms); this may be the barrier to his properly acknowledging a developmental challenge.

The session is interrupted and the video recorders are switched off.

4.3.2 Session 2

As the recordings start Barry is describing a communication issue between two departments where he has intervened assertively. After about three minutes, Paul interrupts - "Right. OK" – and Barry asks readily, "Where are we?" Paul suggests the discussion about E had not really concluded. Paul says that there isn't always a perfect solution, and that maybe Barry needs to intervene where necessary and tackle other issues 'in private' where possible. Barry agrees. Paul says that Barry has a strong urge to 'dive in' and that this is amplified by the short-term business pressure, but that E needs to make mistakes in order to learn. It is like delegation, and Barry may find that 'draining'. At this point, Paul has dominated the dialogue for about 8 minutes. Barry tells a story from his youth about not being accommodating. He returns to E, suggesting that he is satisfied with the discussion, but Paul returns to the question of Barry's style having an impact on his coaching.

Now Barry describes the different ways he is approaching his work with different managers. While "they're all different", Barry is allowing them to set the tone and pace, and is occasionally "throwing something in". He says

that he generally picks up the thread of their previous conversation as a starting point. Briefly, Barry reviews the key issues with each manager. Although they agree that the managers are all in different places, it is broadly the case that their focus is highly operational, with leadership and people-management relatively neglected. While some managers can be coached “from the sidelines”, according to Paul, others are “used to working down in the weeds on the ground - sleeves rolled up - and therefore their vision is very limited”. The approach with the latter may need to be more “hands-on”. It is this hands-on element, Barry having to “come down amongst the weeds as well”, that is creating both workload and frustration for Barry. Paul also comments that Barry has a propensity to “collect responsibilities” ... “it’s your gravitational pull”.

Paul wants to “pick up a couple of points” and asks what the managers actually do when they come to Barry (some have structured meetings and others are more opportunistic or casual) and what they say (Barry describes different types of approach, with some passing detail of their issues). Paul summarises, saying that they are all at different points and have different strengths. This triggers Barry to describe his frustrations as being related to the feeling that he does not know enough about each manager’s job to add value. Paul formulates that this as an issue related to Barry’s competitive and performance-orientated traits. When Barry gives an example, Paul focuses on how he feels at that moment and they agree that he is “still not comfortable”. In particular Barry is uncomfortable saying to the managers, “I don’t know”. Paul reframes this as an opportunity to say instead, “what do you think?” Barry agrees that his temporary assignment means he can “walk away”, unlike other situations where he has been, or feels, more accountable. A particular example of a non-commercial project is given. Barry has turned it down as, it being in his area of expertise, he would want to exercise too much control.

They discuss the function of questioning. Paul describes how questions can trigger reflection and draw away from thinking bound by the problem at hand. They talk about how this happens with E – a routine of progress

monitoring has developed between Barry and E. Paul describes direct questions (for information) and indirect (for exploration) and in particular metaphor, which he argues takes the direct challenge out of questioning. They talk about what kind of things would work with different managers.

The session drifts into general conversation without a formal wrap-up. Paul turns off the recordings as they continue to talk.

4.3.3 Coach reflections on Sessions 1 and 2

Paul takes the opportunity on the morning before Session 3 to record his thoughts on the first two sessions. He says that their relationship is very much peer-to-peer. Knowing each other well, they can “cut to the chase”. Paul describes some of Barry’s personality and work/family history and the appeal his current situation as an interim has for Barry. Paul’s greater knowledge of management sometimes gets in the way of coaching and he is aware that he often gets into directive mode, though he is constantly searching for the question or metaphor that is going to open up the client’s ideas. He was slightly self-conscious of the cameras – someone else in the room – and of the focus on physicality. At one point he lost the thread of what he was saying as he wondered what the session “looked like”.

The diary lasts just under six minutes. Paul does not appear to have responded to the prompts provided which were intended to focus his attention on physicality in the session.

4.3.4 Session 3

Paul mentions the date (4 July) and they start a conversation about a Bruce Springsteen concert Barry went to 26 years previously. After some chatting, Paul reviews some kind of agreement – to recap, think back to last time and bring him up to date, then ... "over to you really".

Barry describes some of the “positives” and how he is enjoying working with two managers in particular; these two are “getting it”. They talk briefly about one manager in particular, before Paul suggests that they “pick up on

each individual”. Barry enumerates the two who are working well, and a further three “in the middle”. Barry describes how he is interacting with these three. With ‘T’ there is an issue of resource management which T perhaps has not grasped fully, though his task management is effective. Paul draws Barry back to the list of managers and then suggests that they start with the two at the bottom and “work upwards”.

Manager ‘R’ is a professional specialist who seems to struggle with management. Barry reports struggling with R, and maybe “not fulfilling my role”. He describes how they interact. Paul says that they will “go through them” (each manager) and asks how Barry himself is feeling at the moment. Barry says his main problem is “the doing and the coaching”. He has had to get more prescriptive in his approach and is feeling frustrated. One of the managers in particular – manager ‘P’ – seems resistant and also is absenting himself from the internal discussions. They discuss an approach of asking for explanation, then telling the manager what further is required. Barry switches focus onto E. He has been supporting E through a series of performance discussions with a subordinate. Barry feels E has not handled this and other conflict situations decisively or assertively enough.

Paul reiterates the agenda item: the balance between managing and coaching. He draws Barry’s attention to goal-setting. Barry is aware that there is pressure on him to deliver and his frustrations have recently come out in how he has dealt with people. Paul wonders if he has explained that conflict to the managers themselves. Some of the managers are “fragile”. Barry leads a review of each of them and the discussion returns to E.

In a long sequence, they discuss E’s resilience to criticism. He just “bobs back up”. Barry feels almost like shouting at him. What if he did, asks Paul. Paul role-plays a more assertive, but questioning, approach. (The enrolment is loose and informal.) Barry gives an account of some decisions outside of work that suggest E is feeling more secure in his job than is justified. Paul suggests that this might be a case of E avoiding discomfort. Barry returns to E’s inability to get tasks completed. Paul introduces the

idea of using metaphor – here the idea of a football manager’s half-time talk – to reduce the feeling of confrontation when giving quite hard messages. This is role-played (again, loosely) by Paul. Barry jokes about getting the shirt on himself and coming on as substitute.

Paul draws a contrast with the two managers “at the top of the tree” – N and F. Barry picks up and gives descriptions of their interactions and areas where they are still developing. The ‘half-time talk’ may still be of value, even with these two.

In contrast P might not see the point. So, Paul concludes, “how do you deal with him?” and asks, “how does that make *you* feel?” Barry talks about structural issues before saying that “there is an element of frustration” and that “within myself there is an element of negativity with [P]”. It seems P is not bothered. Paul introduces the metaphor of a two-horse race between N and P. Perhaps P thinks he has already won it when in fact there is no question that he is a long way behind. Paul also uses the football metaphor: “it’s like he’s walked off the pitch” and that “playing is beneath him”. Paul finally summarises in terms of the football team metaphor again: “If he’s gone off the pitch you’re not going to spend an inordinate amount of time (on him)”. When it goes before the board in August “we all know where that’s heading”. Barry agrees that he is unlikely to be part of the senior management team.

Paul returns to the ‘half-time talk’ as a way of “increasing candour” and getting to the “adult to adult” level. He comments that the conflict between management and coaching is “just there – it’s not you”. As regards directiveness, he says that “there’s a gravitational pull there for you on task”, and suggests a self-observation exercise to help Barry feel more at ease with the tension. Barry mentions the frustration of not knowing enough technical detail of the managers’ jobs and Paul points out that when he does have the knowledge and when he does not he still feels the same pull to action. Barry tells a story about delegation.

Paul returns to the structure of taking each manager in turn. There are three remaining: R, G and T. Barry reports that R is a good team leader but is not strategic. He discusses detail for about 5 minutes and Paul suggests a strategy to work with him. Paul turns attention to G and quickly gives his opinion that he is “difficult”, “off-putting” and that he “pushes people away”. Barry says that he is not a people person and not a natural leader. Paul says he seems to be “weighed down and carrying a lot of weight on his shoulders”. Barry says he shows little passion for the job, though there are technical issues that excite him. Paul suggests that the half-time talk might work with him. He recounts an opinion from a common acquaintance of theirs that the informal context is more valuable than the formal in both coaching and management – this may be a way of overcoming G’s “impenetrable” exterior. According to Barry, G is also unreliable on sticking to priorities. They share stories about ‘to-do’ lists.

Paul asks, “And T?” Barry starts to talk about T. Paul decides to turn the recordings off “because I think they’re going to run out if they haven’t already”.

4.3.5 Coach reflections on Session 3

Paul feels Barry is showing more motivation and “we started to strip away some of the baggage”. The approach of the decision on management roles may be weighing on Barry. As a person he likes to be busy and his “doing a lot of doing” may be a way of coping, so separating ‘doing’, managing and coaching is critical. Paul was more comfortable and relaxed in the glass walled office. He is surprised as this would seem to afford less privacy than the closed board room of the previous sessions. Self-awareness on camera was still there but less so, and self-consciousness about the video being reviewed subsequently was also reduced. The diary lasts around 2 and a half minutes. Again there is no reflection on physicality.

The overall impression of these sessions is that there is a lot of transactional work and that Paul needs to intervene to both to establish a coherent agenda and to focus Barry on pursuing it. There is not a strong sense of

perspectives changing radically, although the discussions do bring insights for Barry and issues are brought to resolution.

4.4 Narratives

As discussed previously, the term ‘narrative’ is used here to describe the unfolding meaning-making in the conversation. There is, therefore, no concern with concepts like narrative structure or other aspects of how stories are generally constructed. The term is used simply to denote the changing formulation of particular topics.

The narratives in these sessions are not all of the same character. At one end of a continuum we might place explicit agenda items – the agreed purpose of the session. At the other end of the same continuum, we can think of the work the participants carry out on underlying issues – something closer to discourses. All the same, some narratives are more or less explicitly stated in the session and more or less shared between the participants and so on. In broad terms, the more overt narratives are considered first, moving to more implicit narratives.

The identification of narratives is both fluid and an act of interpretation. In the course of the analysis many different ‘schedules’ of narratives were identified. The set of narratives presented here is selected and organised to reflect the questions that are most ‘worked’ by the participants across the three sessions. In this section, then, the following narratives are described: *what is required by the organisation; fulfilling the role of coach and manager; the role of emotions and self; and the impact of place on coaching.*

Timings within the recordings are given where significant in the form *S_n* (session) hh:mm:ss. Hours are only used after the first hour of a recording (does not occur in S1 and S2).

4.4.1 What is required by the organisation

Early in each session there is agreement that they will look at each manager's progress. This is the main structuring agenda of the discussions. From briefings with the coach, I am aware that it sits within a wider organisational agenda. In his Session 1 reflection, Paul refers only to "coaching the coach" and to helping Barry learn "about himself and his coaching style along the way"; in the reflection after Session 3 he talks about "stripping away the baggage" and that Barry has "some difficult decisions to make about some of the managers he is coaching". Although both aspects are present throughout, the emphasis moves from a question of general competency development to one of competition and selection.

In Sessions 1 and 2 Barry and Paul look at the managers' strengths, weaknesses and development, particularly in terms of classic management issues such as communication, leadership and managing people. Barry explicitly raises the organisational needs in Session 1, but at this stage it is in terms of the manager/coach tension (S1-03:46, discussed later in this section). There are a number of similar references to commerciality throughout this session.

In the second session, the idea of time pressure is introduced. Barry comments (S2-6:38) that when

it hasn't happened quick enough [mm] then the- then the impulse is stronger [mm] to- to want to do something about it

This implies that Barry has some kind of organisationally-determined deadline for the managers' development.

The issue becomes more explicit in Session 3 as the leadership team's appointment process becomes more imminent. First Barry comments in passing that "the board have agreed that the process goes on until the end of August and then we report back" (S3-22:55). Later (S3-35:40), Barry says that E is making personal financial decisions like someone "completely and

utterly secure in their current situation” and decisions that he would not be wanting to make in his shoes “given where I was within the business”.

At S3-1:01:23, Paul paints the scenario of P and N “in a two-horse race”. They are not sure why P appears reluctant to compete. Paul suggests that he is probably “resigned to the fact that he needs to go elsewhere if he wants to progress” and shortly after (S3-1:04:38) that, “if he's not prepared to do something different that's going to have to be the outcome”. At S3-1:07:28 Barry explains that the board will be appointing a designated senior management team and that currently P is not part of that. This organisational agenda was presumably well known to both participants all along. The fact that at this point Paul talks about “getting it back onto the adult-adult level [with the managers]” seems to echo or parallel this more direct statement of the situation.

4.4.2 Fulfilling the role of coach and of manager

Exploring the differences between management and coaching is a core concern of the discussions. Barry is acting in both roles (“you’ve got two hats” – S1-02:55), though Paul (as commented in the previous section) sees his role as coaching the coach. At points Barry struggles to maintain clarity in his own mind (S1-03:46):

it's (.) am I here to: (.5) help manage the business
[mm] as I am (.) or am I to: (.5) to (.5) help develop
him [yep] through though these areas that he's (1)
slightly [yeah] weaker at

The agenda of how best to support the managers is constantly shadowed by the issue of managing vs coaching. There is an underlying and persistent confusion that seems to be expressed by the organisation leadership, Barry himself, and the managers he is there to support. Paul generally seeks to help Barry by making this more explicit and to normalise it.

Barry describes management as the more short-term response and is aware that there is pressure from the organisation for him deliver this (S1-13:44). In practical terms for Barry there is a question of how prescriptive he should be with the managers (S1-4:34). He is frustrated by the “amount of spoon-

feeding” (S1-10:40) and that developing the relationship means greater calls on his time (S1-11:15). Paul illustrates the paradox using a metaphor of the coach who provides the ‘helicopter view’, while Barry is simultaneously, as manager, required to be “down in the weeds” (S2-19:54). Paul argues that the tension is there and has to be accepted – as a coach, you can let the manager fail if necessary (S1-26:40), but the management responsibility makes that impossible. This is exacerbated by Barry’s natural style and his sense of frustration emerges from that (S1-29:24):

P: (2.5) your style see s- if you think about your your approach your style (1.5) that high (.) high dominance (.) low everything else there's a lot of speed in there (.) this is where a lot- where the frustration [comes / mmm] from

An area of particular difficulty arises with observation to support coaching. Paul says that “it’s going to be perceived that you’re doing managers stuff even if you’re there to do the coaching” (S2-3:20). A solution, he argues, is just to go ahead and do it, but to minimise intervention in the public arena. This might be difficult because of Barry’s tendency to want to “dive in” and to “take control” (S2-4:30), but it can be conceived as dealing with issues “in a way that's perhaps going to be more helpful [yeah] (.) longer term” (S2-4:51).

Still in Session 3, Barry’s “biggest issue [...] is the doing and the coaching” (S3-13:05). He has “had to get more prescriptive” in the previous two weeks, and “probably more of my ‘D’ is coming out” (‘D’ refers to ‘Dominance’ in the DiSC profiling tool; S3-13:23). It is when working with the managers with greater development needs where this has been most noticeable to Barry (S3-15:55). Paul suggests that it might be useful for Barry to reflect his own urge to be prescriptive back to the managers (S3-24:17). The suggestion is not picked up or explored by Barry.

They discuss E’s optimistic resilience which frustrates Barry because it suggests he is not acknowledging or understanding his developmental needs. Paul argues that coaching can include ‘telling’, in this case, telling the coachee how they are experienced (S3-33:57). In the half-time talk scenario

he recommends asking the coachee what they think their coach would be telling them (S3-41:24) as a preamble to offering a direct opinion. If Barry feels E is not really grasping the issue, he should tell him, “you are his coach” (S3-45:48). When Barry accepts the idea of the scenario, Paul says that it “removes some of that angst from you” (S3-47:02) which I interpret as giving Barry a means of excusing himself from the responsibility to control.

Paul suggests a way of managing the conflict is to make it more explicit through a self-observation exercise (S3-1:09:21); “you do wear both hats [...] and the frustration comes when you’re trying to wear both at the same time” (S3-1:10:47). This allows a more reflective judgement. Barry concludes that it is a question of which approach best serves the business at a particular time (S3-1:13:15).

4.4.3 The role of emotions and the ‘self’

Emotions appear to be de-emphasised in the world in which these sessions take place. Yet it is an area that Paul attempts to work with on a number of occasions. Taken together it seems that there is an implicit model that emotions give an important entry into understanding a system and that a concept of self is an important part of that system.

Barry’s feelings of frustration have already been mentioned, along with Paul’s formulation that they arise from the interaction between the complexity of his task on the one hand and his own personality on the other. This is (or becomes) a shared understanding. Early in the first session (S1-04:00) Barry describes his desire – “given my profile” - to “bang [my] fists on the table” and “take over”. As in an example cited in the previous section, Paul refers at various points to the influence of Barry’s “High-D”; it means he may be more comfortable being direct in communication, directive or even controlling in management, with a concrete and practical problem-solving outlook. Discomfort arises when these needs are not met. It was noticeable while watching the sessions, and probably consistent with Barry’s preference for the concrete, that when asked how he felt, frustration

was the only feeling Barry talked about, and even then it tended to come forward only after he had conceptualised the problem that triggered it.

Paul supports Barry's emotional experience in three ways: by normalising emotional responses; encouraging self-awareness to control their impact on behaviour; and by highlighting emotion as an indicator or an intersubjective process. For example, Paul refers specifically (S2-04:10) to feelings of frustration as a reflection of Barry's desire to control situations – a preference in conflict with his coaching role which requires a more hands off approach. Paul highlights that it is important to control those feelings (S2-05:05). Barry illustrates this same need for control in relation to his previous experience in hotels where he could always stand in for staff and knew their jobs (S2-27:28). There is an overlap here with the manager/coach issue and some relevant data has already been discussed in the previous session. I would like here to give a little more detail on the self in the intersubjective process.

Paul suggests at points not only that Barry might experience feelings related to his style but that it might also be part of an interaction with others. In Session 1 (S1-21:36), talking about Barry's sense of urgency in relation to E, Paul expresses this as a potential conflict of styles:

So: (2.5) I I I I wonder with him because he is a high-
a high I isn't he [mm] whether you get yes (.5) so
you're getting (1) you know when you do (1) pick up
things with him and give him feedback on it where y-
where you- he's giving you a yes (.) but deep down
inside it's not- it's not really impacting because it's
not a real yes!

Paul goes on to suggest that E may be “on the back foot” and, feeling vulnerable. It may therefore be more comfortable for him to place Barry in a more dominant role and Paul expresses this in terms of Bernean ego states: “you're trying to be adult (.5) he he's not letting you stay there he's he's pushing you into parent” (S1-38:57).

In Session 2 (starting at S2-31:46) Paul works through the idea that different managers might trigger different responses in Barry under similar

circumstances. Barry admits, “I don’t like saying I don’t know”, and (S2-33:08) ...

Barry: And actually what’s interesting there is that it depends on the person that I’m dealing with at the time (...) So P there is an element of competitiveness there (...) I know that.

Paul: he's trying to prove a point all the time [yeah yeah yeah] and- and you respond because [(you're like that?) / oh yeah and]

B: you [always / yeah] kind of rise to the challenge don't you (.) definitely [def / yeah] -initely definitely definitely ...

Paul underlines the intersubjective dynamic in these situations (S2-33:30): “you're actually responding but it's him that's the (.5) problem”. Paul describes Barry’s strategy of distancing himself from these feelings as “taking your ego out of it” (S2-34:09) – effectively providing a strategy of recognising and managing that intersubjectivity.

4.4.4 The impact of place on coaching

The nature, location and conditions of the environment in which communication takes place are both subject to discussion and implicitly form part of the experience of both the coaching session and Barry’s world beyond the session. Thinking of it in the former sense - as a narrative agenda in the session - I will discuss in this section the overt reference to place and its effect. The ways in which location is managed within the dynamics of the session itself are included, briefly, in a later section, ‘Physical environment as enabling’, under the general heading of ‘Developmental Themes’, below. In the section, ‘Looking through multiple lenses’, location is considered in a general proposition regarding the coaching dynamic.

Barry is aware that he carries out his work with managers in different environments with different effects on the work. The one-to-one ‘progress’ session with managers is assumed to be the baseline, but Barry also talks about attending team meetings and responding when managers (more or less) casually drop in on him to discuss issues. He is aware that there may

be differences in effect. In Session 3 (S3-07:09) he gives an account of sitting in on T's team meeting. He reports that he got a "totally different feel" for the issue at hand from listening to the discussions within the team than he had from the managers alone, and in relation to the general atmosphere and experience of work, "a completely different vibe from them". He also discusses (in terms of managers' progress) two conversations that took place "at the cricket on Saturday". It is not just coincidental that these conversations take place out of work (S3 - 1:06:25.1):

the best conversations I've had with P were when we
were on the ski-lift (.2) y'know in [xxx] when we went
on the weekend away (.2) becau:se (.) I don't know why
but but he couldn't go anywhere obviously

Later Paul refers back to the ski-lift and comments that "the formal can sometimes get in the way" (S3-1:27:00) and that in informal situations "you can surprise people".

Barry also sees the management of the communicative environment as relevant to the managers themselves. He reports suggesting to one manager, who has a generally downbeat communicative style, that some forms of team communication might be best carried out in more casual surroundings (for example, the golf club – S1-13:19). In another instance he comments on one of the managers having taken his new recruits out for lunch (S3-50:22), where he identifies this as significant in building up rapport as a team.

4.5 Developmental themes

Throughout the analysis, the themes emerging from theory and practice as reviewed in the literature are referred to as 'developmental themes' or 'developmental functions'. ('Themes' generally refers to the *content* of thematic analysis; 'functions' is occasionally used to refer to the *intent* or *impact* of practices.) These themes represent how and why a practitioner might plan to facilitate change or development in their client. There is a sense of strategy (not to say, though, that it is necessarily explicit). More

immediate, in-the-moment, behaviours that are centred around communication between Paul and Barry are discussed in Section 4.6. These are referred to as ‘communicative themes’ and ‘communicative functions’.

In early readings of the data, it was hard to see evidence of developmental functions in Paul’s practice. Indeed, in the participant review interview Paul says that “in terms of the physicality – it didn’t really occur to me” (PR-1:58), and “I didn’t really think very much about the physicality” (PR-2:58). Paul and Barry barely talk about the body and reference to emotion is notable in part for how it stands out against an apparently more ‘transactional’ background. The agenda for coaching is primarily about problem-solving. Physically, Paul and Barry sit more or less squarely in office chairs and even sit in the same position relative to each other in each session. At one point in the analysis, searching for a particular incident, all three sessions were reviewed at high speed in adjacent windows. This showed quite markedly something of the narrow field in which the participants moved. (Figure 4.3 showing snapshots taken from exactly 20 and 40 minutes into each session, illustrates this narrow field of movement.)

Looking at the sessions through the template of the prominent themes of the literature showed that Paul both implements at least some of these strategies, and that some of the theories can be applied to what happens in his sessions. For completeness, each of the themes is reviewed here, whether they are reflected in Paul’s practice or not.

4.5.1 Somatic awareness as part of an integrative model of practice

The first of the themes drawn from the literature concerns the use of somatic awareness to help the client to develop a sense of their own responses. In some other practices this would be an overt strategy. To some extent, this can be seen reflected in Paul’s enquiries about how Barry feels. It is not clear what Paul intends in these questions but in different places the discussion then progresses to feelings arising out of Barry’s natural preferences (and particularly, negative feelings when they are frustrated or



Fig. 4.3 Snapshots from 00:20 and 00:40 in each session showing narrow field of movement.

meet with opposing preferences). By raising the issue, Paul allows Barry to objectify his own responses and therefore exercise more control over his behaviour. In fact, in the participant review (PR-7:00 and PR-15:50) Paul explains that he wanted Barry to understand that the coach does not have the same control as the manager and that therefore frustration can be tolerated rather than act as a spur to greater intervention. Barry does not talk about emotions other than frustration, though Paul sometimes gives alternative labels (for example, “feeling uncomfortable” at S3-22:19). Although Barry is highly task-oriented and concrete in his thinking styles, it is noticeable that in Session 3, he is able to talk a lot about how to *manage* his frustration to the benefit of the task.

4.5.2 Physicality as expressive of emotional and psychological state

This theme concerns the role of physical self-presentation as indicative of psychological states or processes. It is different from the previous theme

insofar as it is more about diagnosis than management and that it follows systematic models (the examples given in the literature review included bioenergetics and the NLP ‘Preferred Representational System’). Although, in an everyday sense, the relationship between internal and external state is evident in a number of forms, Paul does not consciously use any systematic theory of physical presentation in relation to internal states. There was no substantial evidence of Paul making use of this function.

4.5.3 Experiencing the client

This theme refers to the practitioner’s experience of physical symptoms relating to the client’s state. Again, this would not form part of Paul’s overt ‘model’ of coaching practice, but there are incidents in the recorded sessions which could be understood through this lens. For example, when talking about one manager (G), Paul says that he thinks that “he’s a difficult guy” and that “his demeanour is quite off-putting in a way” (S-1:19:50). G is low energy and generally uninspiring. As he talks about this, Paul shakes his head, his body slumps a little and he holds his hand to his forehead. It seems as if G’s inability to inspire has overtaken and is played out through Paul’s bodily response. Some practitioners may identify these feelings in themselves as counter-transference and make use of them in developing the client’s self-awareness. In Paul’s case, he was not using this as a conscious strategy. In the participant review interview he commented that this extract simply showed him “expressing the way I feel” (PR-28:20) and that his hand to forehead gesture reflected his own sense of frustration. When I asked him what the effect would have been of giving the same description of G without the emotional display, he described it as “a kind of storytelling” (PR-28:50). Paul therefore *has* the experience, even if he does not view that as part of his coaching repertoire.

4.5.4 Rehearsal and enactment

Rehearsal and enactment describe the acting out of intentions, learning and habit – in preparation for real world action, or the real world action itself. They sit together as a conceptual unity, though they may be expressed in a variety of ways within the coaching session itself. In this particular case,

there may appear to be an overlap with the previous strategy. This is partly because Paul does not name or describe his internal experience as other practitioners might do, but as in the example given in the previous section, he expresses them in action. However, naming and using the experience does not necessarily have to be achieved by acting it out.

In looking at ways in which this developmental function was reflected in the case, it became evident that on most occasions where either participant acted out scenarios it was in the context of bringing a narrative account to life – what was said in a particular meeting, or how people behaved. It also occurs in imagined scenarios. In an example already cited (S1-04:00) Barry acts out how he feels like “banging my fists on the table”.

This acting out comes closer to rehearsal when Paul acts out a scenario on Barry’s behalf. A brief example occurs in Session 2 (S2-30:07) where Paul voices both parts in a scenario in which a manager asks a question to which Barry has to respond that he does not have an answer. The ‘half-time talk’ metaphor gives a more extended example and occurs in Session 3 (S3-40:44). First Paul seems to invite Barry to rehearse:

it’s half time (.2) we’re in the dressing room (1) what
would you be saying (.) you’re the coach what would you
be saying

But very quickly Paul moves into explanation of the suggested technique and Barry does not need to enter into the ‘act’; finally Barry simply offers that “I quite like that half-time thing” (S3-41:18). Paul picks up, playing Barry’s part for him:

one of the things you could say is (.) so it’s coming
up to half time (.5) you know it’s now half-time (.5)
you’re going back into the dressing room (.5) what do
you think the coach would be saying about you in the
dressing room (.5) so you ask him first.

However, rehearsal as an opportunity to practice or assess the potential for a real-life scenario does not occur as part of Paul’s intervention here. Although he paints scenarios and to some extent plays them out, he does not fully enrol Barry in the imaginative act.

4.5.5 Body-psyche integration

Body-psyche integration as described in the literature review is an overt approach with philosophical commitments. As such, it is only present in this case insofar as is implicit in the activities described under the previous sections.

4.5.6 Physical environment as enabling

The current section concerns Paul's handling of the environment in which the coaching sessions take place. The way this space is managed points to two further implicit features of the coaching set up: that the coaching sessions have special priorities and that they are private.

A number of activities create the coaching session as a separate space. For example, at the start of Session 1, Paul gives a commentary that he is turning his phone off and on two other occasions through the course of the sessions, mobile phones are intentionally and explicitly not answered. At the end of Session 1, Barry apologises that he needs to attend another meeting and that this interrupts their work. As the cameras start in Session 2, he is talking about a communications issue, but at S2-2:40 Paul prompts an interruption – “P: Right (.) OK” – at which Barry explicitly picks up the agenda – “B: Where were we.” So although there may be temporary interruptions, the business of the coaching session does not get left behind.

Privacy, while not unique to coaching, is a physical aspect of this set of special priorities. It is necessarily implied in the closed environment, but is reinforced when the meeting is inadvertently interrupted by a colleague coming through the door (S1-34:50). The conversation stops, the colleague apologises (as a matter of course) and Barry points out that the room is booked. This is also evident from Paul's reflection after Session 3. He reflects that he would expect that the privacy of the boardroom (Sessions 1 and 2) would be “more appropriate, more comforting, more supportive” although he found the ‘glass box’ of Session 3 “more comfortable” and “more relaxed”. At the same time he is conscious of the camera and the fact

that the session will be viewed by someone else (though less so in Session 3), thereby indicating that being observed is unusual.

In summary, although Paul does not make noticeable interventions in relation to the locale of the coaching sessions, it is delineated psychologically as a special space by physical enclosure, the resistance to outside communications and to extraneous topics, not relevant to the focus of the coaching.

4.6 Communicative themes (functions)

This section explores aspects of physicality that emerged in the observed sessions outside and beyond the ‘developmental’ themes described in the previous section. These are considered to be different from the developmental themes for two reasons. Firstly, because they did not appear as intentional physically-oriented *intervention practices* such as those explored in the literature review. Secondly, because they reflect the emergence of a distinct core concept of communication.

In early viewings of the data, it was surprising to observe the ‘lack’, not only of very obvious physically oriented strategies, but of any physicality at all in the interaction. Time spent preparing transcripts in the style of conversation analysis was helpful here, as it helped highlight the amount of communicative ‘work’ carried out by both participants, and drew me into observing more closely their unconscious communicative strategies. Presented here is a description of themes emerging from that observation. As with all other elements of interpretation, it is inevitably informed by my own interests and biases. The intention is to generate and share insight rather than to produce a definitive scheme. Through the process of data ordering, themes have grown, sub-divided, broken into pieces and coagulated together in many different ways. The schema below is therefore something of a snapshot. As each theme refers to a practical function of interaction, they are referred to as ‘functions’ from this point on.

In this case, then, the communicative functions are described under five broad groupings which are further elaborated into subsidiary functions. Each is described in the sub-sections which follow, with selected examples. It would be possible with this sort of analysis to refine categories and sub-themes to an elaborate extent. The risk of doing so is that the most helpful or important aspects become lost in a comprehensive mass of detail. Consequently, the aspects that seem most relevant to me for practice and theory are reported in greater detail. Other possible subsidiary functions are also mentioned as it was unknown at the time of the initial analysis of Case 1 whether they would eventually emerge as more significant in subsequent cases. The main functions are as follows:

- *Paralinguistic functions*: expressing language elements and concepts through physicality (sub-divided as literal, positioning and moderating functions)
- *Interactional functions*: managing the relational mechanics of conversation (holding/ceding the stage; giving permission; giving attention)
- *Energetic functions*: expressing emotional charge
- *Relational functions*: managing the relationship between self and other (creating social exchange; expressing power relationships; managing the sense of self)
- *Narrative role functions*: expressing the key elements of persona in a narrative

4.6.1 Paralinguistic functions

Paralinguistics is variously defined as the study of the expression of semantic content over and above the words used in an utterance. Some definitions focus attention on non-lexical vocalisation (for example, intonation, volume, stress) while others include gesture. In keeping with the focus of the study, it is the paralinguistic function of *physicality* rather than vocalisation that is explored here (though they can overlap, *viz.*, the example of laughter discussed in this section).

This group sub-divided into three areas which are labelled as follows: *literal* expression, where the physicality reflects the meaning of spoken language directly; *positioning* expression where things or ideas are shown in opposition to one another, in sequence, or located in relation to each other; and *moderating* expression where the physicality enhances, changes or undermines the spoken language. Each of these has further sub-divisions of function.

Literal expression occurs where the physicality illustrates or adds to the spoken language. This may be strictly isomorphic (counting, illustrating size), illustrative (what something is like), or the expression of a dialogic function (nodding or shaking the head to signify agreement or disagreement). These functions are recognisable in everyday language and are correspondingly frequent in the case. Consequently, specific illustration from the case study data is not given.

Positioning expressions are also common. An example, is “on the one hand; on the other hand”. This metaphoric verbal expression may be illustrated or even replaced by gesture. Similarly, metaphoric gesture may be used to locate different parts of a narrative, either in terms of topography, where the speaker illustrates a physical relationship described in the account, or in terms of temporality, where the speaker illustrates time relations between elements of an account. These common gestures generally consist of either one-handed or two-handed ‘holding’ and ‘weighing’ gestures. For example, discussing the process of facilitating change, Barry refers to something Paul had told him some time ago (S3-1:00:39):

(B) as you said even before we started this bit (.)
right the way back last year

In this clip, Barry ‘holds’ an imaginary object with both hands in front of his body (“this bit”) and then heaves it over towards his right shoulder (“right the way back”). The vocal emphasis and heaving motion emphasise the impression of something very much in the past.

Moderating expression can also be sub-divided into emphasis and qualification/negation. For example, Barry is giving an account of a discussion with one of the managers and as background mentions that “he’s not a sporty person at all” (S3-03:03). He emphasises this with a gesture in which he raises both hands from his lap, palms facing outwards towards Paul and pulls them apart sharply. The gesture is easily understood as underlining the “not”.

An example where Barry qualifies what he is saying occurs when he describes what he would *like* to say to one of the managers (S1-04:04):

```
and I have to say actually personally from a from a for  
given my(h) pro(h)file actually (.) I'd quite like to  
sit there and (.5) bang my f(h)ists (h)on the t(h)able  
((both laugh)) (1) (h)and s(h)ay (.) listen (.) you're  
really not very g(h)ood (h)at th(h)is (laughs)
```

In this sample the laughter appears to be somewhere *between* language and physicality – it is after all quite a visceral action – but it is also accompanied by a routine of gesture and expression. Where the laughter starts in the sample above, Barry’s facial expression changes from serious to slightly mocking; he raises his eyebrows and his forehead wrinkles. He smiles and shakes his head slightly as he recounts what *would* be said to the manager in his scenario. When it is complete, he leans back in his chair, looking at Paul, and gently slaps his palms on the table. There is a sense that he is inviting Paul to join with him and that he is not seriously suggesting that he is actually going to follow the course of action he describes. This qualification – nearing negation in fact – is barely expressed in the actual words he uses; “I’d quite like to ...” could equally express a definite intention or plan of action. Within two seconds, Barry has returned to his previous posture and neutral expression, leaning forwards at the table – the fantasy is finished and ‘real’ talk has resumed.

4.6.2 Interactional functions

The group of interactional functions describes ways in which the participants use physicality to negotiate how they deal with the discussion itself. The concept of turn-taking in speech, for example, is well

documented in the linguistic analysis of conversation (Sacks, Schegloff and Jefferson, 1974; Schegloff, 2000). This is echoed in the coaching sessions in the way participants use their bodies to manage their interaction. The main focus of this section is the way this is achieved physically. This is most evident in the ways in which participants dominate the space between them through their posture and positioning. This seems largely unconscious but has tangible effects. This is described as *holding/ceding the stage*. There is also a subsidiary gestural function of *asking/giving permission* which serves a similar purpose, but is enacted in a more explicit, literal way that may be more conscious. Another subsidiary action can be seen in the way that one participant is *giving attention* to the other. As well as being a part of the ongoing exchange, these functions are often most noticeable when one or other of the participants wants to change the topic or direction of conversation.

As a matter of course, gesture tends to accompany speech. Consequently it is unsurprising that most of the time, only one participant is actively gesturing. When observing these gestures, however, two aspects became clear: that gesture was not only used alongside speech, but also when speech was suspended – when one participant was not being allowed the speech turn – and that both gesture and posture was used to occupy the key space between participants.

Figure 4.4 shows a sequence of stills extracted from the video of Session 3 illustrating how gesture, and specifically gesture in the space between participants, is used to *hold the stage*. The stills are each about 2-3 seconds apart (starting at S3-1:18:38). At the start of this sequence Paul and Barry have just finished discussing how Barry might handle a particular manager.

The manager is not doing well and Paul now wants to make clear that the manager's situation is not Barry's responsibility. The first image shows the conclusion of the previous segment. Barry has agreed that the proposed strategy is a suitable one.



1. S3-1:18:38
B: "I quite like that, yeah"



2. S3-1:18:41
P: "Because he is peripheral at the moment"



3. S3-1:18:43
B: "As I said earlier ..."



4. S3-1:18:47
P: "So clearly not of your making"



5. S3-1:18:49
P: "It's partly him"

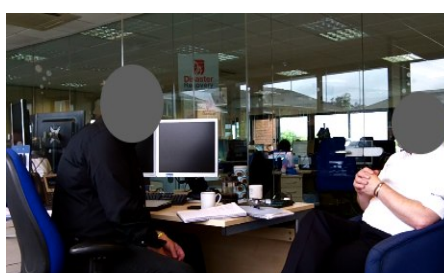
1. B: OK I quite like that (.) yeah
2. P: Because he is o- he is peripheral at the moment
3. B: Yeah no [(indistinct)]
4. P: [and I and I] think that is (1)
5. B: As [I said earlier (.) I- I think-]
6. P: (.)[a situation that is so]
7. P: clearly not of [your making (1)
8. B: [no (shakes head)
9. P: it's partly him ...

Fig. 4.4 Paul holds the stage using gesture.

After Paul's initial assertion, Barry agrees without an attempt to interrupt (line 3 / image 2). Paul pauses (end of line 4) with his hands now clasped together (image 3) and Barry attempts to come in, this time accompanied by hand movements (line 5). Paul talks over him and when he unclasps his hands in the gesture shown in image 4 ("so / clearly", line 6/7), Barry gives way and simply agrees (line 8). So in this sequence, Paul holds the stage with help from gesture while Barry attempts – unsuccessfully – to take a turn.



1. S3-48:12



2. S3-48:24



3. S3-48:51

Fig. 4.5 Paul withdraws from the interactional space to allow Barry to reflect

Figure 4.5 illustrates the way in which Paul occupies the conversational space with his body. In image 1 he is explaining an idea to Barry (S3-48:12). Image 2 is taken from the video a few seconds later (48:24), just after Barry has successfully interrupted. Paul remains forward in the shared space, but in a passive mode, that is to say, he does not gesture or use his hands. A short while later (S3-48:51) as Barry struggles to explain his thinking, Paul moves his body away from the shared space and allows Barry to continue, now with full access to the space between them. Barry's pace and confidence increases. The impression is that Paul has found himself

accidentally dominating the space in a part of the conversation where he wants to give the stage to Barry. This is rectified and Barry continues with greater confidence.

The subsidiary functions of giving attention and asking/giving permission require considerably less illustration as they are more recognisable from everyday interaction. Giving attention is expressed by eye contact, writing notes, remaining in a passive attitude, nodding and smiling. The most obvious examples of asking/giving permission occur when one participant asks the other to comment. This is characteristically accompanied by an open single-handed gesture (offering) or a similar gesture with both hands, angled more to the vertical (requesting). Using both hands tilted diagonally (somewhere between the previous two gestures) is also used often when looking for confirmation (“that’s true, isn’t it”; “we know that, don’t we” – see Figure 4.6).

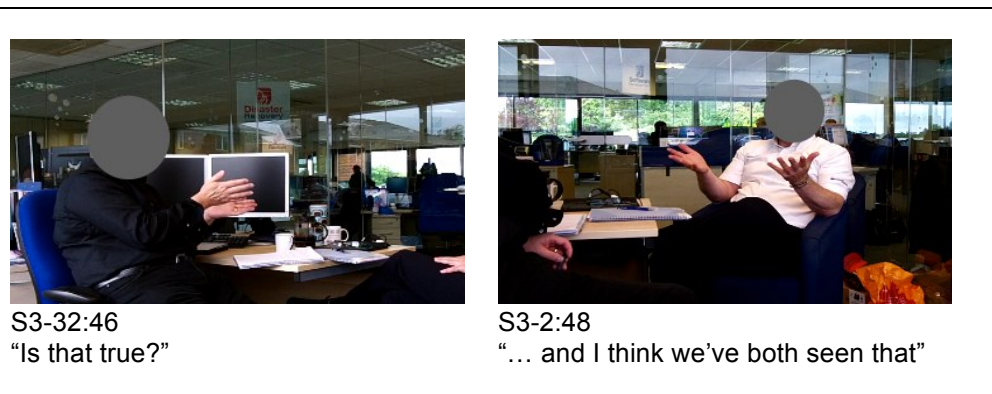


Fig. 4.6 Inviting confirmation or agreement

Together these functions intertwine to negotiate who should be speaking. Often physical expression works alongside characteristics of spoken language such as interruptions, questions, grunts, volume, to manage turn taking and dominance in the dialogue. Yet the use of physicality discussed here is not just an adjunct to speech; sometimes physicality is used in the absence of vocalisations. In one instance, Barry initiates a rotating gesture with his hand as he attempts to interrupt (verbally) and although the interruption is rebuffed by Paul, Barry maintains the movement for several seconds in silence until he is allowed to take a turn. The movement itself

does not prove to be relevant to what Barry actually says next, that is, it has no inherent literal or figurative meaning. Rather, it was maintained purely to continue Barry's occupation of the interactional space. In contrast to the functions described in the previous section, these interactional functions may operate independently of the lexical content of the spoken interaction.

4.6.3 Energetic functions

Many practising coaches will report a sense of the levels of energy their client may be communicating about a topic or a course of action. They may sit up, their eyes seem brighter and they are generally more alert and energetic. In the current case three additional aspects of this energy come to light: that the emotional tone does not only relate to excitement / motivation; that the emotional tone may parallel a situation outside of the coaching conversation; and that the participants' emotional tone can be influenced by each other.

Noticeably, the participants in the current case tend to express feelings of frustration most tangibly over and above other emotions. When they talk about frustration, or about being blocked, the talk is often accompanied by physical movements that appear stifled – almost forcefully restrained – as if they are pushing against something. This focus on frustration over other emotions may simply be due to the nature of the task under discussion. However it may also be an effect of context – the relatively formalised work environment where the expression of emotion may be difficult or devalued, or a function of the individuals involved, who may be less emotionally expressive than other individuals.

The second notable phenomenon occurs when the participants' physicality reflects the emotional tone of a situation they are *describing*. For example, Barry gives a report of one manager's progress, but all he has to report are routine behaviours, 'going through the motions', without any great insight or development as a professional. As he recounts this, his body is inanimate, he is slightly slumped in his seat, and he uses no gestures. This observation opens the possibility that through this embodied process of

storytelling, the participants may be communicating aspects of the felt sense of the characters of their stories.

Finally, there is also a function of one participant moderating the energetic tone of the other by countering it. In one section, Barry becomes quite animated describing his frustrations with a particular manager who has missed an opportunity for an important conversation with a subordinate. Paul recaps “yes (.2) because it becomes lost in lots of other stuff that’s happened since a:nd (.2) you know you can’t have a particularly incisive conversation about it (.2) if it’s in the distant pa:st”. Paul rubs his eye and looks weary; he is generally still and uses no gestures. When Barry picks up the conversation again he is much more deliberate.

These examples illustrate the following: participants’ own emotions expressed physically; some reflection of the emotions present in a recounted scenario; and some management of each others’ emotions. In contrast to the paralinguistic functions (adding to spoken language), and interactional functions (maintaining the framework within which spoken dialogue takes place), this illustrates how in dialogue we may be actively expressing and working with implicit states of mind through physical interaction. In this respect it echoes the developmental theme of *Physicality as expressive of emotional and psychological state*, though at a more immediate or transient level, rather than necessarily denoting personality or habitual positions.

4.6.4 Relational functions

This group of functions primarily concerns the way that the participants maintain aspects of the relationship between them. The quality of the relationship is a pivotal concern for coaches and many strategies are implicit in coaching skills and techniques, for example, rapport, listening skills, challenge, support. Some of the physical aspects of these skills and techniques have already been mentioned in other sections (for example, paying attention). However, it is not only the coach who works at the relationship. In the current case there are a number of examples that illustrate Barry’s strategies to maintain the relationship (albeit

unconsciously so). In this section three areas of such activities are highlighted: the ways in which Barry seeks to create a *social exchange* with Paul (primarily through his self-presentation in narratives and in shared understandings, particularly humour); the ways in which Barry positions himself in a *power relationship* with Paul (primarily subordinate); and the ways in which he seeks to *protect his sense of self* (primarily through avoidance and displacement).

Early in Session 1 Barry is describing a conversation with F about team communications. F is wary of regular team meeting “for the sake of it” when he has no new information for the team, but Barry has pointed out to him that it is also about the team communicating with F. F had not seen it that way. Paul’s first line in the following sequence is referring to their agenda of working through each manager in turn (S1-06:37):

P: So that was [F]
 B: Yep (2)

P: It's interesting (1) [that-] this- there's a lot in that-
 B: [mmm]

B: absolutely and that [one [yeah [about him
 P: [It says a lot ab[out about [him

B: boy does[that say a [lot about him yeah yeah
 P: [yeah [yeah

Throughout this exchange Barry is nodding and smiling. He makes a sweeping gesture on the table top with his hand. The still below (Figure 4.7) is captured when Paul and then slightly after, Barry, say “about him”. Barry has lifted his hand and pushes it towards Paul in what looks like a concessionary gesture, at the same time as underlining Paul’s words. This seems a powerful signal of alignment. It seems that Barry is establishing himself and Paul as an in-group with F outside.

Barry also uses humour to connect to Paul. It is noticeable on occasions that he will start to tell an anecdote and look at Paul for signs that he is alongside. Often he uses a chuckle as he speaks which he then escalates into laughter once Paul has reciprocated. In his video diary Paul says that their relationship is “more like peer-to-peer” (S3 Coach Reflection-00:45), but

this strategy of Barry's created the impression that he felt in some ways in Paul's shadow.



Fig. 4.7 Barry connects

Barry also occasionally makes gestures of concession to Paul. The example in Figure 4.8 shows Barry making one such gesture. Paul has described how he sees a dynamic between Barry and the managers as a dynamic in which Barry's own preferences and needs play a part. Barry picks this up and tells an anecdote to illustrate the point. After some shared laughter, Barry signals the end of the anecdote by confirming "but you're absolutely right (1) you of course are absolutely right" (S3-1:14:46 / Figure 4.8 – his left hand is on his head as a remnant of a previous gesture).



Fig. 4.8 Barry concedes a point

The idea of protecting the sense of self is included in this grouping because it seems to be an aspect of handling anxiety induced by the relationship or the dialogue. I had noticed Barry take a series of actions across the sessions which seemed at first to have no obvious alignment with the overt (verbal)

content of the discussion. My attention was drawn in particular when Barry took a drink from the mug on the table just over an hour into Session 3. This would be a very cold cup of coffee! Subsequently Paul also handles his coffee mug from time to time, though he does not drink from it. (The mugs and a caffetiere can be seen on the desk in any of the images of Session 3 above.) Barry also has a characteristic movement where he grasps the arms of his chair and shifts rapidly in it, returning quickly to the original position (indicating that it is not about physical comfort). Closer analysis of the relationship between these actions and the ongoing dialogue suggests that they may be attempts to contain anxiety. The following examples are drawn primarily from Session 3 where the coffee is present (it is not in Sessions 1 and 2).

The first example mentioned above occurs during a conversation about P's prospects as a manager (S3-1:02:59). The analogy of the two-horse race has already been referred to, as well as the fact that Paul did not agree with Barry's evaluation of P (insofar as Paul does not agree that P should be considered in the middle group of managers). Barry finally concedes, indeed amplifies Paul's viewpoint: "... as you say if it was a two-horse race (.) boy he's not even in the bloody frame". Paul reconfirms the view: "he thinks he's already won the race and somebody's not giving him the cup", to which Barry replies "well OK (.) could be", nods his head and raises his brow. It is at this point that he reaches for the coffee cup. The conversation continues, now with Barry physically impassive and responding in flat tones.

The change of energy in this sequence implies a turning point – Barry has given up on his previous evaluation. While this change of view is evident from the dialogue, the change itself is not acknowledged. Barry is not defending his previous position but he has in some sense backed down. The displacement of the coffee cup seems to be part of this ending.

The second example occurs in another discussion about manager P. In Barry's view, manager P is avoiding issues in the organisation by spending

time with suppliers of outsourced services. He summarises, “from that perspective he’s got a built-in excuse”. Barry shifts back in his chair, raises his brow and tilts his head towards one shoulder as he reaches for his coffee cup. As he lifts the cup he says, “and who am I to question it” (S3-15:12). Having drunk from the cup, Barry shifts his seat back slightly and reclines.

Again there is a shift in the discussion here. Barry has moved away from the dialogue and after this point does not bring any new information on P. He quickly returns the discussion to the point from which it departed some time earlier: how prescriptive he should be. The impression is that he has said his piece, but that his thinly-veiled criticism of P may be making him uncomfortable here. The conflict between his supportive coaching role and his evaluative change management role seems to come to the fore. I wonder if he feels he has overstepped the mark.

In a final example, the participants are discussing Manager E. Feedback, according to Barry, seems like water off a duck’s back with E and Barry is becoming frustrated. He feels he is running out of options and is likely to resort to shouting at E. He acts this out mildly, banging the desk and chuckling – of course he is not actually going to shout at a manager. Paul asks, “what would he do if you did?” (S3-31:59). Barry explains that it probably would not achieve anything from what he has seen from other interactions, that D would “sit there and take it”. Paul jokes, “he’d bob back to the surface”. They both laugh. Barry, laughing, sits back in his chair, puts his hand to his head, then reaches for the coffee. The laughter continues with quips for about 7 seconds. Paul continues sharing his thoughts about D and Barry returns to an attentive position in his chair. Paul continues for around a minute. Barry attends seriously and agrees with Paul’s points.

In summary, each of these examples demonstrates a build up to a critical moment. Barry’s reaching for his coffee cup punctuates the interchange – or is part of its punctuation – and comes at a point where the tone changes. There is some kind of cathartic shift. My impression is that he often wants

to end the topic or move away from something that has been said by one or other of them: an avoidance of some form of conflict, either with Paul, with aspects of Barry's role, or vicariously with people not present. Similar observations can be made when Barry uses jokes, laughter and shifts position temporarily in his chair. Sometimes these actions are taken together.

4.6.5 Narrative role functions

The final group of functions represents the ways in which physicality is used to express role within narrative. These consist of *acting out*, where one participant takes on a persona in a reported or imagined drama – either their own part, or that of someone else - and role play, where both participants are enrolled in an imagined drama. The narrative role functions are therefore forms of enactment.

Acting out can appear quite fleetingly. In the following example Barry moves from addressing himself to Paul as a narrator to addressing himself imaginatively to E (S1-4:10):

given my(h) pro(h)file actually (.) I'd quite like to sit
there and (.5) bang my f(h)ists (h)on the t(h)able (1) (h)and
s(h)ay (.) listen (.) you're really not very g(h)ood (h)at
th(h)is

The transition is underlined as Barry moves his gaze away from Paul to another part of the room at the word “listen”. E has an implied physical presence somewhere *other than where Paul is*. Barry is using this to signal that he is now talking *as if* to E. Of course at a literal level, there is only Paul in the room who Barry can talk to.

Paul acts out frequently, suggesting ways of holding conversations with particular managers. In this particular relationship some of these acts are quite long. Paul introduced the ‘half-time talk’ relatively briefly. When Barry shows interest he elaborates, switching from description to explanation to acting out. The following illustrates this very rapid switching (S3-40:38)

it's probably a good ti:me to do like a (.5) it's half time
(1) we're in the dressing room (1) what would you be saying-
you're the coach (.) what would you be saying (.5) ummm (.)

the di- with a slight difference which is what are the- what are they- what is he thinking (.2) where does he think he is (.5) so it's a sort of a combination of review (.5) where actually are we (.) how far have we come because there are positives (.5) umm (.5) let's do the reality of where we are now ...

4.7 Looking through multiple lenses

The previous sections have dealt with what the case 'looked like' through three analytical lenses. In this section propositions are developed about the dynamics of the relationship system, as expressed through physicality, which emerge from considering the data through more than one lens simultaneously.

The original intention was that the process of the coaching client's meaning making (narrative) would be affected by physicality, more or less intentionally by the coach (the developmental themes). What has emerged is that this relationship between physicality and transitions in meaning-making is not clear or direct in this particular coaching dyad. However, these two analytical lenses, taken together with that of the emergent communicative functions, provide a way of looking at the dynamics, which surfaces interpretations that would not be evident from single perspectives alone. Each perspective suggests an interpretation of the others. As a method, working from different perspectives simultaneously can be challenging. As attention shifts from one 'lens' to another, one must also maintain a reflexive 'oversight' as a researcher to ensure that the broad scope of possible interpretations are held open. This first hand experience of the process is described in more detail in Section 4.8 'Reflections on methodology', below. The current section describes three outcomes of that analytical process: that the use of physicality reflects the speaker's need for self-expression; that physicality has different dialogic functions depending on whether the participant is in the active/dominant role in the dialogue; and that space is used actively by the coach to facilitate thinking.

4.7.1 *The use of physicality reflects the speaker's need for self-expression*

The first proposition on dynamics of the dialogue concerns the conditions which influence the intensity of physicality. It is evident that in various

ways, dialogue becomes more visceral at certain points, that the intensity builds and subsides, that the use of space becomes more marked or dramatic, and then less so again. It is suggested here that these shifts result from three influences: the relative cognitive complexity of the material (is it hard to access or to express); the emotional charge (does the speaker have an emotional investment in the material); and the political charge (does the speaker have an investment in persuading the other).

Before drawing an example from the coaching sessions, the logic of this proposition is explained. The influence of cognitive complexity is most evident in two situations; firstly, where the speaker finds it difficult to find the right words to say what they want to say - when they are ‘lost for words’ there tends to be more expression in their posture and gesture; secondly, where they feel the listener has not yet understood their point – so it becomes important for the speaker that they have a real sense of *having been heard*. This need to feel heard is all the more important where there is a strong emotional attachment to the topic or the point being made. Under these circumstances, the speaker will embody that emotion. In extreme cases we can imagine the ‘impassioned’ speeches of orators (whether that passion is authentic or simulated), but even at an everyday level we have a sense that someone is ‘animated’. The last dimension – the political charge – could be seen to overlap with emotional charge. However, the purposeful expression of urgency towards a goal can also be seen as something different from the expression of simple emotion.

The following example illustrates how these influences come together. In Session 1 Barry has just explained how he finds some managers’ need for “spoonfeeding” frustrating. He is frustrated by managers’ dependency on him while at the same time acknowledging that it may be part of his coaching role. In the following short sequence there is a constant accompaniment of gesture of many of the different types described previously. In Figure 4.9 stills from the video are juxtaposed with the transcript (the moment of the snapshot is in bold in the transcript), a broader description of the movement that takes place, and a brief interpretation.

This complete sequence covers only 30 seconds of Barry's talk; it is also accompanied by body movements backwards and forwards and facial expressions (which cannot be drawn from the video effectively in an anonymised form).

1. 	2. 
and I have to say at the weekend I did think <i>Barry is relatively still</i>	ahh Monday morning (.5) what am I going to go in to: (.) <i>Barry's head sinks slightly. He smiles ("Monday morning"). Here Paul's gaze moves from his notebook onto Barry. Barry nods gently as he speaks.</i>
	He seems to be acting out the emotional content of his story, then, once he has Paul's full attention, inviting Paul to connect to that story.

3. 	4. 
because what happens is as you build this relationship <i>He moves back in his chair. His hands move in and out. His gaze moves to the space between his hands.</i>	they almost want more and more of↑ you↑ [P: yup] <i>Barry pushes his hands down towards the table and looks up at Paul's face. He is nodding faintly but rapidly.</i>
Barry is metaphorically illustrating the 'building' process.	The hand gestures suggest resignation. Barry's gaze requests an acknowledgement, which Paul gives.

6. 	7. 
they kind of want- you know- so they almost expect (.)	they almost kind of (.hh) uh F for example
<i>Similar hand gestures continue. On "they almost" Barry lifts his eyebrows and his forehead furrows. On "expect", Barry pushes his body and head forward. His eyebrows knit, losing the furrows.</i>	<i>Eyebrows are lifted again and Barry starts to nod.</i>
Barry seems to be acting out the demand made by the managers. There is a clear sense that the expectation is unreasonable.	This hand gesture is very similar to the one used by Barry when he is conceding a point. Here, combined with nodding and lifted eyebrows, it looks like a request.

8. 	9. 
will come in literally open the door to the office	and stand there (.5) [and [P:yeah]]
<i>Barry plays out opening a door with his right hand. His gaze moves to the action.</i>	<i>Barry's gaze returns to Paul. He hits the table and nods emphatically.</i>
Barry gives a literal illustration in miniature of opening of a door.	

10. 	11. 
he almost expects (.5) right I want ten minutes	of your time fifteen you know now [yeah] uu:m eerm
<i>At "expects" Barry chops the table with his left hand. In the pause he looks away. On "ten" he lifts his shoulders, pushes his body forwards, and returns his gaze towards Paul.</i>	<i>Barry continues the movements, smiling. At "now" he pulls his hands together and drops his gaze. His smile becomes more obvious as he pauses.</i>
Barry plays out F's interaction with him, switching rapidly from third to first person.	Barry has finished the act and requires Paul's approval. This achieved he thinks about what he wants to say.

13. 	14. 
I'm having having to (.5)	I'm having to review really my role here as well I think because that that has become (2)
<i>Barry 'sculpts' with his hands. His face is passive and he looks away at the table.</i>	<i>Barry's hands come to rest together. He knits his brow and looks distantly to Paul's right.</i>
The sculpting is a metaphoric illustration of "review" (next box). The pace and intensity has dropped.	The volume and speed of both movement and speech have dropped. The dialogic and interactional demands on Paul disappear. Barry reaches a reflective conclusion.

Fig. 4.9 30 seconds of talk illustrating amplified physicality..

The example sequence in Figure 4.9 is not a highly dramatic sequence. Nevertheless it illustrates a number of the ways in which the challenges of communication heighten physicality. The sequence appears in the context of Barry's negative feelings about the managers. Although he describes it

only as “frustration”, the managers’ demands on his time also appear to irritate or even anger him. It is difficult, though, for Barry to express these feelings. They are perhaps not legitimised in the corporate environment and his role is one of strategic – perhaps slightly detached – clarity. He is trying to explain this to Paul and to get Paul’s approval while containing what he really thinks. Because of the helping context, the political dimension is less prominent in this relationship. However, there are a number of points where Barry wants Paul to agree with him (that manager F’s requests are unreasonable, for example). From a coaching perspective it is interesting that Paul more or less allows Barry’s animation to play out. At the end of the sequence, Barry’s conclusion is that he himself needs to review his own role. It seems the complexity and emotional tension has somehow been discharged through the catharsis of expression, and that the catharsis is achieved in part physically, given that the *verbal* expression remains somewhat guarded to comply with expectations of Barry’s role.

4.7.2 Physicality has different functions when the participant is dominant as opposed to when the participant is subordinate

The second main proposition concerns the different function of physicality at different phases of the dialogue. The labels ‘dominant’ and ‘subordinate’ are used to indicate who is dominating the *talk* at a particular moment or period. Dominance in this sense can be seen to switch from one participant to the other in a smooth negotiation, though it is sometimes disputed. Switches might be rapid, and at times it may be briefly uncertain who is in the dominant role. However, in general it seems that gesture serves different communicative functions according to this dialogic role.

In Table 4.1 the communicative functions as they have emerged from the analysis of the videos are mapped in relation to the dominant and subordinate roles. In the present case it seems that gesture generally serves to maintain or support speech when dominant, while it is used to introduce or request a speech turn, to maintain the relationship, or to protect the sense of self when subordinate.

	Dominant role	Subordinate role
Paralinguistic functions	Expressive	
Interactional	Holding the stage	Competing for the stage Asking permission Giving attention
Energetic	Expressive (of own feelings) Descriptive (recounting others' experience)	
Relational	Questioning	Listening Avoidance Displacement
	Social exchange is negotiated across the dialogue	
Narrative role	Role play Acting out	

Table 4.1 Communicative functions in relation to dialogic role in Case 1

This division appears quite natural when laid out and seems to follow our normal expectation of the patterns of speech. However, the functions in the subordinate role in particular are noticeable in that they do not necessarily accompany speech, nor is there necessarily a speech act serving the same function. I referred earlier to an incident when Barry maintained a hand-rotation gesture after his first attempt to take a turn was rebuffed, until he was allowed in. In fact, the hand-rotation seemed to have no semantic connection to the *content* of Barry's interruption, rather it was simply a mechanism for maintaining his request.

4.7.3 The use of space to facilitate thinking

Place and position emerge from all three of the analytical lenses. In Section 4.4 it was reported that the topic of where and when coaching takes place is discussed overtly by Paul and Barry: Barry might sit alongside a manager; managers "drop in"; he observes the manager operating in a team meeting; communications take place outside of work; managers are "caught by surprise" on a ski-lift. Management of the physical environment is also implicit, reflecting the theme of 'Physical environment as enabling': Paul and Barry work together in a room, largely closed off – and private – from interruptions from the world they discuss. The use of space also emerged as

a communicative function in the way the participants occupied the conversational space between them to hold or interrupt the dialogue. Taking these phenomena together, two overlapping propositions are suggested. One concerning topography (or relative position) and the other concerning place (or location).

The first proposition is that *giving the client control of the interactional space is facilitative*. This idea is connected to – in some sense a development of – the previous proposition in this section (that physical activity is associated with the meeting of the speaker's needs). When one speaker dominates the space, the other is more concerned with maintenance activities. Similarly when a speaker withdraws from the space, the other is invited to move into it, and in effect, to address their own concerns. These are different for coach and client.

When Paul withdraws from the space, it is noticeable that Barry becomes more expressive. When Barry withdraws (or stays out), it tends to invite Paul to explain or expand. For the coaching client, holding the space is demanding on their own thinking. Hence, the coach withdrawing from the space is the physical corollary of the use of silence. It effectively forces the client to fill the empty space with their own meaning-making (and in allowing the space, this meaning-making is acknowledged by the coach). When the client is not able or not willing to fill this space there may be a counter-transferential drive for the coach to return to the space. Furthermore, when the coach responds to the drive to 'fill' the space, there is a tendency towards focusing on content over process. In fact, in the current case, it is noticeable that Barry is less expressive and expansive than many people. Paul, perhaps as a consequence of this, often seems to 'get stuck' in his occupation of the space, elaborating and expanding on an explanation of a particular strategy or metaphor. It is as if he has to remind himself of the facilitative process and to interrupt his thinking about content. When he withdraws, the focus returns to Barry's experience and meaning-making. Table 4.2 maps the possible interactions.

Coach cedes the space	
<i>Coach focus</i>	<i>Client focus</i>
Experiencing Process	Feeling Self-expression
Coach holds the space	
<i>Coach focus</i>	<i>Client focus</i>
Telling Content	Cognition Self-defence

Table 4.2 Coach's use of dialogic space changes client focus

The second proposition in this area is that *locating the interaction in a wider location facilitates thinking*. Casual or non-work related locations allow people to bring different parts of their experience into dialogue and to use that experience in different ways. This is largely common sense and is already implicit in the earlier discussions of where it has emerged. It is highlighted here because of its relationship to the previous proposition, and also because the case provides some helpful dimensions.

First, let us review the nature of the experience of working in a wider location. On the ski-lift, Barry says the manager “couldn’t go anywhere”; Paul comments that “you can surprise people”. Taking the team out to lunch builds rapport (or personal trust). Barry gets more of a personal insight into one of the managers from a conversation “at the cricket” (S3-2:59). So it seems that in different locations, people talk in different ways about different things: the normal routines are diluted. This draws attention to the role of the enclosed space of the coaching session. In fact, although it is enclosed, part of the function of that enclosure is to exclude the everyday activities of the organisation (interruptions by phone or in person are rebuffed and the conversation is private). That is to say, the impact is to *create space*, rather than to limit it.

Where the interactional space can be used to encourage the client to expand and explore, so the location can remove the expectations of organisational and work routines that may limit cognitive and emotional processing. This is helpful in a coaching context where the coach is working on the assumption that the client’s normal problem-solving repertoire has already been exhausted (that is to say, the client has already acted reasonably and

competently). It is tempting to see that both propositions lead to a similar practice proposal: work in as wide a space as possible. But it is also feasible that these two propositions, whilst related, do not always sit easily together. Working in an open location, certain strategies relating to the interactional space may be less available (for example, moving out of the space to ‘pull’ the client in). So there may be a practice-based choice as to what is most helpful for the client and the situation at hand.

4.8 Reflections on methodology

The description of this case is intentionally detailed as it serves as the launch pad for subsequent cases. The effectiveness of the research methods was very uncertain at the outset, having been argued logically in principle rather than following an established system. For these reasons, specific review is warranted. Here four specific methodological steps are reviewed in particular: how the multi-dimensional interpretations were arrived at; how the shared reflections were used by participants and how they related to the analysis; the problem of identifying what is and what is not a narrative in terms of the analytical method; and the participant review process. The role of the themes from the literature serving as an analytical focus is also reviewed. For each of these steps there is a description of how they are taken forward into the next case study.

4.8.1 The process of arriving at multi-dimensional interpretations

For much of the time spent on analysis, I found myself following procedures which I had decided on, but then seemed slow and unproductive. As analysis progressed it became clearer that it was the interplay of the different analytical lenses that served to bring forth the features of the *complexity* of the system rather than its components. To illustrate how this emerged, I will describe in more detail how two of the propositions described in the previous section emerged. The first example concerns the discovery of aspects of the use of space by the coach.

In the course of analysis of the video material, I found myself switching attention from the coach to the coachee and from communications to

narratives. So I might have spent an afternoon of analytical work - or several minutes of video data - in which I had less focus on one or other perspective. I wondered if I had simply 'switched off' for long periods, or been immersed in one point of view at the expense of others. Naturally, I wanted to account for, or even remove, these variations. I took several passes at the transcript to try to make sure I had given each lens and each participant full attention.

In one of these re-passes, where I was intentionally focusing on the communicative functions, I noticed that I was absorbed by the coachee, but uninterested in the coach. The coachee was searching for ideas, trying to explain important topics while, in some senses the coach was *doing* very little. At this point, I noticed that I did not have an obvious way of *coding* the way the coach was allowing the coachee to explore, that is, the facilitative role of his very inaction. In this sense, the communicative (hyper-)activity of the coachee simultaneously both obscured and pointed to the coach's behaviour. So I asked myself what was the purpose and role of the coach's inactivity.

At this point I was working with a very broad narrative (later resolved into different narratives) about "how to coach" which included role modeling. Barry is essentially learning from Paul how he should best facilitate the development of the managers. The juxtaposition of Paul's inactivity (and therefore lack of coding on communicative functions) and the idea that he might be role modeling the coaching itself gave rise to the idea of ceding the stage *as an intentional facilitative strategy*.

A second example of a proposition emerging from the interplay of analytical lenses relates to the proposition that the level of physical activity is influenced by the relative cognitive, emotional and political loading of the talk.

Again, the interactional function of 'holding the stage' is the starting point. The identification of the function 'holding the stage' comes out of

observation without attending to the narrative agenda, that is to say, it is evident from a 'cold' thematic analysis. It was when I looked at this function in relation to narratives that it became more evident that its *absence* was significant. Firstly, it was noticeably absent (participants did not use physicality to hold the stage) when the content of the dialogue was somehow uncontentious, hence there was not much complexity to be managed. This came to attention because I was *not* adding these clips to any narrative collection. To put it another way, the sections of video where there was little gesture or occupation of the conversational space did not seem to form significant parts of the ongoing development of meaning. This observation is not available looking through only one lens, and only emerges through having both lenses available simultaneously.

Consequently, I looked at some of those moments where there was little physical expression in comparison with other moments where there was more physicality – those parts of the conversation that were rich in communicative codes. Consequently, I was able to identify clips that did not go into analytical themes relating to physicality, or into narratives. Paying attention to these it emerged that in these sequences the talk was routine rather than loaded or charged in any way. It was this that gave rise to the proposition that the level of physical activity is influenced by the relative cognitive, emotional and political loading of the talk.

Thus the interaction of analytical lenses works completely differently from the positivist principle of triangulation. The metaphor of triangulation comes from geography where it is used to establish a fixed point. By analogy triangulation establishes (or at least increases confidence in) a 'fact' of the case. In contrast, in the complex case paradigm, it is the space between perspectives that generates the creation of knowledge, and that knowledge is not in the form of facts, but in the form of enquiries and insights.

4.8.2 Effectiveness of participant reflections

It was noted in the methodology section of this chapter (Section 4.2) that the participants' reflections did not help identify key turning points in the narratives. Paul recorded a video diary, largely giving an account of progress with the coaching assignment, and Barry failed to record his reflections. In order to use this method of data collection more effectively in subsequent cases, it is important to explore why this might be the case.

Looking back at the reflection protocol, it is likely that the number of questions and the degree of abstraction may have caused significant problems. Even during the participant review, Paul was surprised by a lot of the analysis, did not imagine that anything very much physical had been going on at all, and continued to explain the context, objectives and progress of the coaching itself. Paul himself has a post-graduate qualification in coaching and even he seemed to struggle to address the questions put to him for the purposes of reflecting on the coaching sessions. The prompts for reflection ask a lot in terms of recall and the recall is set in unfamiliar terms. The questions also demand that participants work with a conceptualisation of physicality that may be unfamiliar to them. Finally, the whole of this process is delegated to the participants. It is not like an interview situation where questions can be explained or reformulated.

For Case Two therefore, the questions were revised to be more accessible and concrete. Participants were asked to explore in more immediate terms the significant moments in the session, and how that made them feel. The prompts were simpler. Although there is a vast amount of potential data that might come from participant reflections, it is necessary to be pragmatic in ensuring a process that elicits the most useful data. In this respect, looking for a participant-driven analysis was over-ambitious and the identification of critical incidents was considered helpful enough in subsequent cases to be of value in the analytical process.

4.8.3 What constitutes a narrative

One of the analytical ‘dead ends’ I experienced involved the identification of narratives. In the initial analysis of Session 1, I developed a number of descriptions of narratives. I decided to look at the analysis of Session 2 without these narratives in mind and arrived at a completely different set. In comparing the two sets I realised that in Session 1 I had not only tracked the participants’ agendas, but also tended towards societal and professional discourses that I saw played out in their relationship. In fact, in some cases, all three were intertwined. For example, at one point, I tracked a narrative titled, “Multiple meanings of coaching/what coaching should look like”. Some of the same content might appear in the later narrative of “Fulfilling the role of coach and of manager”, but on the first pass I also recorded observations on the ways in which the actions of the participants reflected societal-level questions.

As I reviewed the analysis of the first session, I realised that the narratives did not reflect closely enough the participants’ development of their own agendas. Some of the narratives I had identified to that point took the interpretive role too far, or too early in the process, and missed the stage of immersion in the participants’ life world. It was important to refocus the narratives such that they centred on the meanings that the participants themselves wanted or needed to explore and to develop. This approach is reflected in the narratives that are now described in this chapter. Although all readings of such data are inherently interpretive, and that interpretation is embedded in the selection and definition of narratives, I have attempted to limit myself to the individual and relational levels of interpretation, putting aside societal or professional questions at that stage.

Moving into a second case, a clear discipline was required to track the narratives that were significant to the participants. A prompt on exactly this was therefore added to the participant reflection process.

4.8.4 Limitations of participant review process

The participant review process was intended to ask, “does this tell the story?” and “how else might it be explained?” When I returned to Paul for this step in the interpretation of results, three limitations were encountered.

Firstly, it was quickly evident that the amount of data, analysis and interpretation was far too broad to share with Paul as a one-off interview. In effect, I tended towards sharing what I thought would be most interesting to him as a practitioner, or that might contribute to his own reflections on his practice. In the event, this did include some explanation of the main theoretical propositions (as described above in the section, ‘Looking through multiple lenses’). This was less by design, than by the effect of my own interest in them: as we looked at individual clips, Paul asked questions and made observations which led me to sharing these wider propositions. In fact, he showed great interest in them.

Secondly, the vocabulary and concepts that had become integral in my own work with the data, were not common to Paul’s personal experience. As an intelligent, informed and reflective coach, he adapted quickly to the ideas I was explaining and the way in which I explained them. However, this left relatively little capacity or time to explore alternatives. It was unreasonable to expect Paul to become a co-researcher to this extent.

Thirdly, I was aware that it is an emotionally demanding conversation for the research participant. Paul was, and is, very open and curious, and I put a great deal of effort into establishing that none of my analysis was intended to evaluate his practice. Nevertheless, it is naturally hard for most people to find themselves under such a spotlight. Paul did not show any distress, but occasionally acted on what seemed a strong need to explain his practice method at critical points, regardless of whether there was a connection to the discussion of physicality. That is, it seemed he experienced some sort of need to justify and defend his practice.

The participant review process was still helpful in several ways. Preparing to meet Paul helped develop a focus and synthesis, identifying what was most significant and to link different theoretical propositions coming out of the analysis. Paul made observations on the clips highlighting in places his intentions or reactions to Barry's accounts (from this arose the discussion of Paul's handling of Barry's positioning of different managers in relation to each other). He confirmed certain points of the analysis (for example, that manager vs coach, "was a big issue for Barry", and on another occasion that by taking hold of his coffee cup Paul was giving space to Barry); he made some spontaneous observations which contributed to the development of theory (he remarked at one stage that "it's interesting how I lean in", and at another suggested that his writing notes was a form of deference); and posed further questions of his own ("would it be different if we weren't both men?"). It was helpful also to gauge Paul's level of energy for different ideas as an indicator of their relevance and accessibility.

In summary, the participant review was not unsuccessful, and generated a number of refinements to carry into subsequent cases. Firstly, it needed to be easier for the participant(s) to contribute. I therefore reduced the amount of the analytical process shared with participants, and illustrated more succinctly the general propositions in relation to the sessions. As Paul found it both interesting and useful to review aspects of his practice, this was retained as part of the benefit to participants. The prompt questions to coach and coachee were revised. This focused more closely on outlining their key agendas and critical points of change. Furthermore, it was decided that asking the coachee to engage with the more theoretical exercise of looking at features of the coaching practice itself was unlikely to be productive.

4.8.5 The role of the 'developmental themes' derived from the literature.

The developmental themes emerged from a critical view of the conceptual connections between practices described in the literature. This was intended as an analytical focus rather than as a hypothetical typology: a method of scoping rather than a template. There was therefore a potential to change

and adapt it in response to the data. As a consequence of Paul's foregrounding of *task* over immediate *experience*, the analysis of the current case has not challenged that framework to a great extent, though some erosion of hard and fast differentiations have been noted. In this case analysis, for example, there are overlaps between the physical environment appearing as an aspect of developmental strategies, the coaching agenda, and finally as a meeting point of analytical lenses; I have noted the overlap between the communicative function of participants adopting *narrative role functions* and the developmental strategy of *rehearsal and enactment*. There is inevitably a tension between allowing a framework to dictate the outcomes of analysis, and that same framework's utility in holding a focus on the phenomena of interest. The challenge to the framework becomes more noticeable in subsequent cases.

4.9 Summary

The first impression of this case was that the coach had little overt commitment to an embodied practice. Indeed, Paul operates a goal-oriented, problem-solving approach. While it includes thinking about emotion, personality and the wider 'person' of the client, it does not involve immersion in immediate experience. For all that, it has shown some aspects of those embodied practices outlined in the thematic framework of developmental functions. It has also usefully highlighted the dynamics of the non-verbal communicative work that is carried out in the coaching interaction. In fact, the relative backgrounding of the 'developmental' embodied strategies offered the opportunity for a closer analysis of those communicative activities. The resulting thematic framework of communicative functions arising from this case provides a significantly more explicit lens on communicative bodily action than is otherwise available in either the rather scant treatment in coaching literature or the less specifically applied non-verbal communication literature (discussed in Section 2.7). Two frameworks are therefore carried forward into the second case described in the Chapter 5.

In addition to these frameworks a number of propositions have been developed to describe some of the complex interactional processes between the participants. Three propositions are outlined in Section 4.7, namely: that the use of physicality reflects the speaker's need for self-expression (whether that is driven by cognitive complexity, emotional charge, or commitment to a goal); that physicality has different functions when the participant is dominant in the dialogue as opposed to when the participant is subordinate; and that space can be used facilitatively and that the different use of the dialogic space in particular can be used to change the focus of the participants' communicative efforts. These propositions will be reviewed in subsequent cases to explore their applicability to these other case contexts.

Following the discussion of methodology in Chapter 3, the experience of working on this case also highlighted how the design of the process of data collection and analysis becomes meaningful in relation to actual data. Some strategies did not work as intended and amendments are carried through to Case 2. In summary, the case proved an opportunity to develop both a methodological and an analytical base point for further study and to take changes forward into the other cases.

From the perspective of the overall study, this case represents one end of a continuum of 'embodied engagement'. While Paul's practice is not overtly oriented towards the use of physicality, the embodied nature of communication is evident. Differences in coaching approach and their relationship to levels of embodied engagement emerge more clearly from the following two chapters describing the second and third cases, and are summarised and discussed further in Chapter 7. In contrast to the other coaches participating in the study, Paul's coaching is the most oriented towards cognitive problem-solving and also the least physically expressive and engaged.

Chapter 5 - Case 2 Sue and Tom

This case is the second of three cases. In keeping with the overall intention of the methodology, it is entered into as an exploratory enquiry and is to be considered idiographic. However, analysis was undertaken well after the initial analysis of Case 1 was complete. It therefore carries forward both the focal points emerging from the literature and the theorising emerging from Case 1.

The writing-up of Case 1 also highlighted the dynamic development of an effective analytical process. In one respect, the analysis of Case 2 is simplified as a result. The previous chapter describes a process of exploring methodological strategies, particularly in terms of transforming a large amount of complex data; some of those strategies were unproductive. The current case adopts the principle of data ordering established previously; that is, the video itself is treated as the data with the transcript serving as an index (rather than a transposition into a written form as is common in interview-based research). While the process of data ordering is simplified, the interplay of the findings from Case 1 with the data in Case 2 introduces more complexity in the interpretation. As a result, some of the themes emerging in Case 1 are now interpreted differently, and the content of those themes shifts around.

5.1 Overview of the case

As in the previous chapter, the following introduction describes the context of the coaching relationship and an overview of the structure of the chapter.

5.1.1 Introduction to the case analysis

This case looks at the work of a coach, 'Sue', and her coachee, 'Tom'. Sue and Tom have worked together extensively before and Sue has worked with other senior members of the organisation. The sessions take place on 24th June 2014, 21 July 2014, 20 October 2014 and 16 February 2015. The focus of the analysis is on Sessions 1, 2 and 4 in that sequence. The angles of the

video shots in Session 3 did not show the coach, so Session 3 is only documented insofar as it provides continuity of the coachee's progression from the earlier sessions to the final session in the analysis, Session 4.

'Sue' and 'Tom' are pseudonyms. Other parties to whom they refer in the course of their discussions are referred to by initials which have been changed to preserve anonymity. Dialogue is transcribed using a simplified Jefferson notation (see Appendix 4). Text drawn from the coaching sessions is given in quotations, or when in block form, in courier font. Material drawn from participant reflections (see Appendix 6) or the participant review interview (see Appendix 5) is given in quotations or in italics when in block form.

5.1.2 Context

Tom is a senior manager in a consumer electronics organisation, managing a number of operational departments. In particular, he has recently added warehouse operations to his portfolio. He has long experience of his role and of the organisation. The sector is competitive and the sessions start while the organisation is in the midst of planning for a merger. While Tom considers himself enthusiastic and innovative, his warehouse staff and management teams seem to be typically conservative. Tom is in his fifties, and his experience in the organisation has included significant periods of change.

The pressures created by the current merger dominate Tom's concerns at the outset. In discussions relating to the coaching agenda, no organisational stakeholder is mentioned, though Sue does very occasionally remind Tom of his responsibilities for organisational performance. The coaching relationship appears to be based on supporting Tom's performance in whatever way is appropriate.

Sue is an extremely experienced coach and consultant with previous management experience. She is slightly older than Tom.

The first coaching session explores Tom's feelings during the period of change, how these affect his management of the change process and how he best deals with the interaction between the two. The session takes place in Tom's office where he sits behind his desk with his laptop open. He tends to lounge somewhat in his office chair. Tom has occupied this role, and indeed this office, for many years. Sue sits the other side of the desk on a visitor's chair which is visibly higher. She is somewhat 'perched', with a notebook on the desk in front of her. The session is just over an hour long. Although voices can be heard elsewhere in the building and on occasion the buzz of a mobile phone vibrating, the session is private and not interrupted. It is ended by Sue drawing attention to the time and to the fact that she has another appointment.

The second session takes place in the same location a month later. The participants sit in similar positions, though Sue's seated posture is more relaxed and lower. It appears more equal.

A session three months later was not used for the detailed analysis. Although the participants are in their usual places the positioning of the cameras made it impossible to analyse the interaction between the two participants beyond the verbal interaction.

The final session takes place a further three months later when the detailed planning for organisational changes consequent to the merger are in full swing.

5.1.3 Outline of this chapter

This chapter is organised in the same structure as the previous chapter discussing Case 1. It starts with an overview of the adaptation of data collection and analysis methods moving from Case 1 to Case 2. A descriptive overview of the discussions that took place in the sessions is given in order to establish a sense of the coaching relationship and intervention from which the interpretations are drawn. The three analytical perspectives in turn are presented: the narratives; the developmental

functions; and the communicative functions. The developmental and communicative functions build on those discussed in Case 1, with particular discussion of where they are different or develop the description of those functions. Following these sections there are two further discussions relating to phenomena that emerge from looking through multiple analytic lenses. Finally, there are reflections on methodology emerging from work on this case.

5.2 Notes on methodology

The sessions were captured using two portable video cameras. In each session, one camera is generally placed by the coach to take an overview of the scene from a position to the side of the dyad. In this view Sue can be seen from the side. A second was positioned more directly onto Tom. Tom can only be seen from the waist up in either viewpoint as he is sitting behind his desk. The two video files for each session were synchronised in Transana.

In the light of the learning about the analytical process described in Case 1, analysis in this case followed a slightly revised sequence with less focus on description in the transcript and a simplified organisation of themes. As in the previous chapter, these notes are presented under the headings used in the methodology chapter (Chapter 3). The first two steps described in the methodology chapter in effect represent different perspectives taken during the same analytical process, so they are no longer differentiated here.

Steps 1. Immersion and identification of reference to/expression of physicality, and 2. tracking the client's meaning making by identifying key narrative elements.

The first step was immersive 'open' viewings of the sessions without making any notes. In successive viewings various notes, snippets of verbatim transcript and timestamps were gradually added to the session 'transcript' in order to index particular incidents, behaviours, and analytical observations on them. With this initial sketch providing a framework, a more detailed ordering of the data could take place. This more detailed

stage consisted of isolating relevant video clips at a more granular level, adding more precise transcription of the dialogue where necessary, and the ordering of clips into a hierarchical structure of ‘collections’. (In Transana collections can be nested within higher order collections, very much like ‘nodes’ in NVivo.) In Case 1, collections were used to explore emergent themes, while keywords were used to index clips that had a potential relationship to themes emerging from the literature. This artificial separation provided no analytical advantage and the decision was made to use collections to order clips contributing to all themes. Keywords were not used. This also allowed more constructive revisions and reorganisation to themes and their contents as the analysis and interpretation progressed. As well as video clips, text files can be added to a collection as ‘collection notes’. Collection notes were used for memo-ing, recording theoretical ideas, and capturing connections with other parts of the analysis that could not otherwise be made evident through the structure of collections. Some of the content of collection notes developed ideas initially recorded in the transcript, so these jottings in the transcript tended to get cleaned out as the analysis progressed, leaving both a clearer index to the video in the transcript and more synthesis in the collections. In Case 3 (see Chapter 6), the use of collections helps to highlight and manage the overlaps between communicative and developmental functions as these become more evident.

Following the observations in the previous chapter of the interplay between different analytical lenses, parallel transcripts were used to separate different perspectives in different viewings. This introduced a further procedural challenge in aligning the transcripts consistently with the video playback and with each other. With a single transcript, this is achieved by inserting ‘timestamps’ into the transcript. Timestamps provide a synchronisation point between the transcript and the video files. The first transcript was used to provide a general index with quite close timestamps: a process which Dempster and Woods (2011) describe as “gisting”. Second and third transcripts were created inheriting the timestamps from the gisting transcript, which were then used to observe positional and gestural aspects of the interaction respectively.

After the first development of the structure, the session was reviewed again to look for significant features that were not effectively sorted. Finally, the clips within each collection were reviewed to further refine the themes and the connections between them. This moving in and out from the data resulted in whole categories emerging and then being reabsorbed into other categories. In particular the function in Transana to view all clips in a collection was very helpful in exploring whether the collection represented an analytically useful theme or not.

3. Including further incidents identified as significant in the participants' reflective diaries.

Collecting the reflective notes of the participants was simplified from Case 1. The questions were made more straightforward and a simple Word file was used as a prompt. This resulted in richer data that were more focused on the purpose of the analysis, but it was still difficult to gain data from the coachee for every session.

4. An extract of the interpretive analysis of the 'case' is presented to participants to generate further interpretations.

In September 2015 a 90 minute interview was carried out with the coach, demonstrating some of the findings to solicit her responses to the analysis. The session was video recorded and transcribed for reference. The protocol was similar to that used in the first case (see Appendix 7). Significantly fewer extracts were used (26 in Case 1, but only 8 in Case 2) in order to use more of the time available for Sue's exploration of the issues, in preference to explaining the data analysis to her. Data drawn from this interview is incorporated into the discussion.

In contrast to Case 1, the analysis of this case inherited the themes and insights from a previous case. The movement from one case to the next is intended neither as a simple test to see if the same themes emerged (an essentially deductive process), nor as a completely 'cold' start. Collections (themes) were created in Transana so that they were available in the analysis

process, but three aspects of the analytical process were used to avoid a simplistic confirmatory bias. Firstly, I intentionally focused my attention on what was new or different in this case. Secondly, I allowed new collections to emerge and become populated. Thirdly, the review of all clips in a collection, as described above, allowed me to question whether there was something both coherent and interesting.

The analysis of each successive session tended to highlight different aspects of the interaction and more complex interrelationships between themes. In Transana, the collections are held within case rather than session by session ('episode' in Transana's nomenclature). This enabled collections to be reorganised as the analysis progressed.

5.3 Overview of discussions in the coaching sessions

These overviews are intended to provide a depth of insight into the nature and general progression of the coaching sessions. Whilst acknowledging that any summary is an interpretive act, analysis is avoided at this stage as far as possible. These vignettes provide a background against which later analysis can be viewed. They give a sense of the shape and mood of the sessions.

5.3.1 Session 1 (June 2014)

At the start of the session, Sue asks how things have been going since a previous session ("last week"), and invites Tom to think about what he wants out of the session. Tom says the sessions are about "reaffirming where I am", "my current state", "enforcing my coping strategies", "making sure I'm conscious of them", and that he is able to "stay in good shape". Sue prompts Tom to talk about how things have been.

Tom has had "a mixed few days". He describes difficulties dealing with absence and longer-term disengagement amongst the managers. Tom has tried to develop plans to move two managers in particular as part of a reorganisation. The two managers are extremely resistant and Tom feels they are protecting a comfortable working pattern. They are very

antagonistic towards senior management including Tom. At the same time, Tom feels unsupported by his Human Resources department and that the managers are manipulating the organisational policy and support structures to maintain the status quo. His account moves onto what he sees as the shortcomings of HR. Tom recounts in detail the dealings with the managers concluding that he does not know how to progress and that he does not feel supported. In a number of different ways, Sue suggests taking alternative perspectives, including the motivations of other stakeholders. Tom responds by further exploring the same issues with more examples. He explicitly counters Sue's suggestions. He returns frequently to his feelings of being stuck and of being unsupported.

Tom feels the team do not want change. His strategy to introduce the change that is required for him to meet his cost reduction and process improvement targets, is to bring enthusiasm for innovation into discussions with the team. While some of the staff are engaged with this process, others are not at all. Sue attempts to shift this schema from one of resistance, to one of people dealing with uncertainty and anxiety. She argues that managers feel they need to take action to deal with the anxiety, whereas the most effective strategy could be simply to listen to people's concerns. Tom, though, has a sense of urgency to present to the merger project an area that is already working efficiently (so that people's job roles are protected).

After apparently closing with, "so that's where we are ... " Tom picks up again and describes a dispute about changing the local bonus scheme. For Tom this is another example of the staff's resistance. Sue makes a number of suggestions through the conversation, notably thinking about the staff's challenges in dealing with anxiety and drawing attention to what is not changing. Tom, by his own account, wants to change everything and feels like he is running into a brick wall.

Sue makes reference to HR which triggers another explanation of Tom's complaints about HR. She gives an example of aggressive communication from her own experience. Tom responds with an explanation that his own

anger is triggered by the need to make his point. He also feels he is being over-scrutinised by the managers. Sue stops the session because of the time, acknowledging that Tom is very emotional at that point. Tom says the session has been useful to look again at the situation. The session is closed. As they close, Tom says he was conscious of the camera at first, but then forgot about it.

Throughout the session there is repeated reference to situations being ‘personalised’, that is, taking a situation as a judgement on the individual. It is applied both to Tom and to his staff. Sue describes “going from victim to ‘it’s not about me’”. This appears to have been a theme of their coaching relationship. Tom generally looks tired and resigned, though there is humour in the session and Sue’s intervention usually encourages Tom towards taking a wider perspective.

5.3.2 Session 2 (July 2014)

Sue opens the session by asking Tom how he has been. Tom reports having had a difficult time. He is torn between managing the change process and being affected by it himself. Although his involvement means he can try to get things right, he also says that “I’m giving myself more issues.”

A long-running issue with an individual manager, discussed in the last session, has now been resolved with the manager leaving. While this was previously a concern of Tom’s, it has now generated some dissatisfaction for him, as he does not think the final agreement was appropriate. He compares the public recognition of HR’s role in this issue with the handling of his own performance rating which has gone down despite consistently meeting operational targets.

His feelings are affecting his home life. He gives an account of an evening out with his wife (K) and friends where he was wracked with anxiety. This continues into conflict between Tom and his wife who is concerned for his health. Sue suggests his anxiety arises in part from Tom’s creativity and imagination: in difficult times he imagines the worst and has no “off

switch”. It is when he is walking the dog that Tom is able to put aside everything that’s happening.

Tom describes how he and K relate to each other. In particular, Tom likes to be on his own as a relief from problems while K wants to work on them together. This exacerbates the feeling of conflict. Sue illustrates from her own experience how we can run familiar “scripts” with our close family and encourages Tom to explore how he can help K and himself to stand outside of those scripts. Tom bats back specific suggestions. Sue offers a hypothesis that K’s interactions are about her own need to cope with Tom’s difficulties.

K has suggested retirement, but Tom finds it difficult to imagine what that would be like for him, especially as regards his own need for structure. Sue gives examples from her work of how much people need structure and stability. She offers a perspective from which Tom’s need for structure and stability is legitimate.

Tom returns to the details of his performance appraisal which he feels is both unfair and badly managed. Sue challenges Tom’s desire for ‘fairness’ which she thinks is unhelpful in Tom’s situation. In her view, he needs to separate himself from the job (they both use the term, “personalise”). Sue says that it is easy to become self-critical when things are difficult and suggests strategies for Tom to distract himself and give himself “active recovery”.

This brings Tom back to his relationship with K who he finds controlling. Through discussion, he realises that this is more a dynamic in which he participates than something K does to him. He struggles, however, to see what then he can do about it. Sue suggests reflecting on such situations by imagining watching a video of what has happened. This helps maintain some separation. She illustrates the strategy by playing it out with the account of the evening out.

Sue recaps key points: shifting out of being too self-critical; separating the self from temporary problems by running over them as a video; taking time out and whatever else Tom needs to look after himself. Tom writes down actions. The session has a high emotional charge. Tom continually returns to the same core issues. Throughout the session, though, Tom tells stories about himself with self-deprecation and humour.

5.3.3 Session 3 (October 2014; not included in analysis)

Tom is on the verge of a big organisational announcement which will affect a lot of people including colleagues close to him. Arrangements have been made to handle this. He is putting aside any anxieties about his own future in order to concentrate on managing the change effectively. He also talks about his personal relationship and how he is working on things together with his wife, K. There is a focus, with outside help on their communication styles.

In his summary, Tom comments on how he has changed over recent years, and says that the coaching with Sue has played a part in this.

5.3.4 Session 4 (February 2015)

The session takes place in Tom's office as usual. Sue positions the video cameras while Tom deals with some emails. Tom opens a discussion about a visit he knows that Sue has made to another workplace outside the organisation. They are in their usual positions, but Sue seems to be sitting lower in relation to the desk than in earlier sessions. She has a cup of tea and a notebook in front of her on the visitor side of Tom's desk. She describes how it went at the other organisation. It emerges that Tom facilitated this visit through a member of his family whom he has briefed. They talk about the visit.

After approximately 7 minutes, Tom jokes about the difference between the organisations, closes his laptop, and says he is "ready when you are". Sue asks, "so how are you?" to which Tom replies, "pretty good".

Tom feels much more relaxed about the organisational changes arising from the merger - changes which are about to start. Whilst some actions will be uncomfortable, he understands the business decision and sees it as potentially valuable management experience for him. He explains the different working cultures of the two organisations and where these clash operationally. The changes will be introduced in a phased approach. This raises potential issues as staff start to piece together the overall plan which the management may not be ready to share. Tom is committed to managing the process in a way which is fair to staff.

The discussion covers whether Tom is oriented too much towards staff welfare, some operational effects of the difference in cultures, whether Tom is managing his own future opportunities effectively, and briefly his improved relationship at home. Tom is generally positive about the experience the current situation is offering him and appears much more relaxed than in previous sessions. The discussion is punctuated by Sue offering alternative viewpoints and hypotheses, but Tom seems little disturbed by these.

5.4 Narratives

For the purposes of this analysis, narratives are considered as the unfolding meaning-making in the dialogue between coach and coachee. The purpose of setting them out in detail in each case report is twofold: first because the conceptualisation of the central problem as discussed in the methodology chapter was that the purpose of coaching is essentially to affect these narratives; second, because it gives another data perspective on the case itself. The analysis of narratives described in the previous chapter, however, highlighted that narratives with very different character could be constructed in the process of interpretation. In particular I described the need to focus on a level of analysis of the individual rather than on professional or societal discourses. For that reason a prompt was added to the participant reflection sheets, asking, “what was the main agenda of the session”. However, even the participants’ own description of the session agenda cannot be taken to be

a complete and definitive expression of their experience. Hence while the focus is on narratives that reflect participants' stated purpose of the sessions, there are also indications of tacit agendas which emerge from the dialogue and behaviours of the participants.

In her reflection on Session 1 (see Appendix 6), Sue reported two main agendas: examining how Tom was coping with the conflict in one of the departments that report to him; and giving Tom a sounding board, an honest space where he could let off steam with someone who would challenge his responses to situations where they might be counter productive. Tom, at the start of the session, describes the sessions as being useful particularly for the self-management aspect of coping, and specifically highlights self-awareness (S1-00:31):

for me the sessions are about (1.2) eerrm (1) I guess
reaffirming where I am; my my (1) current state (.) err
my mm yeah you know enforcing my err (.8) coping
strategies and making sure that I'm conscious of them
and and that I'm trying to stay in good shape (.) and
(.) and that's what they help me to do

So in Session 1 the participants are primarily dealing with what emerges from the change situation in the organisation, and Tom's self-management in response to events, rather than being engaged in forward-looking learning or development goals. The agendas stated by Sue and Tom were indeed in evidence. The cathartic experience of sharing (which is discussed below under the heading of 'letting off steam') reflects both Tom's own need to do so, as well as a view that it is an inherent part of the change process for the organisation's employees (which emerges from dialogue initiated by Sue). In the analysis the way in which Tom responds emotionally to his work situation ('coping with conflict') is separated from his management and leadership strategies ('leading change'). In each of these areas there appears to be some kind of progress for Tom.

There is no explicit agenda-setting at the start of Session 2. In her reflections, Sue reports that the agenda is around helping Tom to review the preceding period (and in fact Tom refers extensively in the early parts of the session to a log that he has been keeping), to help Tom not to take things

personally, to provide a safe space for him to explore his thoughts and feelings and to provide general support through the transition. At the end of the session Tom says that he is looking to the sessions for reassurance that he is taking the right direction, key points and strategies. In essence, this is a continuation of the agenda stated in Session 1. However, there is markedly less discussion of specific management decision-making in Session 2. Rather, Sue invests a lot of her focus on supporting Tom as a person, legitimising his responses to situations, and emphasising his strengths and achievements. These aspects of the session do not seem to be explicitly contracted. In fact in the participant review interview, Sue said that she had felt concern about how far she should go with Tom's issues in his personal life. This focus, though, is clearly invited by Tom's opening gambits – he is very clear that his self-esteem is weak at the moment – and in retrospect, Sue felt she just had to let him get through that part of what he was feeling at the time.

Tom's reflections on Session 4 suggest a similar goal and purpose: a general 'healthcheck' on his own well-being and his decision-making, a chance to reflect and to use Sue as a sounding board. What is markedly different in this session is his level of confidence, his embracing of the challenges of the situation and a general positive outlook. There is more discussion of his future.

5.4.1 Letting off steam

Tom spends a great deal of the first session expressing his complex feelings about situations at work. His accounts are characterised by a concern for quite precise detail and a heightened emotional tone. At a number of points, he seems to come to the end of an account only to take up the same issue again in response to Sue's intervention, despite the fact that these interventions generally seem to be oriented towards moving Tom forward. The fact that this function of the session was explicit for Sue, but not for Tom seems to reflect their different perspectives: it may not be evident to the client himself how important it is for him to vent his feelings.

The way in which Tom rolls from one item to the next is illustrated early in the session. At S1-01:00 Sue asks, “how are things?”; thereafter, aside from encouragements (“mm”, “right”, “sure”), her next explicit intervention comes at S1-10:38, nearly ten minutes later. Tom touches on a number of different issues emerging from the last few days at work, centred around a particular team, but including resistance to change, the possibility of a staff grievance, issues of communication with HR, and disagreements over the management of overtime. At S1-10:38 Sue picks up on the last of these, acknowledging that Tom is “a bit bent out of shape over it, which is understandable”. Sue may, here, be either attempting to facilitate catharsis – the release of emotional content in order to move on – or to refocus Tom onto his own strength of feeling. In the event, she asks an exploratory question about Tom’s relationship with the team. This appears to be an invitation to focus on issues within Tom’s control. Tom continues recounting detail. About three minutes later, Sue picks up on his complaint that he is not adequately supported to ask what good support would look like. Tom returns to his feelings that HR have not been fulfilling a useful role. Tom continues without interruption for a further three to four minutes.

It is noticeable in this sequence that Tom’s account lacks overall shape. It has the linear structure of ‘another thing, and another thing, and another thing’. Sue intervenes infrequently and briefly, and Tom tends to return to the detail of topics he has already explained. However, taking a perspective across the whole session, it is noticeable that he gradually becomes more physically relaxed, more varied in his expression, more prone to humour and starts to take a third person perspective on his own experience. The steam is, in effect, “let off”.

In addition to Tom’s own need to let off steam, Sue draws attention at points to the fact that this same need may lie behind the behaviour of others in the organisation. In particular, after Tom describes the behaviours of the team who were subject to investigation, Sue formulates as follows (S1-29:08):

These guys (.2) I don't think (.2) it sounds like
they've come to terms with what's happened yet

She goes on to offer experience from another organisation, and that despite managers' feelings that they must always "do something" (S1-29:35):

sometimes people are in a place whe:re (.2) it's better
if we're just still in a sense (.2) we don't have to
take action we have to allow people to com to terms
with things.

She also makes the role of listening more explicit (S1-30:31):

no you don't have to take action sometimes (.) all you
need to do: (.) is just listen (1) and let these guys
get it off their chest without being compelled to try
and fix it (.2) because you can't↓

Earlier in Session 1, Tom describes a rather paradoxical attitude to this kind of support. When describing how he went through a difficult situation, he complains emotionally that "no-one even asked how I felt"; yet he turns this experience as an argument that in general (and he is referring here to the staff's resistance) that "you've got to move on" (S1-22:25). Later he talks about raising his voice in arguments at home, that it is "the only way I feel I can get you to listen" (S1-1:01:37). When Sue suggests that "this is maybe about ... you not feeling you've got a voice", Tom becomes quite calm and reflective. As the session comes to a close he reflects that it has helped him to "think about the last few days (.2) and put me in a better place with it" (S1-1:05:20).

Where in Session 1, Tom's feelings are often expressed strongly in his voice, in Session 2 he seems considerably calmer. Although there are a number of issues he feels strongly about, his accounts are more consistent and punctuated with self-deprecating humour. He is able to acknowledge a number of tricky management issues within the organisation without having to go into such elaborate detail.

There are still examples where Sue's encouragement of Tom to draw lessons from events leads him instead to further justify his feelings and judgments. For example, Sue suggests that Tom's desire for people to understand him can be making him feel worse as it becomes a focus for unfavourable comparisons with others (S2-26:15 – 27:00). Tom acknowledges this and is

able to comment on it as a phenomenon that particularly comes to the fore in difficult times. Yet this reflection leads directly into further explanation of his feelings of injustice relating to his performance appraisal.

So Tom is still expressing the need to let off steam on particular topics. Sue also specifically invites him to express his emotional responses, asking him how he feels in particular situations (for example, S2-20:46, when his wife says he could get another job) and clearly acknowledging how bad he feels at times (for example, during his account of the evening out, S2-10:33).

However, in Session 2 Sue also turns catharsis towards reflection. It is noticeable that while she acknowledges the feelings, she more frequently challenges Tom to distance himself from them. In the example of the performance appraisal (S2-28:53), Tom has been told by his management to let the matter drop, but he feels it is wrong to simply “walk away”. Sue pushes an argument – quite strongly at points – that “dividing the world into rights and wrongs” is not useful for Tom in the situation and that “there is no such thing as fair”. Her underlying argument is that Tom is actually in a difficult situation, one that may not be being managed perfectly, but that his feelings of injustice only serve to make his experience worse. In the participant review, Sue acknowledged that sometimes people need to be allowed to “get it off their chest” (PR-4:01) before being able to use the information of their emotional state to contribute to the work objectives.

It is also noticeable in Session 2 that Tom is able to address himself more directly, and more often, to the ways in which Sue formulates his situation. In Session 1, the pattern is generally that Tom returns to his account of his experience; in Session 2 he more often engages with, and discusses, Sue’s formulation. For example, in the middle of the session there is a dialogue about Tom’s tendency to focus strongly on the possibility of negative outcomes. Tom is pensive as Sue explains and after some thought, he says (S2-35:55), “I need to find another focus”. As described previously, on other occasions, Sue’s interventions have simply triggered further rumination.

By the time of Session 4, the cathartic function of ‘letting off steam’ is almost completely absent in the form evidenced in the earlier sessions. In the whole session there are only two episodes that are even reminiscent of Tom’s earlier complaints (a description of different operating cultures; and a return to the impracticality of HR). These are brief, less keenly felt, and Tom himself puts them in context: “it’s inevitable” that the two organisations will have different ways of working (S4-10:10) and “it’s not their (HR’s) job to think about” the workloadings of Tom’s managers (S4-54:30) so it is down to him to go back to them and “work out the nitty gritty” (S4-55:05). By this point Tom is able to stand back from the detail of the current situation and reflect without prompting from Sue.

Although I have focused on the overt agenda described by Sue as “letting off steam”, this aspect of the dialogue also touches on empathy, the use of listening skills in management, and the role of unexpressed (or perhaps repressed) feelings in the process of change. These in fact are interwoven with each of the overt narratives discussed here. As regards ‘letting off steam’, it appears there is clear progress in Session 1 and between subsequent sessions. By Session 4, Tom is more or less able to take a more reflective stance on whatever issue he brings into the conversation.

5.4.2 Coping with conflict (Tom’s emotional content)

While Sue has talked about “coping with conflict”, Tom’s version of his agenda also refers to his self-awareness of how he is responding to situations. In the early part of Session 1, Tom appears to be very angry about situations at work and tends to rebuff Sue’s various openings to take different perspectives. As the session progresses, and much more in later sessions, he is able to take a more detached view of his own processes. The natural assumption is that this anger is something to overcome, but here it can be seen to be very much a part of the overall coping process. By allowing Tom to express the anger that he feels, Sue is able to help him see it from a more detached view. She does this by introducing the perspective

of other stakeholders, providing a theoretical frame of reference, and through humour.

Tom's initial description (S1-01:02) of "a really mixed few days" turns out to be rather an understatement. He is dogged and emotional at times in Session 1. At the end of the session he summarises his shifting feelings over the previous few days, showing how he has moved from being completely overwhelmed by his negative feelings to being able to describe part of his own process (S1-1:05:33):

Frida:y↑ (.) we could have done with this session (1)
yesterda:y↑ I was looking for blood (.) toda:y we've
had the session (.) I understand- yeah- and I do (1)
enjoy you bringing me back to it's not personal but
(.5) it- it does feel like it at times

Sue appears careful not to contradict the strength of Tom's feelings. When the feelings are strongest, she tends to acknowledge them (for example using the metaphor of being "bent out of shape" in response to Tom's criticism of HR's role). At times, her prompts encourage Tom to engage with, rather than avoid the strength of feeling (for example, S1-17:37, when Tom is describing how overwhelming work has been, she asks, "how do you switch off from it then?"). So coping and letting off steam overlap to some extent. Nevertheless, Sue appears to use a number of strategies to help Tom move on from his strength of feeling.

One of the strategies Sue uses to help Tom is to present how a situation might be experienced by the other people involved. For example, Tom tells Sue about the team with whom he has difficulty; team members complain that he spends more time showing visitors other areas of the business than he does showing theirs. Here Sue asks (S1-20:33):

So what does that tell you (.) let's imagine for (.)
for- for a minute that (1) we said that (.) you know w-
we said (.2) m- (.2) you know this guy spends more time
in there and that (.) what does that tell you about wh-
where they are right now does it (.) te- does it give
you any information about how these guys are feeling.

Later (22:46) she makes clear that “I’m trying to put myself in their shoes” and that “I’m assuming they feel undervalued or whatever”.

Sue also provides Tom with alternative perspectives by using a particular frame of reference. Early in Session 1 Sue uses the term “personalise” to describe the way that the team interpret Tom’s efforts to manage them as a personal attack on their competence (“so they personalise”; S1-24:02). It is clearly a concept that Sue and Tom have used previously in their discussions, as Tom immediately agrees (“oh absolutely everything”). It emerges that “personalising” is a concept that helps Tom to review his own behaviours. When Tom describes how his attempts to manage the team constantly feel like he is running into a brick wall (S1-53:30), Sue says, “it’s because you personalise it”. Shortly afterwards, Tom refers to “the work we’ve done and how I personalise”. In a particular example, Tom describes how he has dealt with a situation in which his natural response is to personalise, but he has consciously overcome it. Sue summarises (S1-55:35):

so from victim to (1) rationalise (.5) and going (.5)
it's not- it's not about me

Tom is aware that the frame of reference can be useful in other circumstances as he suggests that he could pick up the experience from the incident he has just described and apply it to the problems with the team.

In Session 2, Sue encourages Tom further, to the extent of standing outside of his own experience. She suggests reflecting on events by running them like a movie, noting that this is different from “reliving it” (S2-41:30) as he had done in Session 1.

At times Tom uses humour in a self-deprecating way. In the course of his stressful weekend, he “walked the legs off the dog” (S1-18:50):

so the dog loves me (.hh) but she is three inches
shorter than sh(h)e w(h)as on Fr(h)id(h)ay

Here he uses humour to balance the strength of his feelings with an overt acknowledgement that those feelings are unusually heightened. The humour both allows strong feelings to be expressed and contains them.

At other points, Sue need only nudge him towards taking a perspective in this way. For example, Tom describes his analysis of the two managers' resistance to change and in particular the reallocation of one management role to another area. His conclusion (S1-27:09) is clearly exaggerated, but is quickly punctured:

Tom: but they're saying (.) no (.2) it needs two
because we want to sit back and relax
Sue: Well (.5) ok
Tom: I know (.5) I'm playing with words
(both laugh)

Between Sessions 1 and 2 Tom has kept a journal to help him observe his own process in emotionally charged situations. In the early part of Session 2 he mainly recounts events and feelings rather than reliving them. Although these feelings are sometimes intense (his anxiety during the evening out; his sense of injustice about the performance review) he is now, at least in part, reporting a phenomenon from a slightly separate position. A five minute section in Session 2 (S2-7:11 to 12:00) consists of Tom reading his notes of the evening out: although he still clearly feels some of the emotions there is a degree of separation. At times this separation allows him to be humorous and self-deprecating. When Sue later suggests (mentally) re-running the event “and maybe see that as a bit of a Woody Allen comedy” (S2-45:22), Tom replies, “Yeah, it felt like one, honestly”, shaking his head and rubbing his forehead in an exaggerated mock-embarrassment.

In his final summing up of Session 2 (S2-54:45 onwards), Tom is now not only able to identify his over-engagement when stressed and his tendency to be self-critical, but to describe how he will be able to learn to respond differently. As Sue recorded in her session reflections, she has been “helping him to reach useful conclusions as he has a tendency to recycle”.

By Session 4, Tom is much more able to stand back from the emotional content of change. As he says in his reflection on the session:

I think the greatest changes have occurred over a number of years of working with Sue. I now reflect on my actions and behaviours more, I also reflect on the behaviours and responses of my team.

This is evident in the session in both the emotional tone and in the nature of the interventions that Sue chooses. In Session 1, for example, Tom's voice often sounds near cracking as he describes his frustration. Sue often encourages Tom to explore his emotional reaction. This strength of feeling is absent in Session 4 and the difference is noted by Sue; in her reflection on Session 4 Sue says:

Tom often if he's down hesitates when he's breathing and his voice sounds flatter but today none of that was apparent.

In Session 4 he frequently notes how he is enjoying the current experience: asked how he feels, he says he feels "pretty good" (S4-06:39); the difference in operational methods is causing issues, but, "I'm saying this with quite a smile because I'm quite enjoying it" (S4-13:51); and in his personal relationship he feels "we're getting there" (S4-51:18).

This may be because of a different relationship to the change process itself. Tom says that he understands the logic of decision-making (S4-07:34; S4-07:58). He also finds the learning stimulating ("it's quite exciting in a way" - S4-56:23) and in contrast to his previous habit of "personalising" he is now able to separate his own identity from the actions that are required (S4-27:18):

and that's the bit where I'm in a better place than I
thought I would be (.) I now know that I'm not↑ (.4)
responsible↓ for them [well done] and I don't own them
(1) but I am going to make sure they have the choice (.)
the right choice.

This detachment and perspective would seem to be precisely the desired result of Sue's earlier interventions: exploring the feeling; taking alternative perspectives; seeing the situation as an observer; avoiding "personalising". By Session 4, Sue limits her interventions to suggesting alternative ways of

formulating a problem and is much more of a bystander in Tom's reflective process. In the participant review, Sue describes how Tom can become immersed in his feelings about a situation (PR-2:25):

One of the things with Tom is to try to get him to stop reliving it. Looking at it but not reliving it (2) because it hurts him so much and that in particular was a very scary set of circumstances

This suggests that for Sue, Tom has a persistent issue in his work dealings of becoming too emotionally involved and taking the actions of others too personally. The strategies she has adopted seem to have helped to carry him through the anxiety he experiences during the coaching period.

5.4.3 Leading change (Tom's management strategies)

In Tom's own description of the purpose of the sessions (cited at the start of this section) he makes no mention of actually managing situations better. Neither does it dominate the dialogue between Tom and Sue. Nevertheless, the team's performance, and the progress of change in preparation for merger logically underpin and frame the other agendas: Tom's strength of feeling and his need to cope with conflict all arise from the challenges of his leadership role. Furthermore, it is not unreasonable to assume that the workplace coaching is paid for by the employer to support Tom in his work role. Both the agenda and its somewhat implicit nature is reflected when Sue recalled (PR-1:22:15) "feeling responsible for reminding him why the hell he was there".

Sue's own interventions with Tom are minimal and, as is evident from the previous sub-sections, tend away from directive or information giving. At points, Tom almost seems to be asking for direction. For example (S1-13:38) he summarises his account of the team's resistance, saying, "It's almost at a point where ... y'know I- I just don't know where we go from here". Sue's response is simply a supportive, "it's a difficult situation".

However, Sue does provide a consistent frame of understanding the team's emotional responses; she draws Tom's attention to the value of working with those emotional responses as much as the rational arguments of

organisational efficiency. This is most explicit when Sue is recounting her experience of change while working with another organisation (S1-29:35; quoted in the section, *Letting off steam*, above) and about a minute later when she argues that people just need to get stuff “off their chest” (also quoted in the section, *Letting off steam*).

According to Sue, Tom’s enthusiasm can sometimes push his team onto the defensive. She recommends engagement and collaboration, “Instead of leaping in like Tigger” (S1-57:19). She draws a parallel from other fields where individuals experience uncertainty, suggesting that they can be given something over which they have complete control in order to reduce anxiety; she talks for example about athletes having ‘routines’ for events away from home. Sue effectively role models each of these strategies in her relationship with Tom.

The organisational aspect of this narrative falls into the background in Session 2, as the conversation focuses on how Tom responds to events in general and the particular examples are centred around his evening out at the weekend. Tom brings up the eventual departure of a manager who has been absent for some time and talks briefly about how he carried out performance reviews for his team. He mentions a reorganisation of departments with which he is not comfortable, though he accepts that it is part of running the business. In Session 2 it is evident that he does not dwell so deeply in these issues, nor does he look to Sue for advice or solutions regarding work-related problems.

The fact that management questions fall into the background in Session 2 suggests some progress. In her reflections Sue reported (amongst) the main agendas for Session 2 to, “improve abilities to depersonalise, manage emotional responses (improve ability to self regulate)”, and to support Tom “in examining his thoughts and feelings in a safe way, helping him to reach useful conclusions *as he has a tendency to recycle*” (my italics): a propensity she also referred to in the participant review interview. Tom

sometimes displays a deep involvement in questions of justice and fairness that lie behind management and organisation. Sue's argument is that, from a pragmatic stance, Tom makes his work life unpleasant for himself. (There is a humorous example of how Tom has refused to let his son mow the lawn any more as he wasn't doing it properly: his son is more than happy as he did not particularly want to do it in the first place, and Tom now has to mow the lawn.) The way in which Tom is able to acknowledge management challenges in Session 2 without sinking into a cycle of rumination suggests some progress.

The issues of management return to the fore in Session 4, though now Tom is much more confident, at ease with his role and able to take difficult decisions. He is committed to managing the change process in a way which is, above all else, fair to the staff, but sometimes this involves taking responsibility. For example, he intentionally excludes two managers from the change process because he feels that it is unfair to expect them to withhold information from other family members who also work for the organisation (S4-27:32); he has also moved one manager from an area that he feels is too complex for him to somewhere his technical skills will be less disrupted by change (S4-15:23), and "because I need him in a good place" for subsequent organisational changes. He is very aware that there will be significant impact on individuals as soon as changes start to be announced (S4-23:24) and that he must take on responsibility for delivering difficult messages (S4-13:58):

so: (.5) it- it's quite pressured at the minute (.5)
it's (1) it's (.5) planning to deliver a: (1.5) message
to these guys that's going to devastate the place (1)
but (.4) I understand it has to happen (.2) and (.) I
know it's my role to do it.

The discussions around these issues no longer take the form of Tom looking for advice, rather he is simply describing the logic of his approach.

5.4.4 Sue's ongoing role and Tom's work future

This narrative appears only briefly in Session 4. In her reflection on Session 4, Sue records as an agenda to "enquire what support the senior team will

require from coaching and establish a plan”. This is visited late in the session when Sue asks overtly what support Tom thinks they would need. Despite its appearance being very localised, it seems significant that Session 4 also opens with a ‘preamble’ about a meeting Sue has had at another organisation. It is evident that this is an introduction made by Tom through a member of his family. Planning of Sue’s work outside the one-to-one relationship with Tom was completely absent from previous sessions and this appearance of the topic, both at the start and the end of Session 4 appears to be a transition.

In parallel to the sudden appearance of the question of Sue’s work outside of the one-to-one relationship with Tom, Sue also queries Tom about how he is managing his own future in the organisation. Again, it is brief and Tom tends to shrug it off. At S4-47:11, for example, Tom distances himself from the question while Sue attempts to put it on his agenda:

Tom: so we'll see (.) we'll see (.) it's twelve fourteen
fifteen months away yet so (.)2) plenty of time

Sue: but yeah but it's appropriate that you think about
your future [yeah] you're thinking about everybody
else aren't you

The appearance of these topics seems to signal some separation from the task they have been involved in together over the previous 9-12 months.

5.5 Developmental themes

In the analysis of Case 2, I retain the focal points of developmental themes used in Case 1. This framework both facilitates comparison between cases, and is further developed through that comparison. Generally, as with Paul in Case 1, Sue’s practice does not appear to be overtly oriented towards the concept of the ‘body-mind’. Sue’s coach reflections and her perspectives given in the participant review interview, however, do demonstrate a more overt sensitivity to the client’s physical presentation. Reference is made to these reflections in this discussion.

5.5.1 Somatic awareness as part of an integrative model of practice

This concept reflects the use of somatic awareness to help the client to develop a sense of his own responses. As in Case 1, it is noticeable that this concept is not prevalent in the sessions beyond the acknowledgement of emotion. Sue asks Tom how he is at the beginning of each session as an opening and she acknowledges his strength of the feelings he expresses on a number of occasions. However, there is no attempt to amplify or focus his attention on his emotion, indeed if there is a strategic intervention on emotion it could be seen to be precisely the opposite.

The fact that Sue is careful not to contradict the strength of Tom's emotions has already been mentioned in the discussions on ongoing narratives; the example from Session 1 of her sense that he is "bent out of shape" is referred to again below, but also fits here as an example of her readiness to acknowledge his feelings even if she is not focusing on them.

This is perhaps reflected in Tom's readiness to express strong emotions. In Session 1, Tom describes the feelings he experiences in response to some staff "hanging on every word" (S1-1:01:59):

every time we try and do something it feels (.2) and obviously it feels wor- much worse than it really is but it feels (.4) like (.8) it's just another body blow it- (.2) it feels like (.2) you know it's just their way of (.5) stopping anything happening and it's just like (.2) ahhh I'm tired of this (.4) I'm sick of not sleeping coz I'm (.4) wondering have I said something to someone

In Session 2 Tom draws his account of his weekend to a close: "it really got to me this weekend". He recounts some of his thoughts, concluding (S2-12:34), "I was- I felt (.8) errm (.6) I felt (.4) helpless".

Sue appears comfortable with Tom's emotions and acknowledges them. At the same time she frequently seeks to contain them by putting them in context, by giving alternative perspectives, or suggesting coping mechanisms.

As an example of coping, in Session 2 Sue presents a theory that people need structure under stressful conditions. She describes some previous work concerning the emotional disruption experienced by athletes traveling abroad to take part in competition (S2-23:19) where an overt strategy was adopted to provide routine: something they can be in control of (S2-24:03). Later, when Tom expresses his strong sense of injustice at the way his performance review was carried out, Sue says, “It could be *useful* – don’t organise the world into right and wrong” (S2-28:55) and that “there’s no such thing as fair” (S2-29:28). In response to his feelings of injustice about a particular organisational change, she says, “it’s just business” (S2-32:38).

This leads to the intervention strategy (described in the Session 2 session outline above) where Sue encourages Tom to detach himself from events, as if he were watching a film, where it is important to “stay in the audience” (S2-51:12). This emerges from an argument that he is paralysing himself by catastrophising.

The reflective distance that has been achieved by Session 4 has already been alluded to (see *Coping with conflict*, above). The significance in this section is that Sue’s strategies in this client relationship rely on a degree of separation rather than integration and therefore represent an opposite frame and method to those discussed in the literature review.

5.5.2 Physicality as expressive of emotional and psychological state

The reading of physicality as an indicator of emotional state is a phenomenon of which both Tom and Sue are aware, but it is barely used as the basis of intervention.

In Session 1, Tom comments on how easy he is to ‘read’ (S1-18:11):

because (.) it tells on you you know- people can see it
 (.2) I'm a- pretty much a- an open book (.) as you know
 so: (.) when I'm in a good place (.) everybody's in a
 good place and when I'm no:t (.) it's visible(.) and I
 try and hide it and I try and go out and (.5 - lifting
 up, carefree gesture) err but you- y- people know me

At the start of Session 2, Tom attributes his crippling stomach problems on his anniversary evening out with his wife to anxiety.

An assumption that physicality and psychological state are related is also a significant part of playing out roles (or replaying incidents), which itself appears frequently in the sessions. This tends to be done almost melodramatically, exaggerating the physicality of ‘characters’. An example occurs in Session 1 where Tom describes his team’s response to his creative problem-solving (S1-27:51.9):

So I’m coming up with all these ideas (1) and I’ve got two thirds of the team going fab (.) fantastic let's get stuck in (.2) and a third of the team going no (.) can't do that (.) this won't work (.) that won't work (.) we don't even want to try that"

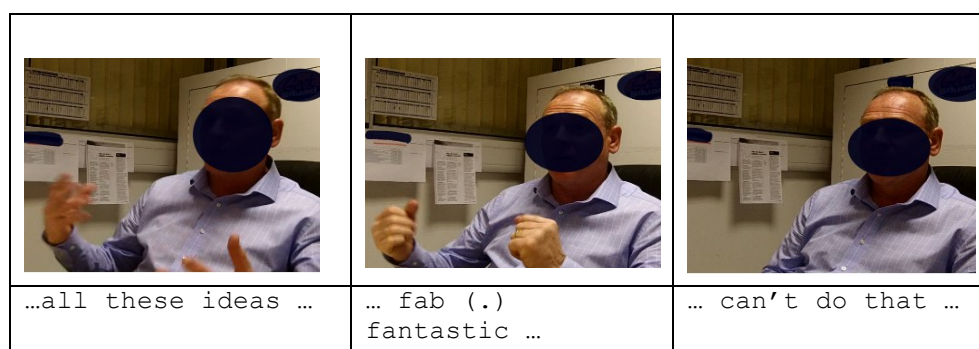


Fig. 5.1 Melodrama

At the moment of the first image of Figure 5.1, Tom’s hands are rotating and his head moving from side to side (Tom’s own creative energy); in the second image he is shaking his fists in a mock-victory celebration (enthusiastic team members); in the third image all movement is stopped, exaggerating the team members’ obstructiveness.

Similarly, in explaining the exercise of watching events as a film, Sue leans towards Tom and tells him “as soon as you catch yourself getting back into the screen” (moving back away from him), “just sit back” (S2-42:03).

As well as being something Tom is aware of, Sue is also evidently aware of physicality being an important aspect of the presentation of self. In the participant review interview she reflects on how conscious she is about how

she herself wants to appear in different organisations, and also told me of two cases where her clients' physicality undermined their efforts to relate to others (one of them through paralysis of facial muscles). She comments on how with Tom in particular, "you can tell how he's feeling by how animated he is" (PR-15:12).

5.5.3 Experiencing the client

At a superficial level any degree of empathy is symptomatic of an experience of the client. This is evidenced through any acknowledgement of the client's felt experience of emotions. This may simply be a recognition that there is emotion (S1-1:05:05: "OK you're getting emotional again"), and Sue's metaphoric reflection (S1-10:35), "you're bent out of shape about it which is understandable", is another example which here seems to demonstrate a deeper empathic identification with the client.

At a deeper level, however, this category captures those instances where the coach has a more immediate experience of something that relates to the client's state or feelings. Sue does this to some extent. In Session 1 she uses her own response to Tom to inform their discussion (S1-43:57):

I get your logic (1.6) but if you: (.8) if you talk to them the way you explain it to me (1.2) you make them wrong all the time.

By playing back the impact Tom has on Sue's own felt experience, this goes beyond an empathic response at the simple level.

Sue also uses a strategy of relating stories from her own experience. In Session 1, she illustrates how people can communicate in ways that produce negative responses using an example from her relationship with her husband (S1-1:00:02). In Session 2, Tom explains how unwelcome he finds his wife's attempts to offer solutions to his work frustrations. Sue tells a story of how her adult son rejects her attempts to "develop rapport" when he is at home (S2-18:50). In Session 4 Tom bemoans the competing needs of different stakeholders in the decision-making process which Sue compares to an assignment she has carried out facilitating communications between

unions and management (S4-41:56). In the context of this relationship, telling stories appears to fit as a way of normalising Tom's experience. It is driven by the coach's recognition of relational patterns – hence a form of counter-transference – and may therefore be thought of equally as tuning into the client, and of projecting a worldview onto the client. Sue's reflections on Session 2 demonstrate an awareness of this dynamic, at least where the emotion is strong:

I felt sad listening to the diary excerpts - recognised this and ensured I employed this feeling as data and motivation to change - unsure I wasn't running my own movies

In the participant review, Sue gave a much clearer model of her own experience of the client (PR-09:52):

I think I'll do that sometimes when I'm with people (.) I'll get a sense of their anxiety (1) (mimes stifled, full lungs) and then I'll blow out (exhales loudly) (2) and I think hang on I don't- (1) that doesn't belong to me: (.) so I will start breathing out and then hopefully (.5) they follow suit (.) and you can- you know if you're that engaged with somebody (.) and you're that in tune with them (.) then I think you can help them at an emotional level as well as listening to their take on things

At the same time, she reported that sometimes she withdraws from this type of connection, so as not to collude with what she sees as the client's over-emotionality. She reported that she is wary of amplifying the client's emotions in these circumstances, perhaps driven by a working theory of emotional contagion.

In summary, there is evidence in the video material of the sessions that Sue is empathic, and that she works with the client's emotional self-management. She also consciously observes her own somatic reactions to the client and their situation including their emotions, using this to support them both in where they are, and in moving on.

5.5.4 Rehearsal and enactment

In Case 1 the concept of rehearsal and enactment was primarily expressed in the way participants acted out characters in a narrative. To some extent, as the scenarios became prospective rather than retrospective, this acting out

brought situations to life and enabled the coachee to imagine – and therefore plan – his own responses. In the current case there are frequent examples of this kind of storytelling, particularly as Tom plays out other characters in his accounts to Sue.

As a further development, Sue invites Tom to see another perspective either purely imaginatively by describing scenarios, or with the reinforcement of her own enacting of roles. An incident in Session 1 has already been cited in the section on Tom's coping with emotion: Tom describes one team's complaints that he has not spent as much time with visitors in their area as he had done in another area on a previous occasion. Sue's response of inviting Tom to put himself in their shoes (S1-20:33) has already been cited.

In Session 2, she goes further and takes on Tom's role for him, here, demonstrating that aspects of his relationship with his wife are co-created (S2-39:27).

Imagine I'm you (mm hmm) ok and I'm sat here saying to
you (.) I live with somebody who's really controlling
(.) so I have to tell them everything (1.5) can you see
anything (.) faulty with that↑

In summary, although Tom, like Barry, enrolls himself into the position of participants in narratives, rehearsal as a strategy was not very evident in the session videos. Taking the part of someone else in an interaction in order to explore their experience is a variation on the function originally identified in the literature. In the current case, this strategy aligns to Sue's efforts to help Tom dissociate or stand apart from the overwhelming emotion of his own experience of situations.

5.5.5 Body-psyche integration

In Case 1, it was noted that body-psyche integration as described in the literature would only be evident as an overt approach with philosophical commitments. In sum, unless the coach worked with an explicit theory of body-psyche integration (as for example a Gestalt practitioner might do) it would not be evident.

The concept does not appear in the session videos, but Sue makes some reference to it in the participant review interview. Firstly, she mentions that she had tasked a client once with a very stiff demeanour to go to a yoga class. Her assessment had been that the client's contacts would find his lack of responsiveness intimidating, so the suggestion that he reintegrate some natural mobility was effectively in pursuit of work objectives. Secondly, she notes that "if I'm bent out of shape the best thing for me to do is to have a massage" (PR-19:39). Sue does not theorise about this effect in the interview, but these strategies echo the theory provided in other disciplines.

5.5.6 Physical environment as enabling

There is no overt discussion of the physical environment enabling change in Case 2, though there are two features of the conversation that could be used differently by a coach: the seating arrangement, and the location. The first is notable from the outset. Tom sits in quite a slouched position in his office chair behind his desk with his computer screen facing him, slightly offset from the direct line of vision between him and Sue. Sue is seated in a more upright and higher position. In the video, we can see that she is sitting high in relation to the desk and actually sits side on to it. It is not clear whether this is because there is no room to put her legs under the desk, or in order to avoid a direct face-to-face orientation with Tom (or perhaps both). The second feature is that the location is Tom's office. The office represents a degree of stability. Although he describes himself as innovative and wanting "to change everything", he talks about being "nineteen and a half years in this chair" (S1-52:02). Even if he means this only figuratively, there is a possibility that the fact of being in his own routine locale holds Tom in certain ways of seeing. In contrast to Case 1, these features of the physical environment appear not to draw the coach's attention.

In Session 2, there is an explicit discussion of how Tom's walking the dog acts as a release for him. Tom acknowledges that other people find walking the dog a good time to think, and indeed Tom's wife wants them to walk the dog together, using it as an opportunity to talk things through (S2-36:47).

However, Tom says that it is an opportunity *not* to think about things (that is, a relief from his habit of “recycling”); he is playful with the dog; feels “good about it” (S2-14:12). Sue later (S2-34:30) suggests that this is a useful form of “active recovery”. In this view recovery is achieved through doing things that provide distraction, or another way of being, rather than just resting. In Session 4, walking the dog (together) re-emerges, now as symptomatic of Tom’s improved relationship with his wife (S4-50:05).

5.6 Communicative functions

In Case 1 a framework was suggested, showing features of the participants’ physical expression in their communication (reproduced in Table 5.1). In this section this framework is reviewed, revised and extended in the light of the data emerging from this second case.

- *Paralinguistic functions*: expressing language elements and concepts through physicality (sub-divided as literal, positioning and moderating functions)
- *Interactional functions*: managing the relational mechanics of conversation (holding/ceding the stage; giving permission; giving attention)
- *Energetic functions*: expressing emotional charge
- *Relational functions*: managing the relationship between self and other (creating social exchange; expressing power relationships; managing the sense of self)
- *Narrative role functions*: expressing the key elements of persona in a narrative; acting out (playing the part of another); role play (both participants enrolled)

Table 5.1 Communicative functions explored in Case 1

5.6.1 Paralinguistic functions

The paralinguistic functions were sub-divided into literal, positioning and moderating functions. As in the previous case, the literal signification of content that might otherwise be expressed verbally (yes/no; here/there; number) does not warrant illustration in this discussion.

The sub-category of positioning functions in Case 1 concerned gestures expressing the weighing up of options (“on the one hand” / “on the other hand”) and temporal sequences. Examples of these functions are also available in the current case. In Session 4 (S4-33:00) Tom describes how

parallel functions in the two organisations will merge. Throughout the description, he holds two hands out to his left side when talking about one organisation, and to his right when talking about the other (sometimes also replaced by an open-handed gesture). In Session 2 (S2-4:50) he tells Sue that “even though it [a decision] was last Friday (two handed ‘hold’ to the left of his body) it’s still going on (both hands are hopped in steps from one side to the other). So Tom here is painting a static situation in the past in contrast to an ongoing development.

Within this basic framework there is evidence in Case 2 of further variations. In particular a variation I would describe as *contrasting*. When Sue talks about creating routines for Olympic athletes in order to contain their anxiety levels (S2-24:00) she illustrates the routine with a repeated two-handed hopping gesture moving away from the front of her body (see Figure 5.2).



Fig. 5.2 Contrasting experience: “They get them to create a routine”

A few seconds later, Sue relates this principle to Tom’s situation; in a period of significant change, she says, “the dog’s a routine” (that is, Tom can use walking the dog as a routine), and she repeats the same gesture. She then contrasts this with the idea that “everything’s a bit unstable (.5) the ground’s moving at the moment”. Now Sue circles her hands, face down in a churning movement in front of her (S2-24:44 – see Figure 5.3).



Fig. 5.3 Contrasting experience: “Everything’s a bit unstable”

A further example occurs when Tom compares the two organisations' approach to costs (S4-8:27):

so their operation is huge (.5) ours is fairly small (.)
 we- we've costed it down↑(.) they- (1) even the way we
 talk about it so I will talk about how (1) quite (.5)
 umm (1.5) err (.5) with a lot of pride and wi- with a
 lot of satisfaction how we've costed it down (.2) they
 will talk about how: much they spend

Tom waves his left hand upwards and away from his body to illustrate “their operation is huge”, and uses his right hand, pinching his thumb and fingers towards each other to illustrate “ours is fairly small”, then in a layering downward movement to illustrate that “we’ve costed it down”. The expansiveness of the ‘huge’ gesture is echoed when he compares the sense of pride that organisation has in the size of their operation against the sense of pride in efficiency in his own.

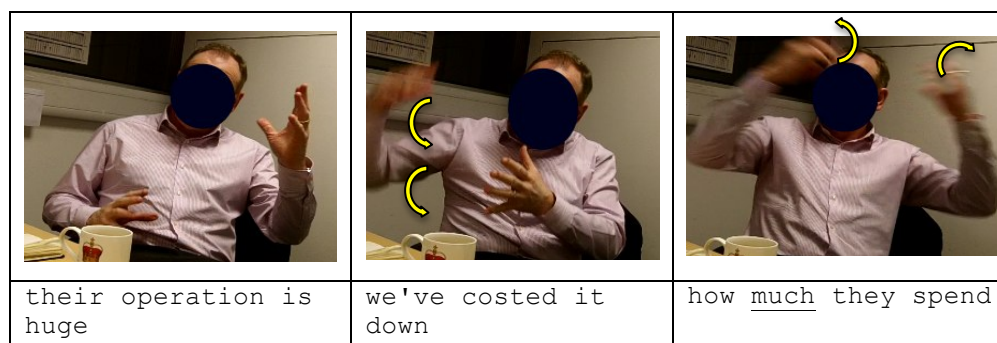


Fig. 5.4 Contrasting experience: “So their operation is huge”

These examples illustrate how gesture can be used to express more than the simple fact of a difference between two cases. Here, the gestures express both the fact of a difference and also something of the difference in *experience* itself: the regulated and routinised versus the experience of standing on shaky ground; the care and precision of making something efficient versus the expansive freedom of creating something large.

In Case 1 examples of moderating paralinguistic functions were given where Barry either emphasises what he is saying, or somehow qualifies it. In Session 1 of the current case a number of instances occurred where Tom seems to be framing the spoken content with gesture and expression. For

example, Tom describes an interaction with one of his managers regarding staff availability for overtime (S1-4:55). The manager has reported that there are not enough staff willing to do overtime to support a major operational initiative and Tom has pointed out that reasonable overtime when required by the business with notice is within their contracts. Tom subsequently hears that the issue has been escalated and that he is reported as having said that overtime is mandatory and refusal is a disciplinary issue (a significant distortion of what he originally said). As he gives this account, Tom makes persistent side to side head movements, he raises his eyebrows and holds his hands out in a quasi-pleading gesture. The overall effect is to establish a sub-text to what he is verbalising, which communicates something like, “this is an implausible series of events”. Similarly, in Session 2, Tom recounts his discontent with his performance appraisal. He has been told to drop the issue as “it would be embarrassing for me and him” (S2-28:45). At this point, Tom pauses briefly, raises his eyebrows, shakes his head, and makes the same open-handed gesture in front of him (see Figure 5.5).

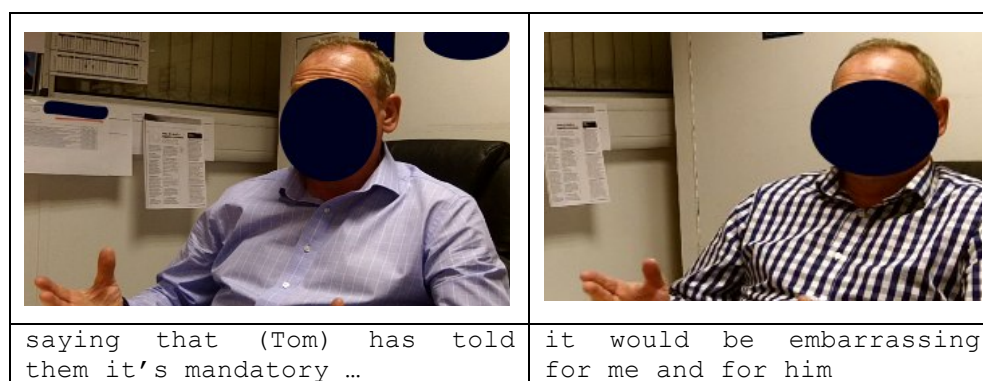


Fig. 5.5 Gesture suggesting a subtext, “this is implausible”

5.6.2 Interactional functions

This group of functions was used in Case 1 to describe different ways in which the participants use physicality to negotiate how they deal with the discussion itself. In relation to Paul and Barry, it concerned the way that they *hold or cede the stage*, how they *ask and give permission* and how they *give attention* to one another. The first of these functions was illustrated by the way in which Paul and Barry manage the conversational space between them by either occupying it or vacated it, using both their hands and their

bodies. The second function is represented by explicit invitational gestures, and the third function by physical expression of ‘listening’, for example, by making notes.

Though their specific patterns are different, these everyday behaviours are reproduced by Sue and Tom. More noticeable in the current case, however, is the way in which the physical artefacts of the conversation are also brought into the repertoire of interaction: the function of drinks and notebooks in particular show more about how the participants are managing their conversation between them.

In all three sessions Sue sits with a notebook in front of her. Tom makes little reference to notes, except in the extended account of his anniversary night out in Session 2. In Session 4, Sue’s notebook functions as part of the gestural occupation of the space between participants. Sue offers Tom a different perspective on the issue he is describing, where his focus may be disproportionately on the people involved and less on other dimensions (S4-22:35):

if you were looking at it in terms of a balanced view
(.5) I don't even know how to draw this (2) but it's-
it's a bit like you know errm (.4) having a balance↑ so
you've got the person maybe you've got the organisation
and then you've got the task.

As she explains, she draws the triangle in her notebook, which is open on the desk where Tom can see it, then as she continues to talk she points with the pen to the different parts of her diagram (S4-23:11 – see Figure 5.6). When Tom attempts an interruption (S4-23:15), Sue raises the volume of her speech, and makes an illustrative gesture (a triangle shape) directly above the notebook (S4-23:17). Finally, she withdraws her body slightly and opens her hands into a more invitational gesture allowing Tom to come into the conversation. The routine of using physical activity in the space between participants to keep the conversational ‘turn’ was witnessed in Case 1; here, objects are also used both directly, and as a symbolic point of reference.



23:11

Sue: It's how you've **balanced** these- you know- how you still deliver (.3) keep morale up



23:17

Tom: yeah [absolutely-]

Sue: [let's say it's] **that-** (.6) **that-** (.) u- (.) so I'm just looking at it in terms of an equilateral triangle and thinking



23:23

(.) ok how do you- (1) or could you even **balance them**

Tom: we:ll it's difficult to balance.

Fig. 5.6 Notebook used to 'hold the stage' (the point of the image is marked in bold in text; dialogue is not continuous)

At the start of Session 1, Sue leans over her notebook and asks Tom for his agenda – “what do you want to get out of the session today?” She writes Tom’s response, then puts the pen down and asks, “how are things generally?” From that point on, Sue makes no further reference to the notebook. On one or two occasions she fiddles with the pen, or nudges the corner of the notebook; at one point, she lifts the pen and hits it back down to underline a point. There is therefore an anomaly between the notebook as a functional record, and the way it is subsequently ignored. This anomaly suggests it may hold a symbolic function in negotiating the discussion.

Similarly, at the start of Session 2, Sue picks up the notebook, and holds her pen as if to write, before putting it down again and asking, “so, how are you?” Tom refers to his own log and diary. Sue writes what looks like just two or three characters, underlines them and replaces the pen. She picks up the pen at the very end of the session to make a further note while Tom looks at his diary availability. They continue to discuss arrangements without reference to what she is writing. Session 4 opens with a discussion of Sue’s experience at the other organisation. After a minute and a half Sue picks up her notebook and rearranges it as Tom continues to talk. At S4-6:35, Tom closes the lid of his laptop, then changes direction by saying, “but yes (.) so (.6) ready when you are”. Sue hurriedly puts down the tea she is drinking, leans over the notebook and asks, “so how are you?” At 22:43 Sue uses her notebook to illustrate “a balanced view” as discussed above, and then does not use it again for the rest of the session.

These patterns suggest that, in addition to any other practical function it has, the notebook is used as a signal of attending to the business of the session. In retrospect, Sue’s rearrangement of the notebook in the early phase of Session 4 looks like a faint attempt to signal that the conversation should move on. Perhaps Sue is a little uncomfortable that significant time is taken up discussing her other business activity, rather than supporting Tom. Some five minutes later, Tom’s closing of his laptop accompanies the actual change of direction away from Sue/Tom’s family member/the other organisation, and towards Tom’s current issues.

5.6.3 Energetic functions

The energetic functions in Case 1 concerned the ways in which participants’ physicality reflect their feelings, the emotional tone of a situation they describe, or, in contrast, are used as a counter to the other participants’ emotional tone. This pattern is reproduced in Case 2.

In Session 1, Tom comes across as emotionally flat. He often speaks in a low monotone, and seems to run out of breath as he makes lists. At points

the similarity between this emotional tone and the content of what he is actually saying is marked. At the point from which the following is extracted (S1-15:04), all these aspects are noticeable and in addition his body movements are very restricted: there are hand movements, but they appear to take place within a very narrow range:

I just can't see any light (.5) you know: seems to be dragging on and I think more than anything (1) the comments in the mail just sort of summed it- w- we need to support (manager P) (.8) I- I- just feel (.) I've been: void of any support

It feels like Tom's very being feels and expresses this endless and helpless situation.

Sue's responses in Session 1 are very sympathetic. She does not seek to deny his feelings, or directly to counter them. However, after about twenty minutes, her own interventions become gradually more animated. There is more texture in her voice and she moves in a more animated way than Tom, sometimes chiding him on points of detail. Then there are moments when the tension is released. Tom complains that two of his managers in particular are resisting change to work practices. To make his point, he exaggerates a little and Sue picks him up on it (S1-27:09):

Tom: but they're saying (.) no (.2) it needs two because we want to sit back and relax
Sue: Well (.5) ok
Tom: I know (.5) I'm playing with words (.2) I'm an arse (both laugh)

Here Tom breaks the narrative by changing posture and expression, moves around in his chair and smooths down his shirt.

At the beginning of Session 2, Sue inadvertently makes light of Tom's situation and has to pull back. Nonetheless, the rupture does produce a moment when the voices are loud, both participants move with freedom and their faces are animated (S2-00:29):

Sue: so how are you
Tom: uumm (3) (hh) Not in a great place
Sue: (laughs) (h)aren't y(h)ou (.2) shouldn't laugh should I

Sue: [it's totally inappropriate]
Tom: [no actually (.2) thanks] for your support

In contrast to Session 1, in Session 4 Tom is relaxed and moves freely. His voice and breath are much stronger (as noted in Sue's post-session reflections). It is noticeable that Sue's interventions seem at points almost half-hearted. Perhaps it is because her injection of energy is now no longer necessary.

Sue is in fact very conscious of how she tries to move Tom away from his emotional state. In the participant review she says (PR-08:30), "when Tom is overwhelmed or swamped he's very still so I think I sit still with him (1) and occasionally I'm conscious of moving a bit (1) to try and get him to move". Conversely, in the example of the routine for athletes, Sue explains that she was very consciously gesturing in a narrow space in front of her body to counteract Tom's broad gestures which were swaying from side to side.

5.6.4 Relational functions

In Case 1 the relational functions described the ways in which the participants made social exchanges (aligning with each other through humour), the ways in which their power relationship was expressed, and the ways in which avoidance and displacement were used to mitigate uncomfortable transactions.

The subtle disparity of power in Case 1 does not appear to be an issue in Case 2. Although on occasions Tom makes clear his respect for Sue's expertise and on some occasions makes it clear that her input is not always comfortable, he does not appear to defer to her. In Session 4, in particular, he seems to have reached a stage of real command over his circumstances and his feelings about them. However, humour, joking and self-deprecation are evident throughout in the verbal content of the sessions in Case 2 and tend also to be signalled non-verbally. In the example of Tom's account of how he "walked the legs off the dog" (S1-18:50), he goes from a fairly subdued presence to being more animated, shifting forward and backward in

his chair, smiling, with faster, louder speech. In the instance discussed in the previous section – “I know (.5) I’m playing with words (.2) I’m an arse” (S1-27:09) – Tom moves backwards and forwards and from side to side in his chair, tilts his head, then smooths his shirt before carrying on as before. These can be read as strategies for alignment.

Both participants also use physical routines to manage discomfort. Sue often laughs and rocks forward to achieve this; Tom shifts in his chair (as did Barry in Case 1), adjusts clothing, especially smoothing his shirt, smiles and holds or wipes his face with his hands. Both show displacement activities such as drinking and adjusting objects around them.

In Session 2, Sue tries to persuade Tom to be more realistic about what is possible in the context of change, and in particular, managing his drive to feel understood (S2-26:16):

Sue: And maybe this umm (2) desire for everybody to
understand you (2.5)
Tom: Yeah (.4) yeah
Sue: you know↑ (.2) it's quite romantic↑ (Sue laughs)

Figure 5.7 shows Tom tilting his head and clasping his face with his open hand (the other camera angle shows he is almost smirking). He accepts the uncomfortable message Sue is reflecting back. After Sue pushes the message home (“it’s quite romantic”), she rocks forward, laughing loudly. Tom then takes his hand away from his face and shifts in chair (not shown in Figure 5.7). The sequence as a whole seems almost like a face-saving routine.

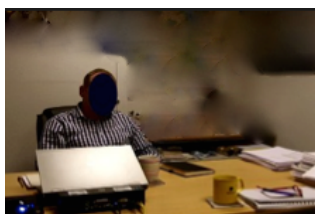
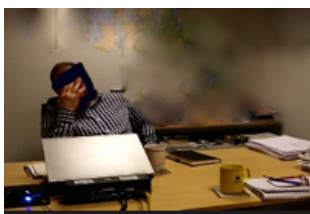
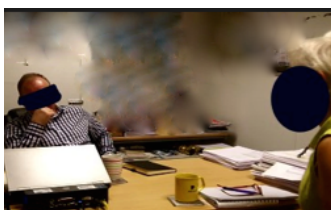
		
desire for everybody to understand you	Yeah (.4) yeah	it's quite romantic↑ (Sue laughs)
26:25	26:29	26:33

Fig. 5.7 Minimising discomfort (backgrounds blurred in these images)

Shortly afterwards Sue responds to Tom's complaints about his annual review, saying it is unrealistic to expect fairness. Tom, smiling throughout, has already given some signals of discomfort as Sue is talking: he has taken a drink and hit the cup down emphatically, wiped his mouth with his hand as he responds, "yes" to what Sue has said. When Sue says, "there's no such thing as fair" (S2-29:56), Tom looks down and replies quietly, "no (.) I know". Sue insists: "there isn't". Tom looks up and says emphatically, "I (.) know". Sue continues, laughing, "Right (.4) well stop looking for it." As she does so, Tom shakes his head, leans forward, pushes both hands on the desk in front of him, then reaches for the remote control for the air-conditioning, muttering, "I'll put the cold air on so you go". Sue laughs again. Tom, laughing, sits back in his chair again and smooths his shirt. The volume and activity drops again as the conversation moves on.

These are just two examples of points where Sue is giving Tom quite difficult messages or putting him on the spot in some way. It may be part of Sue's coaching style, and/or a reflection of the levels of trust between them, that she tends to push points home. There seems to come a point where both participants need to defuse the sense of conflict that arises. In the participant review, Sue confirms that "there are a couple of times where he nearly loses it with me" (PR-1:29:08) and that she is conscious that sometimes she has to repair the effect of hard-hitting messages.

5.6.5 Narrative role functions

Having reported the way in which participants re-enact their own or others' roles in accounts they give in Case 1, the regularity of its occurrence in this second case suggests it may be a universal feature of the coaching interaction. There may, however, be variations in style between individuals and variations between those individuals and the relational contexts in which they find themselves at different times.

At the start of Session 4, Tom is telling Sue about the working environment of a member of his family. He reports his part of a conversation with his

family member in which he is pointing out to her how her staff may be taking advantage of her (S4-4:37):

You must be doing: (.2) a lot of people's jobs coz
every- (.2) you tell me how little they all do

As he does so, he shrugs his shoulders in disbelief, furrows his brow and gesticulates to emphasise his points. A little later (S4-5:45), he says addressing Sue,

I know what she's li:ke she'll get fed up and go aaahhh
I'm sick of this (.) I- I'll do it myself.

He changes his tone of voice (at “aaahhhh”) and flings and shakes his arms in mock exasperation.

This incident is quite typical of Tom’s playful storytelling style and his general interaction with Sue, but would seem out of place in the relationship between Paul and Barry in Case 1. While reasonably familiar, Barry was more guarded with Paul than Tom is with Sue, more self-conscious about the vocabulary he used, and perhaps at how he presented himself.

5.7 Looking through multiple lenses

As in Case 1, there are observations on the interaction which emerge from looking through more than one analytic lens in combination. It is not the intention to verify the propositions that emerged previously, nor use them as a template in the analysis of the data in this case, though some comments on their fit with the data is warranted. In this section, therefore, they are discussed primarily in order to maintain the context of the ongoing comparison between cases, before moving onto the relationship dynamics that were more striking in the current case. In relation to the current case, two topics emerge as significant: patterns of gesture that suggest some symbolic reference; and a continuum of behaviours from engaging with a felt experience to splitting off from a felt experience.

The first proposition emerging from Case 1 was that **the use of physicality reflects the speaker’s need for self-expression**, that need consisting of

three dimensions: the degree of cognitive complexity, the degree of emotional charge, and the political (or goal-oriented) weighting. One could argue that this proposition in fact only applies to the client as the coach is only present to facilitate the client. However, this could equally be seen as just a different goal for the coach which itself influences their interaction. In this respect, I am particularly struck by Sue's ongoing balancing of Tom's emotional state. Unsurprisingly, her practice involves both support and challenge, but beyond this there are moments when she checks herself and contains what she might say and do outside of a coaching context: for example, towards the end of Session 1, she says, "you're getting emotional again" as she needs to close the discussion in order to finish the session; at the start of Session 2 she misreads Tom's opening – "not in a great place" – and has to moderate the effect of her response by saying, "I shouldn't laugh". A further observation to add to this proposition, therefore, is that *within the coaching session, the extent to which the use of physicality reflects the speaker's need for self-expression is moderated in the coach's case by the coach's need actively to manage the session itself.*

The second proposition from Case 1 was that **physicality has different functions when the participant is dominant as opposed to when the participant is subordinate**, namely that gesture generally serves to maintain or support speech when dominant, while it is used to introduce or request a speech turn, to maintain the relationship, or to protect the sense of self when subordinate. Table 4.1 set out the main communicative functions in relation to the dialogic role (dominant/subordinate) being enacted at the time. A review of the detail of how those communicative roles are demonstrated in the current case does not imply any changes to that structure.

In Case 1 **the use of space to facilitate thinking** was explored, and specifically the facilitative impact of handing over the dialogic space to the client and the enabling experience of locating thinking in a more open space. The current case is consistent with this view. Although the sessions take place in restricted space, Sue generally sits back to allow Tom to explore his

thinking and they discuss the opportunities for Tom to reflect by metaphorically and physically distancing himself from the problems around him (walking the dog; video replay).

5.7.1 Patterns of symbolic gesture

By looking at what the participants are trying to achieve in their interactions in combination with their physical movements, certain patterns of gesture emerge. In this section some characteristics of these gestures, or groupings of gestures are proposed. At this stage, these groupings must be seen as a description of this particular case. These patterns may, to some lesser or greater extent these patterns will be idiosyncratic and/or may be co-created by the participants in the moment. Any suggestion that these might be more widely applicable is therefore speculative. However, reviewing them together does illustrate that there may be some metaphoric echo of associated language or behaviour. There is also a sense that they are understandable to the viewer, which could suggest some degree of shared meaning (see the later note about embodied interpretation).

Appeal. Tom in particular uses open-handed gestures (palms face up, soft, gentle musculature, movement tending to be outwards from the body) when looking for agreement. The open palms seem to imply acceptance, though this would not seem to be the case if they were pushed away from the body (a gesture Tom uses when acting out the offloading of tasks: “over to you”). Sue also uses the same gesture when offering hypotheses or the possibility of a different perspective (see Figure 5.8).

Giving way, resisting and pushing back. These gestural patterns are grouped together as they seem to be adaptations of the appeal gesture. In the first type, Tom moves his hands backwards towards his shoulders. In the second type, the hands are held in front of him like a shield. In the third type, the hands are pushed away from the body. In the participant review interview, Sue imitates the first of these gestures when she recounts Tom giving way to a point she is pushing (Figure 5.9).

		
and moreover you're putting our commercial performance at risk	they may not <u>have</u> a story	why are <u>you</u> doing (.2) so much↑
S1-10:12	S2-28:25	S4-4:48
Tom complains that HR processes are unresponsive	Sue tries to persuade Tom the logic for his performance review might not be there	Tom recounts telling a family member they work too hard

Fig. 5.8 Appeal gestures

		
She may well be right (.5) and I may- could <u>we:ll</u> be wrong	and moreover you're when I run into (.) a brick wall ... (.8) you know- (.4) they're probably <u>not</u> a brick wall	there's been a couple of things where they've asked (.2) we're gonna do this (.4) and I'm like (.) woah (.) you can't (.)
S2-21:04	S1-53:20	S2-3:08
Tom concedes his wife may well be right about his future job prospects	Tom describes encountering resistance in the change process.	Tom recounts rejecting someone else's plan

Fig. 5.9 Concession gestures

Sequence and logic. Sue's use of a stuttered cutting gesture was described previously (see Figure 5.2). On that occasion, Sue was expressing the psychological reassurance of routine. On other occasions, she uses the same pattern to express plans and sequences. Tom uses a similar pattern, but tends to play it out in the vertical plane in the space in front of his body. The first image of Figure 5.10 shows him at the start of just such a sequence which continues with him moving his hand down, chopping softly at three further levels to illustrate points in sequence. He also repeats this routine a

few seconds later when talking about specific items. The second image of Figure 5.10 shows Tom referring to just one point on such an imagined list. In the event, the discussion continues on the topic of the transport department rather than moving onto another topic, but the echo of Tom's 'sequence and logic' gestural routine (along with his intonation) has the effect of implying is that it is part of an organised sequence.

	
So on my plan ...	so we've transitioned the transport
S4-24:45	S4-8:26
Tom runs through the outline of his transition plan.	Tom refers to the first item on an implied list.

Fig. 5.10 Sequence and logic gestures

Whatever the extent of generality of the specific gestural routines, these examples do suggest that even if they are idiosyncratic, it is reasonable to note that individuals may use patterns of gesture. Furthermore, these gestures, just like an idiosyncratic use of language may point the coach to interesting and useful avenues of enquiry.

5.7.2 Engaging and splitting

At various points this analysis has touched on different ways in which Tom engages with points of view. From the perspective of physicality the role of felt experience in this engagement is of interest. This is most noticeable in Session 2 where Sue has an explicit agenda to “improve abilities to depersonalise, manage emotional response [and] improve ability to self regulate” (Coach Reflection, Session 2). In this section the different ways in which this can be seen in the analysis are reviewed and it is proposed that the coach is implicitly working with felt experience even where it is not explicit.

Firstly, the idea of engagement is closely linked to the concept of ‘rehearsal and enactment’ (Section 5.5.4) where there are two examples of Sue inviting Tom to ‘inhabit’ the perspective of other people: to put himself “in their shoes” (staff fearing change in Session 1); and to inhabit the role of observer of his own behaviours (as Sue takes on his role in the relationship with his wife).

Taking perspectives as an element of Tom’s management of his emotions has also been described (see Section 5.4.2). In the example in that discussion from Session 1, Sue invites Tom to think about the motivations and needs that lie behind staff complaints. Sue uses theoretical models to help Tom distance himself from the experience: throughout Session 1 both participants talk about how Tom (and others) ‘personalise’ events, and as mentioned above, Sue explicitly wishes to help Tom to ‘self-regulate’. In Session 2, she adopts the specific exercise she calls ‘video description’ to help Tom distance himself from the immediacy of events, and even to consciously make sure he does not “get back in there” (S2-41:46).

In summary, Sue uses strategies to both encourage Tom to engage with the felt experience of others when it is important to understand them, and to dissociate from his own felt experience when it is perhaps becoming overwhelming. Underlying this appears to be a sort of theory of self (S2-33:56):

The other thing to maybe consider is (1) you know- when we feel shit (laughs) the focus of attention is on the self (.4) like you said earlier when you're having a great time (1) you don't even think about yourself [yeah] so if that's true (.5) it's about finding s-err (1) some routines where you forget the self

On this occasion Sue suggests that walking the dog fulfills this role (which she also calls “active recovery”). By extension, reflection is also a form of dissociation (S2-41:09):

this is the opportunity we've got (.4) for reflection (1) you know and it's really useful sometimes just sit ba:ck (.4) not feel it (.6) look at it

5.8 Reflections on methodology

Two further observations on methodology arise from the experience of analysing this case: the use of multiple transcripts and the embodied experience of carrying out interpretation.

5.8.1 Using multiple transcripts

In Case 1 I noted that the separation of observation from different analytical stances enabled additional insights into the complex interactions that take place in highly contextualised action sequences such as is represented by the coaching session. In Case 2, I have attempted to formalise this in two different ways.

In the analysis of Session 1, the different perspectives (narratives, developmental approaches, communicative actions) were colour coded using different colour fonts. This has the advantage of being able to see all the information at once as the transcript is reviewed in the process of analysis and interpretation. In Transana, however, the management of fonts and font colours is not smooth enough to avoid making this a laborious approach.

In Session 2, to bypass the need to constantly switch font colours, I used different transcripts for each perspective also further separating gesture from movement. This approach was inspired by reports on multi-model analysis (for example, Bezemer 2014) and multi-modal researchers' use of the tool ELAN¹ which enables multiple layers of transcription against a segment of video. This functionality can be reproduced in Transana by using multiple transcripts. With all transcripts open the researcher can view them simultaneously, synchronised with the playing of the video and switch between them to edit.

The set-up is slightly limited in that the level of coordination is dependent on the timestamps in each transcript. In effect the researcher must 'commit'

¹ At the time of writing ELAN is downloadable from <http://tla.mpi.nl/tools/tla-tools/elan/>. It is developed and maintained by **Max Planck Institute for Psycholinguistics, The Language Archive, Nijmegen, The Netherlands**

to a structure of timestamps in the first transcript. In practice, however, this simply meant ensuring that segments were short (roughly between 10 and 60 seconds), and also accepting in the analytical stage that they might turn out to be less than ideal. Even with this alignment of timestamps, I discovered that the separation of perspectives was much more messy than I expected. There was a certain amount of duplication of information (for example, an action that did not fall neatly into the category of either gesture or movement). Verbatim accounts seemed to reappear in the ‘gesture’ transcript as I found I wanted to relate gestures not to the ‘gist’ of the conversation, but to specific parts of utterances. Finally, there was some inefficiency when it came to interpretation as ‘clips’ are drawn from just one of the transcripts: I often wanted to read all the information together. This is straightforward when reviewing the ‘episode’ (session) as multiple transcript windows can be open simultaneously. However the ‘view all clips’ function would only open the relevant part of the transcript from which each clip was created.

It is in the nature of the analytical process that the observation process is slowed down at the same time as an attempt is made to simplify the data presented. The use of multiple transcripts creates a useful separation in the early stages of analysis, but becomes less efficient at the stages where interpretation is moving towards synthesis.

5.8.2 Embodied interpretation

Finally, I would like to make an observation on my own interpretive process and its foundation in my own embodiment. As I have watched video of the participants, it is natural that some interactions stimulate more curiosity than others, and that also my own interpretation of those interactions may be more or less immediate. Sometimes I have found that I have a strong sense that ‘something is going on’ in a clip, but that it is not obvious what that something is. In these instances I have discovered an urge to act out parts of the interaction myself. I have found this helpful in coming to a view as to what the interaction might mean.

Gendlin (2004) argues that the production of language is bodily and that “language, body, and situational interaction are a single system together” (p. 136). In the interplay of body and language is a layer of implicit meaning which is understood by others and their bodies and ‘carried forward’ in their own implicit understandings.

Phenomenology has no problem going beyond a single person's private experiencing, because experiencing is inherently an interaction process in a situation with other people and things.
(Gendlin, 2004, p. 147)

In this respect, it is possible to understand the re-enactment I described as part of my interpretive process, as a closer approximation of the participants’ felt experience.

5.9 Summary

In terms of analysis, this case generally builds on and develops the themes and propositions derived from Case 1 while there are also some interesting contrasts with Case 1. Amendments to the methodological procedures planned following Case 1 proved useful.

In terms of the overall tone of the relationship a number of contrasts with Paul and Barry’s relationship come to light. Tom seems to be much freer to express a range of feelings with Sue. Sue’s active engagement with those emotions suggests that this expressiveness may be a quality of the interaction that enables this self-expression as much as a characteristic of the individual client. Sue’s feelings also seem more available, and she works with Tom’s feelings in a wider range of different ways. There is a clear sense that Tom’s feelings may be important in understanding his development process, that Sue’s own feelings can be used constructively in the dialogue, and that the feelings of others may explain events in the client’s day to day experience. It is noticeable, alongside these contrasts with Case 1, that Sue is more focused on Tom’s general well-being, albeit in the context of work performance, than was Paul as regards Barry. Case 3, described in the next chapter, will provide further contrast in this respect.

The difference in overall tone is reflected in the somewhat greater visibility in Sue's practice of the functions described in the thematic framework of developmental functions. By looking at the interaction through this lens, it is evident that a broader range of incidents 'fit' into these themes. Furthermore, Sue's wider interest in Tom's emotional state and her sensitivity to her own reactions becomes more apparent.

The communicative functions identified through thematic analysis in Case 1 are also generally evident in this case and are extended and enriched by the analysis. A *contrasting* sub-function of the *paralinguistic* group emerges (in the examples of Sue's 'unstable' versus 'routine', and Tom's 'huge' versus 'costed down' business operations). Amongst the *interactional* group of functions, the use of artefacts (for example, Sue's notebook) becomes more evident. The *energetic* functions highlights Sue's sensitivity to both matching and leading her client's emotional tone where appropriate. The case provides useful examples of how participants use physical routines to manage discomfort (*relational* functions) and how storytelling is used to express themselves (*narrative role* functions).

The propositions regarding process dynamics that were derived from considering the case data from multiple analytical lenses in Case 1 have developed in a number of ways. As a result of further analysis in the current case, the proposition that *the use of physicality reflects the speaker's need for self-expression* was elaborated to acknowledge that in the coach's case, this drive may be moderated by their responsibility to manage the session itself (that is to say, they may contain their own drives because of the coaching role they are fulfilling at the time). The second proposition (that *physicality has different functions when the participant is dominant as opposed to when the participant is subordinate*) was unaltered. The ways in which Paul *used space to facilitate thinking* were echoed in Case 2, but Sue was also interested in how Tom could use physical and emotional space to separate himself from a problem. Some *patterns of symbolic behaviour* could be tracked in Case 2 and in retrospect compared to similar patterns in

Case 1. Patterns of making appeal, giving way, resisting and pushing back were noted as well as gestures expressing sequence and logic. Finally, processes of *engaging*, and conversely, *splitting* were noted as ways in which Sue helped Tom either to empathise with others, or to dissociate himself from a situation where necessary.

In terms of methodology, changes to data collection (simpler reflection sheet) and analysis (multiple transcripts) provided a more manageable and robust engagement with the case. The more dynamic interaction highlighted the researcher's process of embodied interpretation.

Case 2 therefore does not trigger a significant reappraisal of the understandings emerging from Case 1, but highlights a general alignment in terms of developmental and communicative functions, albeit with different emphasis arising out of a contrasting practice style. These slightly developed thematic frameworks and process propositions are therefore carried into Case 3 for further comparison and analysis.

Chapter 6 - Case 3 Kate and Liz

This case is the third of three cases. The idiographic nature of each case has been noted in previous chapters as has the fact that they have been analysed sequentially. The current case therefore carries forward both the observations on embodied practice strategies and the further theoretical propositions developed in the analysis of Case 1 and Case 2.

As with the previous cases, detailed verbal transcripts of segments are used in the report, though the principle of data ordering established previously is that the video itself is treated as the data with the transcript serving as an index.

6.1 Overview of the case

The following introduction describes the context of the coaching relationship and an overview of the structure of the chapter.

6.1.1 Introduction to the case analysis

This case constitutes the work of a coach, 'Kate', and her coachee, 'Liz'. Kate and Liz are well known to each other and have some commonality of experience in healthcare contexts. The sessions take place on 14 November 2014, 18 January 2015, 18 March 2015 and 2 September 2015.

The focus of the analysis is on Sessions 1, 2 and 4. The participants experienced some difficulties with setting up the video cameras. In Session 1, one of the cameras turned itself off very near the start of the session. The other camera is at a high angle on Liz which allows a view of posture and movement, but facial expression and gaze is not well documented. Kate is barely in shot. In Session 2, one camera is directed largely at Liz. Kate enters shot only if she leans forward. The other camera shifted after set up and has captured only the participants' feet. Both cameras in Session 3 ended up pointing at the space over a table top between the participants.

Session 3 is only documented for the purposes of continuity of the narratives. Session 4 is fully documented by the camera angles.

‘Kate’ and ‘Liz’ are pseudonyms. Other parties to whom they refer in the course of their discussions are referred to by initials which have been changed to preserve anonymity. Identifying details of people and organisations have been removed or changed. Text drawn from the coaching sessions is given in quotations, or when in block form, in courier font. Material drawn from participant reflections or the follow up participant review interview is given in quotations or in italics when in block form.

6.1.2 The context of the case

Liz is a senior nursing manager in a healthcare trust. The coaching intervention takes place just as Liz is starting a new job – in fact, Session 1 takes place after she has left the old job and before she has started the new one. The new job presents Liz with a number of new challenges, of which she has some sense at the outset having already had some contact with the rest of the team through attending meetings and events. Her sense of these challenges becomes clearer over the course of her first nine months in the job (the period covered by the sessions) as does her clarity of how different issues touch her personally.

Kate describes herself as ‘partially retired’, having left a long-term position in the Civil Service. She has also had first hand experience of healthcare earlier in her career. Kate mentions the influence on her practice of a Gestalt coaching text (Leary-Joyce, 2014) and there is a strong sense throughout the sessions of Kate’s interest in how Liz’s history, attitudes and experiences inside and outside work inform each other.

The sessions start with a very open agenda, with Kate either inviting Liz to describe what is in focus for her, or simply by allowing her to reflect without direction. In the first session there is discussion of a good friend of Liz’s who is chronically ill and who requires extensive care. The focus

moves between the management of the friend's care, systems of care in general, Liz's responsibilities in the new job, the management challenges in the trust Liz is joining and its organisational culture. The session takes place in a small meeting room. Voices can be vaguely heard outside and at one point there is some nervousness about being overheard. Liz and Kate sit in lounge-type chairs at a small coffee table. The session ends after 90 minutes.

The second session takes place in a similar location two months later. The session is focused on Liz's experience in her new job and in particular how this has surfaced the awareness that she finds some types of service users easier to deal with than others. There is extensive use of metaphor in the session and at the end of the session Liz is encouraged to act out parts of a metaphor she has used to describe how she shuts out certain types of problem. The session lasts 100 minutes.

A session a further two months later was not used for the detailed analysis. A different location was used with Kate and Liz sitting in more upright meeting room chairs either side of an office table. The positioning of the cameras made analysis of the physical aspects of the interaction between the two participants inaccessible. The session explores in depth the different parts of Liz's emotional response and how her negative attitudes explored previously are founded on fears for herself. The session lasts 100 minutes.

The final session takes place a further six months later, that is, ten months after the first session. The cameras are placed with good views of Kate and Liz who are again in lounge-type chairs with a small coffee table between them. Liz wants to talk about retaining "a bit of sanity in an insane bloody work world". They explore what this means for Liz and how she might achieve it. The session lasts 83 minutes.

6.1.3 Outline of this chapter

This chapter is organised in a similar structure to the previous chapters discussing Case 1 and Case 2. Analysis and interpretation in this case

followed the same procedures as in Case 2. Consequently, the notes on methodology are given more briefly. In order to establish an ideographic insight into the case, a descriptive overview of the discussions that took place in the sessions is given. Then three analytical perspectives in turn are presented: the narratives, or agendas that are pursued by the participants; the extent to which the coach has used intentional physicality-related strategies to facilitate change ('developmental functions'); and finally the ways in which the participants' physicality plays a part in their communications ('communicative functions'). As in previous cases the focus for exploring developmental functions is drawn from the description of practices in the literature. In the current case, however, it becomes evident that a different organisation of themes provides a description that is both closer to Kate's practice and more precisely aligned to underlying practices. The communicative functions are related to those emerging from Case 1 and Case 2, with particular discussion of where they are different to, or further develop those themes. Following these sections there are two further discussions relating to phenomena that emerge from looking through multiple analytic lenses. The previous case write-ups included closing reflections on the methodology of analysis and interpretation as it developed from case to case. Although the procedures followed were the same in Case 3 as in Case 2, the nature of the intervention changed the experience of interpretation. This is noted on at the end of the chapter.

6.2 Notes on methodology

Sessions were recorded in the same way as previously. Two portable video devices were used. There was no change to the analysis procedure documented in Case 2, but the steps are outlined here for convenience.

Steps 1. Immersion and identification of reference to/expression of physicality, and 2. Tracking the client's meaning making by identifying key narrative elements.

The first step was immersive 'open' viewings of the sessions without making any notes. Then a 'gisting' transcript was created. The 'gisting'

transcript consists of snippets of dialogue, observations, and some descriptions of physical aspects of the interaction. This provides an index to the discussion and events in the session as well as the first insight into the narratives at play in the session.

This transcript was exported and re-imported into Transana in order to duplicate the outline and timestamps. This was then used as a second transcript to observe specifically the physical aspects of the interaction. Additional timestamps were recorded ad hoc in order to produce segments of video which more closely align to the focus of the viewing (physicality). Careful timestamping means that the most useful video extract can be sorted (wide enough to be able to understand the context, but narrow enough to be a useful reduction of data). Data sorting was carried out by grouping extracts ('clips') into collections. Collections provide a clearer ongoing overview of the thematic development than codes in Transana. Transana also has the useful facility of 'collection notes' which were used for memoing, recording theoretical ideas, and capturing connections with other parts of the analysis.

After the first development of the structure, the session was reviewed again to look for significant features that were not effectively sorted. The intention of this step is not necessarily to cover all the content of the sessions, but to surface further perspectives that might enrich or challenge previous interpretations. Finally, the clips within each collection were reviewed to further refine the themes and the connections between them. This moving in and out from the data resulted in whole categories emerging and then being reabsorbed into other categories. In particular the function in Transana to view all clips in a collection was very helpful in exploring whether the collection represented an analytically interesting theme or not.

In Case 2 *a priori* collections (themes) inherited from Case 1 were created in Transana so that they were available in the analysis process, with steps taken to avoid confirmatory bias. At the outset of analysis in Case 3 I considered these themes familiar enough to me that I would make connections between

them when they were appropriate. At the same time, the style of the coach in Case 3 was very different from the previous participants and there were far more data available on intentional interventions involving physicality. As the themes developed through the analytical engagement, overlaps and finer distinctions between similar concepts emerged. These were partly tracked by collection notes (memos) but most importantly were resolved through a thorough review of all the data for each collection resulting in the development of an alternative set of themes.

3. Including further incidents identified as significant in the participants' reflective diaries.

As in Case 2, a simplified structured reflection form was provided to participants to reflect on each session. The coach in Case 3 provided reflections for all sessions. The client felt that she did not want to 'over-analyse' the discussions in the coaching session and did not provide reflections.

4. An extract of the interpretive analysis of the 'case' is presented to participants to generate further interpretations.

In March 2016 a 90 minute interview was carried out with both the coach and client, demonstrating some of the findings to solicit their responses to the analysis. The session was video recorded and transcribed for reference. The protocol was similar to that used in the previous cases (see Appendix 9). In previous cases, the coaching client was unavailable. In this case, Liz – who uses coaching techniques in her own clinical and managerial practice – was keen to participate.

6.3 Overview of discussions in the coaching sessions

The following descriptions are provided to give a rich account of the discussions from which the data are drawn.

6.3.1 Session 1 (November 2014)

One camera is pointed mainly at Liz from a high angle. The second camera was non-operational. Kate sets up the camera and leaves the room for a few minutes. Liz makes some notes in a notebook and is interrupted by Kate's return. They refer to the date and Liz puts the notebook down. After nearly 8 minutes, Kate says, "right ... coaching". They contract for the length of the session.

The session starts quietly. Without any prompting Liz falls silent for about 20 seconds, breathing deeply, then reports that three things are "bubbling up". The first is the new job. Prompted for "what else," she says she has been "Mrs intolerant". Her intolerance is related to the care of a close friend, 'B'. B's carers inform Liz of minor issues (for example, that the lightbulb in the bathroom needs replacing) and Liz is frustrated that they do not simply address the issue at source. She is also frustrated with B's aunt, who "makes lots of lightbulb calls".

She recognises that she herself has taken on the lead in managing B's care, making complaints when the service delivery falls short. She feels held responsible by the aunt for this delivery. There are other relationships where she takes the tasks and responsibilities of others onto herself. When Kate reflects this back as a theme, Liz relates it to her work: her experience is of "take, take, take". At home she gets the "limbic part" stroking the hair of the 12-year old daughter of her partner.

Liz makes a connection between her sense of responsibility for B's care, her guilt and annoyance at his relative's demands of her, and current challenges in the new organisation. It seems that a history of financial security has made the trust somewhat complacent and that it is ill-prepared to operate effectively in a much tighter financial environment. Liz is concerned that she will be responsible for a broad remit where there is a lack of urgency and that she will become the primary driver for satisfactory performance in regulatory inspections (of which one is due in 3 months time).

Liz identifies differences between her own experience and the organisational culture. The organisation has “run on emotion and personality”, while her experience is of an action-oriented environment centred around coordinated management of risk.

When Kate invites her to project how she wants to approach the job, Liz predicts that she will get all the responsibility, as with B’s care (“over to you”). At the same time, she suspects there may be an awareness of a need for change as she is one of three new senior recruits who all have more of an action-oriented approach. Exploring her feelings about B’s care, Liz realises a connection between her frustration with his care provision and her sense of defeat as a manager of services. She resolves that her role in the new job is to “say what I’m seeing”.

They discuss an individual who Liz thinks is a “lovely bloke” but also “a waste of space”. She identifies a tendency to forgive people’s shortcomings if she thinks they are “a nice person”. Given (by Kate) absolute power, Liz admits she would tell him he had no place in the organisation. Liz says she’s now “figured out what my mantra is,” that is, “to describe what I’m seeing but not immediately take it on”. Despite her anxieties she also identifies a number of exciting aspects of the new job.

6.3.2 Session 2 (January 2015)

The session appears to take place in a similar room. Kate attempts to place the cameras and check their operation. The task is complicated by the fact that recordings are stopped and the camera moved from its position in order to check its operation. There is 25 minutes of recording during which time they discuss their personal well-being, health issues, and the experience of being recorded.

Kate signals the start of the session and Liz falls into a reflective silence. She has just been on holiday and is finding it difficult to think about work. Realising that she had not yet started the job at the time of the previous

session, Liz describes what she has been doing in her first two months. She has found the variety interesting and there are a number of unfamiliar environments. She is particularly fascinated by healthcare in prisons; the practicalities and psychological effects of working in a closed, restrictive environment. Kate comments that Liz seems somehow *attracted* to this part of her job.

Another new area is addictions. This is interesting to Liz as she finds it difficult to relate to people with addictions in the way that she finds quite normal with people with other types of problems. She is intrigued by the way that such environments and the levels of disturbance and threat can become run of the mill for health workers. Liz explains a personal theory that we work with what we are most frightened of. Kate uses the word ‘attract’ again (the previous comment was some 10 minutes earlier).

Kate raises the question of what the staff in these environments want from Liz and the discussion moves onto Liz’s leadership responsibilities and her resolution in the previous session to “name it” (she used the expression “to say what I’m seeing” previously). An example of doing this emerges in the difference of working cultures between physiological and mental health services, and in particular the awareness and practice of infection control. They also reflect the difference in Liz’s knowledge and experience on the one hand, and the novelty of new fields on the other.

Reflecting on how people arrive at where they are in life, the conversation jumps back to addictions. At an intellectual level, Liz accepts all health service users as having suffered misfortune, but she experiences frustration and incomprehension in relation to people with addictions. She is concerned at her urge to judge people with addictions. The situation is complicated by her feelings about her own mother’s excessive drinking. Liz describes the transition to illness as a bridge that anyone can end up crossing, but addiction is a big, heavy, ornate door. Kate refers several times to opening the door, or to what might be behind the door, and Liz

agrees it is something that professionally it would be responsible to examine.

Kate initiates an exercise where Liz stands facing the door of the room to explore her feelings. She eventually opens the door a little, not wanting to be ‘weak’ – unable to face reality. Kate encourages her to talk as if she were the door. This becomes exhausting and Liz takes an opportunity to end the exercise. She expresses a sense that she should be able to overcome the feelings she has about addiction. The recording ends while she is talking.

6.3.3 Session 3 (March 2015)

As noted in the introduction to the case analysis, this session is not included in the full video analysis process as the cameras were not positioned to capture a sufficient view of the interaction. The content and progression of the discussion is included in order to maintain continuity of the narratives.

Liz has now been in post for two months. She has visited much of the operational area for which she is responsible and makes a point in particular of having visited two drug abuse clinics. During such visits, and in interactions with senior colleagues, Liz has made an attempt not to betray her strong feelings about addictions. She reports that the feelings themselves are less powerful: “I haven’t had that visceral thing”. Liz has noted a comment from a psychologist colleague: “society only allows us to take pleasure to a certain limit and we judge those that take it beyond that limit”. This ‘limit’ forms a significant part of the discussion throughout the session and seems related to discipline and self-discipline. Liz now uses the image of the Tower of London. The ‘river’ is uncontained; and the route to the river is through Traitor’s Gate. Three aspects of her person in particular must be contained: pleasure, recklessness and what she calls, “fuck it”. She decides to focus on the latter. Kate encourages Liz to think around what it would be like for this to be bigger. Kate draws on the resources of “consequence-free Liz” who Liz thinks can help her to be less emotionally attached to transgressions of her values. Kate encourages Liz to take

responsibility for both parts of her personality through using I-statements. At the end of the session, Liz is able to formulate a detachment that is not at the same time the derogation of responsibility which she fears. This position is embodied in a gallic shrug, which Liz practices.

6.3.4 Session 4 (September 2015)

The session environment is similar to Sessions 1 and 2: somewhat functionally styled lounge-type chairs separated by a coffee table in a small meeting room. Voices and traffic noise are audible outside the room. The cameras are set up and checked within a couple of minutes of being switched on. After contracting for interruptions, Kate initiates the coaching by saying, “Right – where are we going and what are we doing?” She waits and watches Liz who, after 40 seconds, responds, “the thing that pops into my head to say (1) is I’d quite like to retain a bit of sanity (1) in a (2) insane bloody work world,” and that, “I haven’t had any inner respite for a bit”.

Kate encourages Liz to explore what “inner respite” means for her. Liz does not address this at this stage but talks about a colleague who has commented that she looks “bedraggled”. She associates looking bedraggled with being intolerant, and plays out a fantasy conversation, rejecting the demands of the Chief Executive. This draws Liz into an engagement with how upset she feels about the unfair and contradictory demands put on clinical staff and the service in general. She is upset that she is in the position of trying to make sense of these demands for operational staff. After some exploration she resolves that, “what I have to say is I’m really really worried about this”.

To be able to state serious concern in this way would be new for Liz who has developed her professional persona on being relied on to get things done. She has an automatic action response: “when the email pops up whack into action mode”. Other colleagues do not have this drive nor this anxiety. Her own developing coaching practice gives her a completely different experience; it is one of the parts of her work, along with some aspects of operational involvement, that “feed” her.

Liz says she has been running on “a weird energy lately (...) that’s not coming from a nice place somehow”. Subsequently Kate summarises this feeling as “running on empty”. The last time this happened was shortly before Liz decided to take a career break. They return to the organisation, its challenges, and Liz’s being bedraggled. Liz compares her own experience to workers in the organisation who seem to deal successfully with intense emotional environments. She feels angry sometimes, or even violent. Kate explores where Liz feels free of this violence (at home) and notes that violence is part of the undercurrent of the organisation. Sometimes a naughty humour is an outlet.

Liz resolves that she wants to stick with the job, but needs nourishment. Home is not currently the refuge she needs and she resolves to treat herself to some indulgent personal time – going to the cinema and doing trips on her day off.

6.4 Narratives

For the purposes of the analysis, narratives are considered as the unfolding meaning-making in the dialogue between coach and coachee. It is this change in meaning-making that is conceptualised as the impact of the coaching intervention in the current study. Setting out the predominant narratives therefore has a twofold purpose: to provide a ground against which intervention can be understood; and to enrich the description of the case itself.

As with the previous case, the participant reflection forms included a question asking, “What was the main agenda of the session?” It was noted in the previous chapter, however, that the participants’ own perceptions of the purpose of the coaching can be read in conjunction with observation of the dialogue as it develops: that is to say, there may be change beyond the participants’ stated purpose and/or recall in reflection. In the current case, two factors created a situation where the narratives were more emergent than pre-determined. Firstly, as can be seen in the outline session

descriptions given above, the coach in this case used a very open ended style which included starting each session by allowing an open space for an agenda to emerge. Secondly, the focus of her coaching approach tended towards treating current problems as symptomatic (or indeed as a helpful test bed) in relation to the client's personal insight and development. Rarely, if ever, does Kate challenge Liz to take actions for the purposes of fulfilling her assigned tasks. In this context, it seemed quite consistent that the client also chose not to provide reflections on the sessions. By email Liz told me, "I am unlikely to write anything down on reflections post session as I want to enjoy not writing anything for once". So in some contrast to Cases 1 and 2, Kate operates with emergent phenomena to reflect on the client as a person rather than on the tasks she faces, and Liz herself chooses to engage with the present moment of the coaching process rather than as a problem solving engagement. The focus on Kate's work highlights this contrast in styles between coaches. This will be examined in more detail in the discussion in Chapter 7.

A review of Kate's session reflections (see Appendix 8), in particular her responses to the question, "What was the main agenda of the session?" produced a number of items. Firstly, Kate highlights in each reflection issues relating to Liz's responses to the demands of her job. Secondly, there is a consistent concern for Liz's self-care. Thirdly, she identifies in Sessions 1 and 2 issues relating to Liz's understanding of her own emotional reaction.

A further agenda of 'career' is not in itself highlighted in Kate's reflections but is touched on at the very start of Session 1 and returned to at the end of Session 4, emerging in the discussions themselves as a significant concern that sets the context for much of the exploration. Although career takes up relatively little of the time and space in the coaching sessions, and only appears in overt form in Kate's session reflections for Session 4, it is a significant frame within which to consider the substantial discussions of Liz's work and feelings. For this reason it is examined first, albeit briefly, before those more overt narratives.

Finally, two further ‘meta-narratives’ can be considered. One concerns Liz’s sense of identity, which is often expressed in terms of her needs and preferences. The other is the cross-over of learning (and to some extent ‘being’) from one life context to another. These meta-narratives emerge from consideration of the more explicit agendas and are discussed last.

Overall there is a continuity of concerns through the three main sessions under analysis and the four sessions as a whole: some major issues are considered in each of the sessions and indeed develop through the course of the sessions. There is a general movement towards exploring the overlaps between and the interconnectedness of these issues.

6.4.1 Career

Kate and Liz are already in conversation when the recording of Session 1 starts. Kate is talking about her own pension provision with which she is reasonably satisfied. Kate has “enough to live on” (S1-00:48) and has “been really lucky” (S1-02:03). Like Kate, Liz has holdings in different schemes from different employments, but comments, “I also think you’re the right age.” implying that, at about 10 years younger, she herself has missed out to some extent. The topic of pensions is not pursued in Session 1. The topic is not explored as part of the ‘formal’ session.

Session 2 takes place shortly after Liz has returned from holiday. At the start of the session proper Liz comments that she has an “empty head (3.5 holiday head” (S2-26:11). She reports thinking on the way to the session “about this pensions crap”, that “work’s a pain in the arse”, but that she is no longer in a position to take career breaks and needs “a minimum of ten more years in a pension scheme” (S2-28:15). The conversation turns to Liz’s new job, but still one aspect of its appeal is that “it’s got a bit more money and bloody hell yeah for definite that helps pay off the old mortgage” (S2-29:35).

In Session 4 Liz says the job is “too much like hard graft” (S4-16:48), that she would “like to do something easier” (S4-25:51), and that “a decade more

to work is a relatively long time” (S4-27:02). Later Kate asks Liz if she wants support in the job or support in leaving it; Liz is clear that she will “hang on in there” for the financial reward. She is, however, influenced by an article she has read about the regrets that people have when they are dying (one of the top ten is having worked too hard). Liz realises that her challenge is balancing her work life “so I don't (1) spend the next decade remembering the top ten regrets of the dying”.

In summary, Liz has taken a new job of which part of the appeal is that it is better paid than her previous job. There are significant challenges in the job (see next section) and Liz's frustrations with it are often framed in the context of how long she expects to continue working in order to achieve financial goals. Towards the end of the intervention she is able to see the issue as one of balance rather than as a dilemma.

6.4.2 Responding to work demands

Exploration of Liz's new role is the largest topic in terms of ‘airtime’. The discussion returns consistently to how Liz manages her role and the challenges it brings. In the first session it is the first thing that Liz puts on her agenda, though at this point it is a prospect rather than a reality: “I start the new posh job on Monday” (S1-09:02).

Although a lot of Session 1 – in terms of concrete demands – is concerned with Liz's care responsibilities to her friend (‘B’), the new job is certainly something she wishes to discuss with Kate. Having attended some management meetings, she has already identified issues arising from the organisation's roots in two different disciplines (S1-39:00):

you've got two very different cultures that have come-
[mm] came together [yeah] and (2) one (left hand on
table) can't believe the incompetence (right hand on
table) of the other

When Kate asks how Liz wants to approach the job, Liz says that she is “probably walking into chaos” (S1-43:23). Her response is to try to be organised (S1-42:20), clear and assertive. She is particularly keen (given observations that arise from their discussion about her caring

responsibilities), not to end up with sole responsibility for fixing everything that might be wrong: “I’m going to say what I’m seeing (2) and not take responsibility for it (1) not yet” (S1-59:32). By the end of Session 1, Liz has adopted this attitude as her “mantra”, her way of dealing with the pressure of expectation that people in the organisation will be “waiting for that job to solve things for them” (S1-1:09:03).

As noted above, Session 2 starts with Liz finding it difficult to enter into the workplace mindset after her holiday. She has now been in post for around two months. She recaps for Kate her first impressions. The job has “some very interesting stuff” (S2-29:44) and Liz is fascinated by imagining the stories of mental health service users, and the extreme situations they find themselves in (psychiatric units; prisons – S2-31:55). Although she previously described the clash of cultures, it is in its very difference from her previous experience that this area fascinates Liz (S2-33:40). Despite starting the session with her “holiday head”, by this point, Liz is focused, lively and engaged.

There are, however, parts of the portfolio that are disconcerting for Liz. She talks about the surprising violence underlying mental health and about not having “got to grips with” addictions. With long experience of traumatic and emotional aspects of healthcare in general, Liz asks, “why there are some emotions you can work with (.) or emotions in certain contexts [yeah] but (.) not others” (S2-38:20). Liz brings up addiction again later and is concerned that she needs to work on her judgments about addiction which are quite strong: “it’s a part of my head (1) that wants to say pull yourself together” (S2-54:20). Liz feels bad about these judgments and wants to make sure her personal feelings do not affect how she supports the service and the workforce (S2-1:05:01).

There is further work on these attitudes in Session 3, but it is not related specifically to Liz’s work performance. By the time of Session 4, Liz has been in her new role for over 9 months. Work challenges are now primarily about the practicalities and issues of making significant cost savings and

Liz's personal feelings about having to take management responsibility for policies and communications that she finds it difficult to agree with. Liz embodies the demands coming from above, jabbing her finger when she describes being tasked with preparing a proposal for cost saving (S4-04:07). Kate probes what is behind the way Liz is talking and it leads Liz to summarise that "there are lots of problems for which there will never be a proper solution" (S4-07:34). She is primarily concerned about the conflict between costs and patient safety. It is a dilemma – "damned if you do (.2) damned if you don't" - but one that can't be officially recognised - "but you can't say that" (S4-10:00). This aspect of her work is irksome to Liz, while other aspects are more positive. She has been coaching internally. She enjoys the contact and the involvement with other people's work lives (S4-17:40) and it is a 'food' for her (S4-20:02), though she is uncertain whether this is an indulgence or a legitimate part of her leadership role (S4-20:57). She describes other activities in a similar way, mostly activities that involve direct contact with the services for which she is responsible, while "the other stuff" – the strategic management of the organisation – "is boring and irritating". Kate asks whether you can have one without the other and Liz agrees that you cannot (S4-21:20).

In summary, on the topic of work task, Liz moves from having some concerns about the complexity of the new organisation and expectations of her new role, through exploring her own reactions to parts of the operation, to a reconciliation that the job will necessarily contain both "nourishing" and "irritating" aspects. This latter position sits alongside the pragmatic position she has reached on the career agenda.

6.4.3 Looking after the self

In her reflections on each session Kate recorded a concern for Liz's ability to maintain a sense of self through the challenges that she faces. Through the sessions a dialogue develops about the need to give space and support to the self.

In Session 1, Liz recounts incidents that point towards two aspects of looking after the self: awareness and nourishment. She reports surprise that, at a management awayday, an exercise to explore personal values and preferences was alien to the team (S1-20:49). The facilitator of the session had talked about the “limbic part” and Liz reports that participants initially minimised the exercise, but that they subsequently “really got it”. She jumps (“why am I telling you this?”) to reflecting on where that need is satisfied for her, and describes sitting on the sofa in the evening stroking her partner’s daughter’s hair (S1-21:40):

three of us sit on the sofa: [mmm] and she lolls down on
one of you (.) [mm] and has her head stroked [yeah] and
it's just so: limbic↑ [yeah (.) yeah] for everybody
[yeah]

There is a sense that this is an organisation where it is possible to forget the needs of the people in the complexity of caring for the service users. Liz emphasises how important “just that simple act” can be after a day of hectic demands and refers, without explanation at this stage, to “that Indian thing (.) simply” (S1-22:43). Though she comments that “nothing is just simply (.) because there's always stuff (1) to do” (S1-23:40). Liz will return later to the ideal of ‘simply’.

At the start of Session 2 Liz is reluctant to lose the emptiness of her “holiday head”. They talk about the emotional charge of the service and Liz recognises that even on holiday, a state she describes as “precious”, there has been “a kind of peanut in there that I think is all this stuff” (S2-42:03).

Session 4 turns more overtly to this issue from the outset. It has already been noted that Liz starts the session saying that she would, “quite like to retain a bit of sanity in an insane bloody work world.” She relates her looking bedraggled to not having “had any respite for a bit” (S4-03:10). She says (S4-24:04),

I've been running on a weird energy lately that (1) I
haven't really run on for years (5) it's not coming
from a nice place somehow

And then (S4-24:24), “somewhere that doesn’t replenish”. She has found it difficult to be her normal “chirpy” self and says she has been experiencing violent feelings that come out in dreams and fantasies. She is aware that last time she felt so depleted she had decided to take a career break. She “can see some of that bubbling again ... but the job can’t actually go this time” (S4-1:05:25).

When Kate asks where Liz experiences being without the violent undercurrent, the discussion turns back to nourishment and replenishment. Generally the answer is at home, or on her own (S4-48:12). She explains more fully the concept of “simply”. Whilst in India she had come across someone just sitting in a room not doing anything. She had asked what they were doing there and their reply was, “I am simply” (S4-1:10:38). Liz finds this idea delightful and realises that her version of this used to be to stare at a wall. This leads her onto birthdays and how she has enjoyed treating her mum and her partner. Kate asks what would she do if she were her own best friend (S4-1:13:11) and Liz decides on a plan for her day off the next day: a big breakfast, cinema and a touristy outing. While she has builders in at home, this is “nearest I’m going to get to a quiet corner” (S4-1:20:26).

In relation to care of the self, therefore, a progression can be seen from professional curiosity and some concern about the new job, to an acknowledgement that being outside the work environment is important to Liz, to an almost critical level of emotional exhaustion which focuses her on what she can do to restore her energy.

6.4.4 Learning to understand and use emotional reaction

It is clear from watching the sessions that Liz derives some cathartic benefit from venting her feelings in a safe environment with someone who is able to listen without judgment. Kate’s reflections show a continuity of concern throughout the coaching for strong, especially negative feelings associated with Liz’s work. The vocabulary varies (see Appendix 8): “feelings” and “frustrated reactions” for Session 1; “adverse reaction” and “strong emotional/judgmental reactions” for Session 2; “difficult emotions” for

Session 3. Kate also refers to “work on” or “work with” these reactions and indeed the explorations go beyond just acknowledging emotions to trying to understand both their source and how they can help Liz.

In Session 1 they discuss Liz’s feelings about B’s care. In this respect, her knowledge of the care system is a double-edged sword: it enables her to demand more (“the only time I ever get a call back (.) from the local authority (.) is when I’ve made a formal complaint ↓”; S1-13:30) but also means that she carries a sense of responsibility for it (“I feel sometimes defensive of it [...] because I understand the system they’re working in”; S1-16:20). In fact, she says, she feels that when B’s relative complains that “she’s criticising my competence” (S1-15:32), even at the same time as being deeply critical of the care providers herself. She is aware that this means she “throws other stuff back at her [the relative]” (S1-12:10).

The discussion in Session 2 exploring Liz’s judgments about addiction was mentioned in the description of the narrative on Liz’s work demands. Kate and Liz also spend time exploring the emotions attached to these judgments in their own right. Liz clearly experiences some guilt (“that’s a shitty old attitude isn’t it”; S2- 55:00). Her ideal self would rather feel empathy for the people she is describing and she is certainly aware that “they don’t look happy (2) they look miserable (.2) and alone” (S2-1:13). Liz saw a comment at an exhibition on drugs saying that, “we have always sought to alter our consciousness” and consequently that “I think there’s something in me: (.2) that thinks that’s- (.) loses control” (S2-01:25:33). Through an exercise of placing Liz’s attitudes in a physical space, she realises that she has her own way of “not dealing with reality” which she describes as “avoidance” (S2-1:29:20). There is some aspect of reality represented by addiction that Liz cannot currently come to terms with.

Kate and Liz continue their work on Liz’s attitudes to addiction in Session 3. (Although Session 3 is not included in the analysis of communicative and developmental strategies, the progress on this issue forms part of the

development towards Session 4 and is therefore given here in outline.) Liz picks up the judgment as a specific topic of discussion. She says she has not been completely free of the judgments she reported in the previous session, but “I haven't had that visceral thing since” (S3-05:20). Liz has particularly noted something she has read: “society only allows us to take pleasure to a certain limit and we judge those that take it beyond that limit”. She has talked to a psychologist colleague about her attitudes but is reticent when it comes to feelings such as anger and jealousy and that (S3-13:20):

I'm not- I don't think I'm jealous of drug users but-
maybe I'm jealous of them taking pleasure beyond a
certain limit

Kate explores Liz's obligation for moderation, asking, “What if you could take pleasure without limit” (S3-13:22). This is a disruptive suggestion for Liz and she alternates between the delight (“I could eat all the Emmental I want”) and the anxieties of being unbounded (“I'd be some kind of anarchist I think ... I'd have no rules”). She has a sense of resentment for people who live “without consequence” (S3-30:08). Later she is able to identify her feeling of fear towards this unboundedness and towards the people who are unbounded in this (S3-1:02:43). She also relates this fear and revulsion to her own ambivalence to competitiveness (1:11:34). This is illustrated in an account of an interaction with a director. She experiences the director as very critical and finds his ‘broad brush’ approach worrying. She takes delight in an incident where he is caught out by being too laissez-faire, having dismissed Liz's (as it turned out) more reliable anxieties. Kate's speculation that she may be projecting her ‘aggressor’ feelings onto the director hits home with Liz who lists “as a projection”: “fear of eye off the ball”; “fear of not knowing detail”; “fear of not managing risk”; “fear of not having presence and a visibility in [the] line” (S3-40:56). In contrast, she has seen a colleague who very consciously avoids competing. In a meeting another colleague became almost aggressive in explaining a point to him. Liz reports that his response – “educate me then” - immediately took the aggression away. It should be noted that in this session there is also mention of areas where Liz feels free. She notes that “I take great joy

in the fact that I have a very happy relationship with food" (S3-23:00), and that she is very happy to spend time alone (S3-23:17).

Finally in Session 4 Liz is intolerant again. Her immediate reaction to her Chief Executive – who she feels is presenting impossible challenges – is to want to tell her to “fuck off”. The lack of resources and emotional reserves that create this aggression and anger is discussed in the previous section. The important point here is that her negative emotions are heightened by the work demands, and indeed lead the coaching in the direction of rectifying the resource/reserve problem.

Looking at the intervention as a whole, Kate allows space and support for emotion to arise and often encourages Liz to amplify her emotions. This allows them to look together at the personal preferences (like control), and the contextual factors (like fatigue) that trigger strong emotional reactions, and in turn to identify insights and actions that help Liz to develop. It is noticeable how closely connected Liz’s feelings are to her values and in particular to her sense of identity. This is not an area Kate and Liz recorded as an overt agenda. In the next section therefore it is treated as a ‘meta-narrative’.

6.4.5 Meta-narrative: Liz’s sense of identity (needs and preferences)

It is implicit in the descriptions of the narratives in the previous four sub-sections that Kate and Liz are constantly working on aspects of how Liz wishes to see herself, and how her needs and preferences can represent both limitations and resources. Liz’s sense of self is not mentioned as an explicit objective of the coaching, but it is connected to much of the discussion and is also the explicit focus of some discussions. Two issues stand out: firstly Liz’s identification as someone who gets things done and solves problems; and secondly, her sense of caring and fairness. To some extent these are intertwined.

In Session 1 a lot of the discussion involves Liz’s responsibilities as a carer (and power of attorney) for her friend B. Her (perhaps misplaced) sense of

responsibility for the care services' provision has already been noted, but she also displays strong feelings about other people not getting things done. The following incident is symptomatic (S1-10:46 - indications of her gestures are included to illustrate something of the tone of her complaint):

Liz: (places hands on forehead) (5) one of B's carers rings me right (.4) got live-in carers (waves right hand and replaces on forehead) (speaks like an automaton) the bulb in the bathroom is broken (looks to Kate, open hands in appeal)

Liz is astounded that “they don’t do it themselves” and subsequently refers to this pattern as a regular phenomenon: B’s relative “does lightbulb calls all the time” (S1-11:50). She is aware that she has created the situation that she finds herself in (S1-13:50): “And actually the a- the annoyance is it's all down to me↓ (1) I took it on but it is all down to me”. Later in the session she describes “the risk that I always fall into with B [...] is that I’ll do it all” (S1-53:40) and then reflects:

Liz: I think because that's what people are expecting [wh-] myself included d'you [/okay] know why: becau:se in that place you get so fed you up you just say I'll fucking do it then [yeah]

Liz’s propensity for action is powerful, almost overriding. In Session 4 they discuss her sense of obligation and Liz complains that colleagues do not necessarily feel it in the same way. When she receives an instruction her mind works on it straight away. She perhaps takes action too quickly – she notes that colleagues “are not worried about 3000 emails in their inbox” - but she says, excitedly (S4-1:50)

I get a kind of physical (1) bang of energy (4) and the minute I get a signal of some description I'll (clicks fingers) start acting.

Liz is also aware that this is a strength and perhaps a contributor to her getting her new job. She says of her director that, “ he knows (.) he needs some just fucking do it” (S1-48:10).

The strength of Liz’s standards regarding care are evident. But there is a gap between her feelings about addiction (discussed previously) and how she imagines her ideal self. The gap is disconcerting for her. After

revealing that a part of her wants to shout “you losers”, she counters, “that's a shitty old attitude isn't it” (S2-55:00) and that, “if I judged every self (1) imposed (1) physical or mental health condition (.2) you'd never stop would ya (2)”. Kate wonders if Liz is judging herself for judging other people and Liz agrees: “yeah yeah completely” (S2-56:08). Kate explores this gap, asking Liz what she would like to feel if she were ‘super-Liz’. Liz’s ideal self feels the same empathy as she does for other people who experience misfortune (S2-1:18:26):

Super-Liz would like to feel (1) some level of empathic (.4) response to (2) that person (.4) or that situation or that group (5) in the same way I would to someone who was dying or had a leg ulcer (.) or was banged away for whatever they were banged away for (2)

The depletion of Liz’s emotional energy in Session 4 as she faces difficult, perhaps impossible, dilemmas has been described. It is here that her various departures from her ideal self become almost intolerable. She reflects that “my skills (*sic*) at work is making friends with people” (S4-58:00), that people “feel safe” and that over her career this has been the experience of patients. She sighs deeply when she says, “I don't like it when I'm not like that” (S4-59:50). It is at this point that the discussion moves towards how Liz can find “nourishment”.

In summary, Liz has particular strengths and values which have been significant in her career and are also part of her professional contribution. Some of these have a shadow side – getting things done, for example – which creates a destructive loading on Liz and she realises that she needs to change a particular pattern of thought. Other aspects of her sense of identity provide a foil against which dissonant feelings can be compared. So her (by her own standards) unfair attitude to addiction is explored and found to be a symptom of more deeply held expectations of herself.

6.4.6 Meta-narrative: crossover of learning between contexts

The crossover of learning between contexts is also described as a meta-narrative as it is a recurrent aspect of Kate’s intervention and is indeed hinted at in her reflection on the objectives of Session 1 (“Exploring

similarities between feelings about new role and longstanding relationship with a friend with serious disabilities”). It is also inherent to the discussion about balance in the narrative ‘Looking after the self’.

Both Liz and Kate make these crossovers explicit in the dialogue within the sessions. Kate often picks up Liz’s strong feelings expressed in one context when talking about another. The most frequent example is Liz’s imperative that people should “just do it”. It almost becomes a shared vocabulary. In the following example, Liz has been talking about the conflicting organisational cultures in the new trust that was formed out of two different organisations. Her own background is from the more action-oriented culture (S1-28:38):

Liz: it's much mo:re (3) chin up [/ok] buckle up
[/chin] (.2) operational (.2) delivery (.) focus (.)
practical [yeah yeah]

Kate: do it () just get on with it

Liz: [yeah]

Kate: [fix the] light bulb↑

Liz: fix the light bulb

Also in Session 1, Kate has offered a summary of Liz’s opening exploration for her to choose her focus: “Old job – new job – B.” They start on B’s care. After discussing the failure of the health care providers to look after B adequately, Liz sighs deeply and explains, “and I wonder (3) if (2) the old job new job (4) hmmm (6) I hadn't realised till- or maybe I had that (1) [xxxx] my organisation (1) [...] it is not in good shape” (S1-25:38). Shortly afterwards, she says that she has “just figured a link out” (between having to sort out B and sort out issues in her new job) and describes her shock that the trust has not started preparation for a statutory inspection which will fall due soon (S1-28:16). She feels that in starting the new job, she “wants to be organised,” but could be “walking into chaos” and that in this respect it is “just like the B analogy” (S1-43:15).

6.4.7 Conclusion to the description of narratives running through the intervention

Narratives in this discussion are areas of concern within which change is desired by, and/or *for* the client. Four narratives have been discussed in this section, identified by a review of the coach's post-session reflections. In each of these areas it is possible to identify some sense of change or progress. In addition, two implicit narratives emerged which may reflect an aspect of the coach's style of practice. Indeed, in the participant review, Kate confirmed her strong interest in an existential agenda: "If it's not about that then what's the point?" It is also noticeable how emergent the agendas and narratives are. The coach consistently offers the client choices about which direction or which focus to take. The participants have worked together before and also refer at times to shared understandings of coaching itself, so although there is no explicit contracting for a particular approach in the transcripts available, it is reasonable to assume that there is some level of agreement. The narratives have been set out first in order to provide a sense of the domain in which the practices described in the next section take place. In the next section, then, I turn to how the coaching is carried out with particular reference to physicality.

6.5 Developmental functions

I noted in the previous chapter that the practices of Paul in Case 1 and Sue in Case 2 are not overtly oriented towards the concept of the 'body-mind'. Kate's practice in Case 3 is in considerable contrast to that of the other two coaches and is rich in examples of intervention that match some of the practices described in the literature. Although the organising thematic structure of the literature review is retained in the current case for the purposes of comparing across cases, the analysis of Kate's practice introduces useful additional perspectives: an alternative, overlapping thematic framework which is discussed at the end of this section.

6.5.1 Somatic awareness as part of an integrative model of practice.

Practices in this section reflect the use of somatic awareness to help the client to develop a sense of her own responses. This is a dominant aspect of Kate's practice and one that she uses constantly.

At the simplest level, Kate reflects back Liz's physical presentation. For example, in Session 1 Liz is talking about her surprise that the executive team in her new organisation has not previously looked at their values and priorities as a team and that they were in fact quite sceptical of the exercise. Kate notes Liz's facial expression as Liz is telling the story ("there's a real grin going on there" - S1-20:24). This triggers some reflection in Liz who goes on to explain how she felt about those colleagues, and further the story of the 'limbic' domestic experience. A little later, Kate reflects back Liz's expression when she talks about planning for the inspection: "fascinated with your- your- your mouth there" (S1-34:57); after considerable thought, Liz goes on to describe the new leadership recruits' surprise at the culture of the organisation in relation to regulatory inspections.

Kate's observations are not always easy to put into words. In Session 2, Liz is talking about wanting to feel the same understanding for addictions as she does for other problems. There is a long (30 second) pause in the conversation and Liz breathes in deeply, and sighs with her cheeks puffed out. Kate imitates the sound without saying anything else. In response, Liz explains a formulation: "I was just thinking (with a smile) (12) one doesn't feel like a burden and the other does" (S2-1:20:35). Similarly, in Session 4 as Liz comes to the conclusion that she needs to address "the bits that don't interest me" she makes a kind of wonky grimace with her mouth. Kate reflects it back: "ooh (1) face (1) interesting (she pushes one cheek up and the other down with her forefingers)" (S4-30:24). On this occasion, the effect is lost as Kate jokes that it looks like Popeye. The humour allows Liz to disengage from exploring what the facial expression meant to her as she made it.

Kate also invites Liz to explore her own emotional state. In Session 1, Liz is talking about some of the issues with the new organisation and about what strengths she might bring (in a sense, her qualification for the job). This leads her to weigh up whether the organisation is effective or not. She slumps in her chair, rests her forehead on one hand and closes her eyes. Kate responds, “ooh (3) feeling that goes with that↑” (S1-1:25:00). As on other occasions, Liz does not address a question about feelings *per se*, but goes on to elaborate her thinking in a way that is both more realistic and precise than before. There is a similar example in Session 2 when Liz is talking about feeling empathy. Kate asks her to imagine being face to face with one of the people she is talking about and “feel into the feeling” (S2-1:19:30).

At other points the intervention goes a stage further when Kate invites Liz to amplify rather than simply notice the physical expression. In Session 1, Liz is talking about B’s care. Despite her frustrations she recognises that “in almost every other country on earth he’d be dead by now”. She pauses, reflects, and then breathes in deeply and sighs heavily. Kate asks her, “can you do that outbreath again” (S1-24:55). In this instance, as with the previous examples, the action is followed by further reflection and insight. In some cases the impact appears to be more profound. In Session 2 Liz is talking about her lack of empathy; she says (S2-54:13):

Liz: it's a part of my head (1) that wants to say
pull yourself together

Kate: okay (3) do you want to do that bigger (.)
PULL YOURSELF TOGETHER

Liz: it's awful innit (.) there's a group [/is it]
of people yees there's a group of people that (.)
spend most of their lives outside Sainsbury's in [x]
(.) I think there must be a wet shelter [there] (.)
and they're always pissed

It is at this point that Liz says, “that’s a shitty old attitude isn’t it”. The amplification of the feeling experience seems to expose her to her own sense of shame or disappointment, and this becomes material for further work. Kate uses a number of strategies to trigger this deeper focus. When Liz is

talking about her action orientation in Session 4, she says, “when the email pops up (.2) whack into action mode” (S4-14:19), and she slaps one hand onto the other. Kate says, “can you do that in slow-mo”. At the start of Session 4, the pitch of Liz’s description of a situation builds up until she exclaims, “what fucking world are we living in (1) it’s insane”. Her feelings are evidently heightened. Kate asks, “what feeling colour shape does the insane have” (S4-05:05). The exchange that follows this point seems cathartic – facilitated still further – and Liz is finally able to define very succinctly the organisational issue.

These examples are illustrative rather than exhaustive. In summary, Kate facilitates a connection with the visceral experience, encouraging a greater self-awareness and sometimes catharsis, through reflecting the embodied presentation and urging Liz to engage with the feelings underlying it. They do not tend to explore what the feeling means in itself, but amplifying it appears to enable insight. In the participant review, Kate commented on her explicit adherence to the Gestalt principle that (in her words), “awareness generates shift” (PR-30:24).

6.5.2 Physicality as expressive of emotional and psychological state

It follows from the discussion in the previous section that there is a powerful reliance in Kate’s practice on the assumption that at least the emotional aspect of psychological state is expressed physically. Paradoxically, it seems equally central to Kate’s approach that the linkage between feeling and presentation is not assumed to be isomorphic: that is, it is not possible, nor in Kate’s practice is it deemed useful, to read gestures, positions, or movements as a ‘tell’ for particular psychological states.

There is an incident highlighted in Kate’s post-session reflections that to some extent illustrates this function. In Session 1 Liz talks about having to go into work and “say what I’m seeing”. As she does so she pushes her right index finger onto the fingers of her left hand. There is a long (25 second) silence during which she closes the fingers of her left hand around her right index finger as she reflects. In her post-session reflection Kate

identified the fingers as representing how Liz's team in her old job had afforded her some protection. In the session Kate asks, "if the fingers on your left hand (.) could talk (.) what would they be saying" (S1-1:01:08). After a pause Liz says, "I was just thinking (2) the job I've been in was (.) a nice little number" and talks about the close teamwork they enjoyed.

It is important to note that although Kate reports an intuition about the meaning of the gesture, she still treats it as a hypothesis to be tested out and explored, rather than a typology.

6.5.3 Experiencing the client

In the previous case it was noted that any degree of empathy is symptomatic of an experiencing of the client, that Sue's recognition and acceptance of Tom's emotions is empathic, and also that Sue was able to use her own emotional reaction to inform Tom. In the current case, this deeper level of interaction is far more significant and extended. Kate consistently uses her own felt sense, and facilitates Liz's exploration by sharing it with her. She does this in three slightly different ways: by simply alluding to her own immediate somatic experience; by describing what the situation generates in her; and occasionally speculating more explicitly about counter-transference and parallel process. For clarity, the interactions are described here in those groupings, but at the same time, they are not intended to be definitive nor entirely discreet.

In Session 1, when Liz is talking about taking all the responsibility for B's care, Kate asks, "if there was a Liz in your life (.5) who sorted things out (.) what would you like her to sort" (S1-23:07). Liz recounts how another friend had said she just wants to be B's friend without the responsibilities, "And the brutal reality is (1) that'll never be". Kate responds, saying, "ooh (1) that feels hurty". Liz has a reaction to that in turn, though in this case it is to contradict any implications – "well (.4) no" – but it is noticeable that in the very act of disagreeing, she evidently infers meaning from what is only described in terms of feeling. A similar example in Session 2 creates a more obviously constructive response. This occurs when Liz is talking about not

having understood the level of the undercurrent of violence in mental health: “because these people are (2) they're not having a nice time”. Kate, curving her hand in towards her midriff, says, “That (.5) hurt (.5) when you said that yeah↑” (S2-38:55). On this occasion, Liz elaborates on her own felt experience of that sense of threat. In these two examples there is a level of interpretation insofar as Kate attributes an emotion to her own feeling. Sometimes she simply describes the feeling. When Liz talks about the fact that she understands how people end up in bad situations, Kate remarks that, “I’m getting a knot in my gut” (S2-1:01:35). Liz goes on to elaborate on the contradictions she experiences. Not all examples of this phenomenon relate to negative emotions. When Liz talks about her “holiday head” being “precious”, Kate has “a warm huggy: glowy thing g(h)oing o(h)n there” (S2-26:56).

Sometimes Kate’s response is more of an abstract sense rather than a feeling. When Liz talks about her remit being too wide, Kate says, “do you know I’m sitting here feeling really responsible” (S1-55:27). When Liz talks about how complex her new job is, Kate says, “I felt really at sea then” (S1-43:43). When Liz talks about the impossibility of balancing cost savings against patient safety, Kate says, “what’s bubbling up for me is a sense of righteous anger” (S4-12:22). To some extent these examples could be seen as contrived interpretations on the part of the coach – it is probably impossible to know this from observation. It is noticeable, however, that they tend to occur when there has been a long pause. There is a very clear sense, watching the video data, that the sense emerges for Kate during the pause rather than being the conclusion of a diagnostic thought process. In the participant review, Kate is quite definitive that she has no intention to interpret:

*it’s an attunement thing (.4) it’s not an intuition thing (.2) it’s not
 ooh I’ve got a hunch about it it’s about tuning into what the client is
 feeling and thinking and what’s going on in the body*
 (PR-46:00)

Moving to the third type of response, these start with what seems a more conscious link to the intersubjectivity of the relationship. In Session 2 Liz is

talking about an incident where a patient starts behaving erratically and the location is “locked down”. Kate says, “I felt then that you wanted something from me and I wasn't quite sure what the something was” (S2-46:44). When Liz cannot find an answer she continues, “what (.) do those (1) what's your sense of what those people want from you↑”. This, in turn, elicits more information from Liz. In another example, Kate makes the possibility of parallel process explicit. In Session 1, Liz is describing a situation with a colleague who she thinks is not performing, when Kate interrupts (1-1:07:29):

ooh (1) I just caught myself doing a boss-thing (.)2) you know what you get your nurse thing sometimes when you're coaching [yeah] I just found- I just caught myself doing a:: a- a- (2) action planning business

The dialogue continues:

Liz: he needs a lot of that

Kate: so:: (.)2) what- (.) what was going on in you that evoked that in me

Liz explains the part of the job that the colleague does well is a very regulatory responsibility around professional standards.

The examples given above have been chosen to give a sense of the ways in which this is used in Kate's practice. They are only illustrative having been drawn from over 20 possible clips in the video analysis. This is a strong focus of the practice demonstrated in this particular case and consistently facilitates further exploration for Liz.

6.5.4 Rehearsal and enactment

Looking at existing practices, the potential for rehearsal and enactment assumes an embodied mechanism of learning; that by moving away from conceptual or discursive logic to the logic of experience, certain behaviours or sets of behaviours can be more effectively mastered. In Cases 1 and 2 of this study there were examples of participants acting out characters in the narratives they were sharing in the coaching sessions, and, further, examples of how these rehearsals could become prospective and therefore provide tangible plans of action to deal with difficult circumstances. In Case 2 an

example was given of how a scenario could be viewed from a different perspective. In the current case rehearsal can be seen to play some very different roles.

One way that Kate uses rehearsal is to create new understandings of Liz's own attitudes to a situation. So when Liz is discussing the contribution of a colleague, Kate asks, "what would you do in a Liz-centred universe?" Liz checks, "I've got ultimate power right?" and then imagines a conversation (S1-1:06:38):

if I was sat down with him (3) I would say Bob you're
great you're a great person (.) but you don't do
anything for this organisation (5) so you have to go.

The sense that such a rehearsal goes deeper emotionally than simply discussing an issue is evident from occasions when Liz feels it is too much for her. In Session 2 Liz is talking about her attitudes to her mother which appear to be linked to her issue with addiction. She has somewhat vented her frustrations already when Kate says, "and you want to say to her↑" (S2-1:07:10). Liz readily says what she would say to her mother. When Kate invites her to engage with the conversation with her mother as a rehearsal – "are you up for a quick conversation with your mother who's not here (.) would it help" – Liz winces, screws up her face and looks away (what looks like a look of disgust or squeamishness).

In Case 2 there was an example of Sue encouraging Tom to look at a situation as if from outside (she talked about "video replay"). In the current case there are many more examples of this. For example, when Liz talks about a situation having been tolerated for the last 12 months, Kate asks, "so if you were sitting outside of yourself looking in (.) the Liz who's tolerated this for a year (.) what would you be saying to yourself" (S1-40:59). Kate generally goes further than this, however, insofar as she specifically encourages Liz to adopt an imaginative persona in the rehearsal. When Liz talks about the dysfunctions of the new organisation, Kate picks up on the character of a straight-talking elderly patient who Liz remembers with affection: "so what would that old lady do (.4) walking into your job on

Monday” (S1-52:58). Liz consequently finds that the old lady would do what she needs to do:

she'd call it (.4) I think (.) as she- I mean she- she was bonkers [mm] (.) she was great (.) she (4) I think what I'm going to have to do [mm] (.) is I'm going to have to say this is what I'm finding (.)

Sometimes the persona is a particular aspect of Liz herself. In one example, Kate invites “the Liz that has just come back from holiday: who's protecting and- and- (.) wanting to- to make it precious” (S2-41:17). Liz’s feelings can also be represented by external objects. In Session 2 Kate asks Liz to approach the door of the meeting room to explore her feelings about a metaphorical doorway that has developed in a mental image Liz has been building. The doorway represents a safe barrier beyond which is addiction. Liz has managed to open the door a little and close it again in an attempt to “get my head round” the attitude she feels. Kate then asks her to “stand where the door is and speak from the door (.4) what's the door saying back to Liz.” Liz has an immediate response, “that you’re a control freak” (S2-1:27:31). In the context of the session this revelation appears to be quite cathartic. Liz says she is exhausted when she subsequently sits down.

It can be seen therefore that the way Kate uses rehearsal and enactment is different from a ‘learning what’ or ‘learning how to’ model. Here it is much more ‘learning about’, by inhabiting attitudes and perspectives. In the participant review, I played this interpretation back to Kate who said, “I like the way you describe it (.2) it’s not how you do but why you do it” (PR-50:10).

6.5.5 Body-psyche integration

In the previous cases there was little or no evidence of strategies which reflected an overt theoretical connection of body and psyche. In this case, the examples given in the previous sections suggest strongly a theoretical commitment of this type. There is clearer evidence in the post-session reflections.

Firstly, it is useful to see that the strategies that have been described under these thematic headings are very much part of Kate's thinking; she cites them explicitly in response to the reflection questions about what made the greatest change in the session. For example, in Session 1, Kate lists the way she uses Liz's long silences to "tune in to her (somatic resonance)"; the question, "what would that old lady do" which leads to her formulating a strategy for the early period in her new job; and "considering how she would make the most of her day off". Somatic resonance in particular is mentioned twice in the reflections following Session 2 and also in the reflection after Session 3. In the reflection for Session 4 she talks about her "espoused identity as a somatically resonant coach".

Kate also refers to assumptions that would be implicit in a body-psyche integration theory. For example, in response to the question about noticeable physical changes, in her reflection on Session 1, Kate refers to using her "gut reaction" which she explicitly identifies as a "physical change" (rather than just a turn of phrase). In her Session 2 reflection, Kate talks about "experimentation and awareness of the power of a sigh/outbreath" which she has used, "having read some Gestalt input before the session". In fact she mentions a Gestalt coaching text (Leary-Joyce, 2014) during a conversation they have about digestion and coaching while setting up the cameras (S2-14:02). When we discuss this in the participant review, Kate comments that she feels she has a "sixth sense": "a sense that something smells funny" (PR-53:50).

6.5.6 Physical environment as enabling

In the previous cases there were examples of participants using non-work environments to explore difficult issues with colleagues (Case 1) and as a restorative environment (Tom walking his dog in Case 2). In the current case there is some evidence of awareness of the coaching environment, some reference to restorative environments and also an overt use of location, albeit within the coaching room.

The participants' awareness of space is probably constrained by the mechanics of filming. At the start of Session 1, both Kate and Liz spend at least 5 minutes setting up the cameras (measuring from when the first camera is switched on). At one point they are both laughing about the prospect of Kate coaching from her position pinned in a corner behind one of the cameras (S1-3:15). In Session 2 the set up takes even longer. When Kate is satisfied the cameras are in position they contract for the length of session and Kate asks, "are you all right with this space," indicating the space between them by pushing and pulling her hands backwards and forwards in front of her body (S2-25:21).

The most noticeable use of the space in the room comes with the exercise using the meeting room door in Session 2 (the exercise is described in the section, 'Rehearsal and enactment', above). Two aspects of the exercise draw attention to the significance of Kate and Liz getting out of their seats. In her post-session reflection, Kate identifies this as a significant physical change: "Standing up to work with the Door experiment ... was very effective, though I often feel a little anxious about introducing an experiment which may feel a bit weird." She also comments on the "increasing depth and resonance" of their work on Liz's metaphor of imprisonment (of which the door exercise could be seen as a part). In the light of this it becomes notable that the exercise ends when Liz becomes exhausted (S2-1:30:53):

Kate: what do you want to do right now
Liz: get away from that bloody door

Finally the concept of place and space is integral to the discussion of how Liz can find a way to recharge in Session 4. When Liz says the organisation "can be a bit of a bloodbath", Kate asks, "*where* is safe for you" (S4-42:51; my italics). Later, when Liz is talking about the undercurrent of violence, Kate asks, "*where* in your life isn't there (.) that (.) groundswell (.2) of (.2) this could get nasty" (S4-37:41; my italics). Liz realises that her safe space has previously been at home on her non-working day but that this has been interrupted by building work (S4-1:06:50). Consequently, she has to "find a

quiet corner somewhere” (S4-1:08:30). On each occasion finding mental space for respite is expressed very much in terms of place, initially it is perhaps metaphorical, but Liz actually finds her solution when she thinks of it in terms of the geography of the real world.

6.5.7 Conclusion: Alternative developmental themes

Of the three cases studied, Kate’s practice provides the most obvious and plentiful examples of embodied practices. The extracts from her reflections, and her reference to Gestalt literature and concepts already demonstrate that much of this is conscious. Indeed in her reflection on Session 4 she notes that she is “exploring new territory in my practice and ... am more body aware than I was”.

It is also noticeable from the observation of the sessions that very little of the dialogue is concerned with finding actions to solve particular problems. Rather, it consistently addresses the development of a new sense of an issue, a different perspective, or even a different relationship with (and between) work, self, and limitations.

As mentioned at the start of this section, I have described aspects of Kate’s practice in line with the foci derived from the review of existing practices. This provides a point of comparison with the other cases. However, without repeating all the specific examples that might serve as illustration, it is useful to mention the much greater depth that emerged from the analytical process of this particular case. In the process of analysis four different themes emerged. These can be seen to overlap with the original foci, but also offer additional insights. The four themes are: *reflecting embodiment*; *embodied counter-transference*; *engaging with the embodied state*; and *enacting embodiment*.

Reflecting embodiment. Kate intentionally plays back Liz’s physicality, either by simply mirroring it or describing it back to her. As noted above, there is no overt indication that Kate expects to know what the embodied experience actually means to Liz, but the act of playing it back highlights it

and makes it available to Liz who frequently expands, or explores further what she is thinking about at the time. This theme overlaps to an extent with *Experiencing the client*, above, where the most relevant examples have been reported. In Case 2, Sue does not reflect embodiment, but does reflect, or comment upon, Tom's emotional state (which is equally a felt experience).

Embodied counter-transference. This is similar to the previous theme, but in this case consists of Kate playing back her *own* felt experience. The most relevant examples appear mostly in *Experiencing the client*, above, such as "I'm getting a knot in my gut" (S2-1:01:35). Again, there is no expectation that she knows what it means or where it comes from even if sometimes the sense is translated into a concept or word (S4-7:30: "that feels to me that-the word that was coming up for me was impossible↑"). While Sue makes less overt use of these feelings, it was noted in the description of *experiencing the client* in Case 2 that she acknowledges her own felt responses to her client ("I felt sad") and seeks to use them constructively ("and ensured I employed this feeling as data and motivation to change" - see Section 5.5.3).

Engaging with embodied state. This represents a more specific intervention than is described by the heading *Somatic awareness as part of an integrative model of practice* which is where the most relevant examples can be found. It consists of asking the client to notice, 'in-dwell' or amplify the felt experience. Kate's practice contrasts with Sue's (Case 2) in this respect as Sue reported in her participant review that she specifically sought to counter Tom's emotionality, and pursued strategies (such as the video replay technique) to distance him from his felt experience. In the participant review, Kate emphasises that the intention is to amplify the experience: "it's a version of a heroic boast (1) so you get it as big as you possibly can [...] and experiencing what it might be like to have that strength of feeling" (PR-40:10).

Enacting embodiment. On a number of occasions, Kate invites Liz to engage with the embodied experience of others (the old lady), anthropomorphised inanimate objects (“what would the door say?”), or of her own experience in other situations. This is a form of role play and in this respect overlaps with *Rehearsal and Enactment* above where most of the relevant examples can be found. However, it seems to be conceptually further away from the foundation of learning through repetition, or learning through action which lie behind rehearsal and enactment in the sense in which they were used previously. The examples from previous cases of participants adopting narrative role personae is midway between the two concepts.

What emerges from these additional or alternative themes is a greater sense of the interplay of the physical experience of client, coach and other and how felt experience is an important medium of meaning and understanding.

6.6 Communicative functions

A framework describing participants’ physical expression in communication was suggested in Case 1 which was carried forward into Case 2. The additional sub-functions identified in Case 2 have now been included in Table 6.1 for consideration in the light of the current case.

There are ample additional examples in Case 3 of some of these functions. In this discussion, however, I will focus mainly on the extent to which this framework might be revised or extended in the light of the Case 3 data analysis.

- *Paralinguistic functions*: expressing language elements and concepts through physicality (sub-divided as literal, positioning, moderating and contrasting functions)
- *Interactional functions*: managing the relational mechanics of conversation (holding/ceding the stage; giving permission; giving attention)
- *Energetic functions*: expressing emotional charge
- *Relational functions*: managing the relationship between self and other (creating social exchange; expressing power relationships; managing the sense of self)
- *Narrative role functions*: expressing the key elements of persona in a narrative including acting out (playing the part of another) and role play (both participants enrolled).

Table 6.1 Communicative functions (amended with Case 2 data)

6.6.1 Paralinguistic functions

The paralinguistic functions were sub-divided into *literal*, *positioning* and *moderating* functions. In Case Two the additional sub-function of *contrasting* was added. As previously, the literal signification of content that might otherwise be expressed verbally (yes/no; here/there; number) does not warrant illustration in this discussion.

In Case 2 the *positioning* function was illustrated by the example of Tom ‘holding’ the two merging organisations in different spaces around him. In the current case, Liz shows very similar modes of expression. In Session 2 Liz explains the parts of her new job that she finds particularly interesting. As she does so she punctuates each new item with a soft chop with her right hand onto her right thigh. The last item is discussed in more detail and Liz drops her hand into her lap, then holds her temples with her fingertips. After a period of silence she restarts, “so offender care is fascinating” and jabs with her finger to the same spot on her thigh, as if the items were still there.

As in the previous case, Liz also uses these positions to differentiate. For example, she explains the difference in attitude to risk in comparison to a colleague (S1-30:52):

when (.2) you've got a task to do (.) or you've got an
 idea even (.2) I think what could go wrong with that
 (left hand extended sideways, grasping) [yeah] she
 thinks what could right with that (gesture mirrored with
 right hand)

Also in the last chapter, Sue expressed the difference between an ordered, structured routine, set against an unstable environment, accompanying her speech with gesture. It was this phenomenon that I labelled *contrasting*. Here again, Liz expresses something of the mood or feel of a contrast. Continuing with the comparison cited above, Liz says her colleague is very “big picture” while she herself is more careful. She expresses these positions in both words and gesture (S1-31:05; see Figure 6.1).



Fig. 6.1 Contrasting experience: enthusiasm vs. caution (speech overlaps removed)

The *moderating* function occurred frequently in the previous cases. This is where the speaker’s gestures change the direction of the words spoken (for example, by indicating irony) so that it is understood that the speaker means the opposite of what is actually said. In the current case this is not evident. There are examples of understatement in speech as would normally be expected, but neither Kate nor Liz make use of this communicative strategy of presenting contradictory verbal and non-verbal messages. Reviewing the sessions for evidence of this strategy, its absence seems to reflect an immediacy and perhaps openness in their communication. In her reflection on Session 1, Kate talks about “the energy and pace of our work, and the

trust we have built up over time”. In her reflection on Session 2 she mentions, Liz’s “ongoing trust in my coaching around heavy duty issues”. It may simply be a question of individual communicative styles – that it is something that Liz simply does not do – yet the absence of this strategy along with the concern and value Kate places on trust, and the personal depth of the work, suggests that it may also reflect something of the underlying principles of Kate’s coaching approach. It may be that this work requires or encourages a less elaborated style of communication. In the participant review, both participants commented on this. Kate commented that they did not need to use that strategy between them, and Liz said that “I think coaching’s my opportunity to be honest” (PR-1:03:38) and “that’s your chance to be like that (.2) that’s what coaching’s about (PR-1:04:30).

6.6.2 Interactional functions

In Case 1 this group of functions emerged from the ways in which Paul and Barry used their physicality and the space between them to manage aspects of the conversation. These functions, respectively, concern the way participants occupied the space between them in order to control the conversation (*holding* and *ceding the stage*); the gestures used to invite the other person to speak (*asking* and *giving permission*); and the actions taken to illustrate *attention* such as nodding and taking notes. Similar strategies were illustrated in Case 2. In addition to these, Case 2 also showed how artefacts could be used to help these signals (Tom closes his laptop to signal his readiness for the start of the session; Sue uses her notebook as a focus, preventing a turn-taking opportunity for Tom).

Case 3 shows some of the same features and some slightly different patterns. What is consistent is the pattern of gesturing at the start, end and during utterances. On one or two occasions it is also noticeable that Kate moves herself away from the space between them. However, the strategy of denying turn-taking to the other person by continuing to occupy the gestural space between was not in evidence. Although Kate often accompanies the start of speech with gesture, it is unusual that this is in competition. The comments from the participant review reported in the previous section are

also relevant here: Kate is aiming to create an opportunity for Liz to benefit from the space and time that is offered by the coaching session. At the end of the participant review, Kate sums this position up:

So I've got this thing in my head that if I'm coming in too much then I'm actually taking from the client I'm not using myself in the service of the client I'm using myself in the service of me
(PR-1:21:20).

In fact it is evident when watching the sessions, and from the transcripts, that there is a lot of silent time. In the first hour of Session 2 as a sample, there are 21 silences of 10 seconds or more, of which 9 are 20 seconds or more, the longest being 90 seconds. In this particular interaction, a gap in speech is not taken *of itself* as a turn-taking signal. There are three particular features of the long silences, and especially the longer silences. Firstly, Liz tends to look away or at the floor, or put her hands to her head in some way; secondly, it is when her gaze is re-established towards Kate that turn-taking takes place. The overall effect is that silence *belongs to Liz* and that she currently has the focus of the conversation (though, of course, both participants are equally silent).

Kate, therefore, tends to speak only after a silence or a clear gap in speech. In fact she is clearly aware of the significance of silence in the interaction, reflecting after Session 4, “Liz ... uses silence a lot”. This difference between the current case and Cases 1 and 2 may again reflect a difference in the coaches’ respective philosophy of practice. It is quite unusual for the use of silence to be expressed as the *client’s* use of silence.

These observations are illustrated in the following incident by an interesting exception (see Figure 6.2). Liz has been exploring her different feelings about physical healthcare on one hand and mental health on the other. At the start of this segment she is silent, looking down and away as she reflects. She continues to look down and away as she talks about her theory that she must be attracted to a field that is challenging for her. In this incident, Kate *does* take over, as she particularly wants to provide a metaphor for the issue Liz is describing. She does on this occasion also use gesture in the space

between them, even though Liz is not looking at that space when she does so. When Liz does look at Kate, it seems she is both signalling her attention and giving way. Figure 6.2 shows the full dialogue and indicates the points at which gesture and gaze are used.

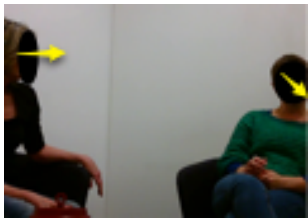
		
(15 seconds silence)	somebody was describing actually ...	dog in the cellar (1)
44:46	45:12	45:14
L: (15) and I've got a bit of a personal theory I don't know if I've ever told you this (1) that we work wi:th (.2) what we are most frightened of (3) either frightened of <u>getting</u> [mm] or frightened of encount- whatever [yeah] something [/yeah] we . are . [/yeah] frightened . of [yeah] K: attracted to:: (.5) and it's something to do with- somebody was describing actually it's that other- they call it the dog in the cellar (1) you know the- that it's your own dog and you lock it in the cellar until it barks so loud you have to let the bugger ou:t [right] otherwise it's going to start <u>biting</u> (.6) an:d almost as thou:gh (1) you're attracted to:: whatever it is that the- (1) reminds you of the dog (.) I don't know that was just a thought that came up then		

Fig. 6.2 Liz holds the stage by looking away and is interrupted by Kate.

The incident stands out because – although the metaphor turns out to be a useful point of reference – Liz’s energy is temporarily muted. When Kate finishes her thought process she seems almost uncertain: “I don’t know that was just a thought that came up then”.

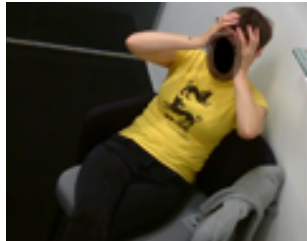
6.6.3 Energetic functions

In Case 2 I described Tom’s ‘flatness’ in one session compared with his animation at other times. On occasion Sue chooses to counter Tom’s tone, offering a more positive outlook sometimes, and sometimes a more realistic, less excitable outlook.

In Case 3 there are also variations in Liz's tone. She speaks more loudly, with less hesitation, with more gesture and with more direct gaze to Kate's face when she is least guarded and least reflective. For example when she talks about B's carers and their "light bulb" calls in Session 1, or the impossibility of meeting the cost saving demands represented by the Chief Executive. It is noticeable that on these occasions Kate is enabling the depth of Liz's feelings to come out in fantasy conversations, but the same pattern of high energy is also evident when she talks about buying a present for her partner and what she did to treat herself for her birthday (Session 4). In contrast, when Liz is reflecting, or when she is talking about complex issues, she is quieter, often starts to articulate thoughts and then stops again, is less animated, and looks away most of the time. Often she will look up and gesticulate when she feels she has reached a conclusion or some sort of formulation of her issue. Kate generally remains neutral, or matches Liz's energetic tone. She may remark on it, acknowledge, or comment on how she feels herself, but she does not attempt to 'pull' or lead Liz out of her emotional state.

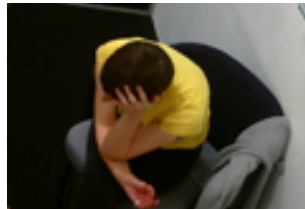
Liz has a particular gestural habit that I will describe under this communicative function, though it potentially overlaps somewhat with other functional definitions. Liz spends a lot of time with her hands around her head and face. There are two predominant positions that she uses, around which there is some variation: one is hiding her face, often with her body slumped forward; the other is putting her fingertips to her temples, usually in a more upright position. Looking at the occasions when Liz uses these gestures, they tend to coincide with her trying to work out something complex, or emotionally difficult. Although it is not possible to say that these specific variations reliably indicate something distinct from each other, generally speaking, the more hidden and closed she is, the more likely the content is emotionally disturbing. A general pattern is that Liz will hold this position while she thinks, then, as with the milder gaze aversion discussed above, come out of it, look up and re-establish contact as she gives an answer or formulation. Examples are shown in Figure 6.3.

Kate reports being aware of Liz's habit of holding her head in her hands in her reflection on Session 4, but does not report attributing anything specific to it. The fact that she rarely interrupts these spaces suggests that she regards it as a useful or necessary part of the client's process. As a parallel observation, Sue noted in her participant review (Case 2) that Tom is habitually less animated when he is under stress. His movement is generally freer when he feels more confident.



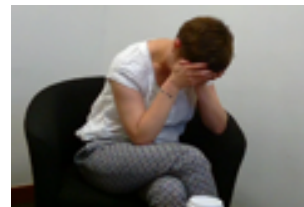
S1-10:45

So here's a Mrs Grump example (5) one of B's carers rings me right (.4) (waves right hand and replaces on forehead) (speaks like an automaton) the bulb in the bathroom is broken (looks up; hands outstretched in appeal)



S1-27:38

I think on Monday (7) I'm gonna be responsible for all sorts of stuff (2) it's gonna be a mess (turns to look at Kate)



S4-24:04

L: I've been running on a weird energy lately that (1) I haven't really run on for years (5) it's not coming from a nice place somehow

K: Where is it coming from

L: Somewhere that doesn't replenish (drops left hand; scratches with right hand; raises head; looks at Kate).

Fig. 6.3 Gradations of face-holding reflecting complexity

6.6.4 Relational functions

In Case 1 I noted the ways in which Barry attempted to manage discomfort and the possibility of a differential power relationship with Paul. This was less in evidence in Case 2, where Tom and Sue had a more equal relationship, though Sue appears differentiated by her expertise in management, leadership and communication and this is demonstrated by Tom. In the current case it is noticeable that behaviours indicating an attempt to manage a power differential are very rare, and when they do occur, very mild. It is also noticeable that displacement activities are also much less common.

Liz does however have two sets of noticeable physical routines which fit in this general category. These can be labelled, *initiating* and *enrolling* routines. The first type occurs at the start of sessions or after significant transitions; the second type occurs when Liz seems to want Kate to join her in a particular point of view.

The *initiating* routines are most noticeable at the start of the sessions where they are actually highlighted by the fact that Liz and Kate have to move from organising the video set-up to doing the coaching itself. The initiating routines are characterised by some or all of the following: moving objects, adjusting clothing, taking a drink and then a gesture which involves covering the face with the hands.

In Session 1 the routine starts when Kate announces that the cameras are fine. Liz is standing up at that point. She straightens her t-shirt, undoes her belt a notch, sits down, picks up her coffee. They joke about the camera set up. Liz drinks some coffee and puts it down as Kate announces, “OK (.5) right (.5) coaching” (S1-7:20 to 7:50). In Session 2 they have spent considerable time organising the cameras and Kate starts her phone to record the dialogue as a back up. Liz half stands up to double check Kate’s phone and confirms that it is ok. As she sits back in her seat she picks up

her coffee and takes a drink. As Kate sets out the time now and suggests an end time, Liz puts her coffee on the table, sits back and puts her hands to her face. She pulls her hands away and agrees to the timings (S2-25:07 to 25:18). In Session 4 everything is checked and Kate contracts for dealing with the cameras should anything go wrong. They agree. Liz takes a swig of coffee and puts it down again as Kate gets up to check the camera again. As Kate sits down she say, “right” and Liz puts her hands over her eyes (S4-00:57 to 01:11). Figure 6.4 shows these three instances of the initiating routine in parallel.

Enrolling routines take place when Liz wants Kate to join her position on a question. They occur particularly when Liz is being contentious or cheeky. In this respect the incidents are reminiscent of some of those discussed in Case 1 and Case 2 where Barry’s and Tom’s use of humour had common features of raising volume, more rapid speech and shifting position in the chair. In addition Liz tends to playact, then lean in towards Kate, smile and sometimes reach her hand towards her. Kate tends to notice these incidents and draw Liz’s attention to them.

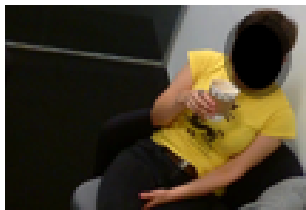
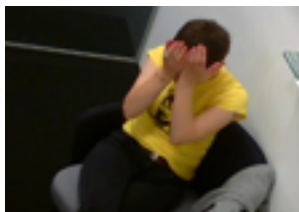
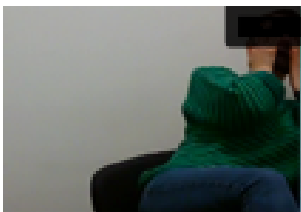
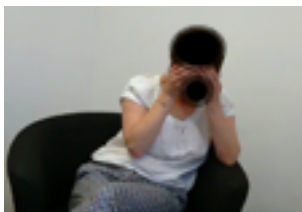
Session 1	Session 2	Session 4
		
S1-07:25	S2-25:12	S4-01:01
		
S1-07:49	S2-25:16	S4-01:11
Right (.5) coaching	Go till we’ve had enough	Right (.2) where are we going (.2) what are we doing

Fig. 6.4 Session initiating routines

In Session 1, for example, Liz talks about B's aunt who has written to the healthcare provider (S1-14:40). This sequence also shows a version of the chair-shift seen in previous cases as Liz sits back at the end of the sequence and orients herself away from Kate (see Figure 6.5):

Liz: she writes saying (shifts forward; both hands on thighs) (in posh old lady voice) **I'm a seventy year old lady** and his au- his mother is a frail old lady (turns to Kate; touches her with one hand) **she's the most unfrail person** I've met in my (returns to central posture and leans back) **entire bloody life** (one arm crossed; other to temple)



Fig. 6.5 Enrolment routine (arrow shows direction of gaze)

Kate herself identifies the enrolling routine:

Kate: What are you wanting from me there

Liz: [I don't know (.5) it made me lau:gh]

Kate:[that sort of come and join in (.) yeah↑]

The enrolling routine reflects a difference in coaching stance compared to the other two cases. While Liz appears to be signalling a breaking of norms, it does not have the same need to repair or maintain the relationship that was illustrated in the other cases. In fact, there is a continuum from Case 1 where Barry seems typically uncertain and seems to seek Paul's approval, through Case 2 where Tom puts Sue in a position of judgment over him (albeit rather fondly and the authority is unthreatening), to the current case where there is no real sense of relational risk. This sense of equality, the absence of any need of Liz's to seek approval or repair, reflects Kate's greater concern as a coach for Liz's personal insights and choices in adapting to the challenges of her environment.

6.6.5 Narrative role functions

It was noted in the previous chapter that the way in which participants re-enact their own or others' roles in the coaching session suggests that it may be a constant feature of the coaching interaction. It was noted that Tom's playful storytelling style would seem out of place in the relationship between Paul and Barry and that therefore there may be idiosyncratic patterns of storytelling that differ from individual to individual and perhaps relationship to relationship.

Liz is very ready to take on roles in the way she narrates events. The example of B's aunt was given previously and illustrates how Liz uses voice, pace and posture to locate the account. She also acts out the parts of service users and colleagues, as well as imaginary conversations (encouraged by Kate's interventions). One aspect that emerges from looking at these events together is that the characterisations tend to be exaggerated. A particular incident is illustrated in Figure 6.1 where Liz personifies the difference in attitude to risk between herself and a colleague (S1-31:05). The fact that the characterisation is exaggerated – indeed it is probably an imaginary embellishment – is betrayed by Kate's response referring back to something Liz has said about the colleague previously:

Kate: mm (.) yeah (2) sounds like she's deeply optimistic

Liz: well she's deeply big picture I think

Kate: ok (.) [yeah] [and yet]

Liz: [yay] man let's do it and I'm [deeply]

Kate: she doesn't talk

Liz: no (.) and I'm deeply (.5) it sounds like a good idea
but (.5) [mm] let's risk assess it first

These two examples show how a re-enactment in narrative is at least partly imagined and probably exaggerated. This makes sense when considering that the purpose of such enactments is to make a point about the situation: so Liz exaggerates the relative's pretence of frailty and her colleague's carefree attitude in order to draw a contrast (against "she's the most unfrail person

I've met in my entire bloody life” in the first example, and “let’s risk assess it first” in the second example).

6.7 Looking through multiple lenses

This section continues the consideration of dynamics that emerge from looking at the data through more than one of the analytical lenses simultaneously (narratives, developmental functions, communicative functions) resulting in a series of propositions. These propositions are shown in Table 6.2. In this section each of the phenomena highlighted in the previous cases is reviewed before describing some features of the interaction that have emerged from engaging with the current case.

- | |
|--|
| <ul style="list-style-type: none">• The use of physicality reflects the speaker’s need for self-expression• Physicality has different functions when the participant is dominant as opposed to when the participant is subordinate• The use of space to facilitate thinking• Individuals may have patterns of symbolic gesture: appeal; giving way, resisting & pushing back; sequence and logic• Engaging and splitting |
|--|

Table 6.2 Propositions derived from multiple lenses

In the first case the proposition was suggested that **the use of physicality reflects the speaker’s need for self-expression** along the three dimensions of the degree of cognitive complexity, the degree of emotional charge, and the political (or goal-oriented) weighting. From Case 2 it was identified that this effect **is moderated in the coach’s case by the coach’s need actively to manage the session itself**. The effect of this is that the coach may hold back from saying what he/she would like to, if it seems it would not contribute to the client’s progress.

In both these respects this proposition is borne out in Case 3, but there is also an element of variation. Kate leaves considerably more silent space for her client than the other coaches do. The effect of this is that Liz can think out loud without having to ‘claim’ the conversational space. In fact, Liz has a characteristic posture where she touches her temples with her fingertips,

looking down towards her feet. Ordering the data shows that for a lot of the time spent in this posture Liz is either silent or working slowly through a problem. Kate tends not to interrupt these phases. Kate's deference to Liz's reflective process illustrates the second part of the proposition: the moderating effect of the coach's choices about the session and their intervention style. Liz's relative containment of her physicality at these times suggests another aspect to the main part of the proposition insofar as the degree of physical accompaniment is also **moderated by the competition for the conversational space**.

The second proposition from previous cases was that **physicality has different functions when the participant is dominant as opposed to when the participant is subordinate**, namely, that gesture generally serves to maintain or support speech when dominant, while it is used to introduce or request a speech turn, to maintain the relationship, or to protect the sense of self when subordinate.

This proposition remains largely accurate in the current case. However, for Kate, physicality has many more functions. Her much more overt use of embodied sense making, felt experience, reflecting back of Liz's physicality and her own embodied counter-transference' highlight the fact that the proposition emerged from the linguistic, conversational strategies (communicative functions) demonstrated by the participants rather than the coaches' developmental strategies. In summary, the proposition remains largely accurate **to the extent that it relates to situations where, for the participants, the speech act has primacy over the physical experience**.

As regards **the use of space to facilitate thinking**, I previously identified the coaches' practice of creating or maintaining more physical space between themselves and their client when they wanted to create a conceptual 'space' for the client's thinking. In the current case these movements are more subtle and infrequent, but nevertheless support the proposition. Kate, as a matter of course, is committed to allowing space to think and intrudes much less frequently than the other coaches. So although the shifts from

‘in’ the space, to ‘outside’ it are less apparent, this is precisely because Kate allows that space more consistently and more of the time. Paradoxically, what is more apparent in Case 3 is the way in which the client, Liz, can be considered to be creating this space for herself. She achieves this by looking away from the space between them, closing her eyes or covering her face and sometimes by leaning back. These are strategies that were not noticeable in the previous cases which again begs the question of how the relationships and/or interactions are different. Here it seems plausible that Liz’s familiarity with Kate’s approach and her style allows Liz to reflect at length without needing to guard against intrusion. In this context, she can withdraw from the shared space without fear of losing her turn.

In Case 2 certain **patterns of symbolic gesture** emerged. It was noted that these may be idiosyncratic, though the day-to-day familiarity of the gestures suggest there may be some generality. In common with Case 1, Liz uses open-handed gestures (palms face up, soft, gentle musculature, movement tending to be outwards from the body) when looking for agreement (an action labelled **appeal** in Case 2). **Giving way, resisting and pushing back** are expressed by adaptations of the appeal gesture where the hands are moved backwards towards his shoulders to indicate concession, or held in front of the body and pushed away to indicate more active resistance. Staging or layering gestures were used quite commonly by Tom and Sue to express **sequence and logic** and although these gestures are less frequent in Case 3, there are examples. Examples of each of these from Case 3 are shown in Figure 6.6 alongside parallel examples shown in the previous chapter.

Liz also demonstrates a very characteristic posture in the sessions. This is where one arm lays horizontally across her body and the other arm sits at right angles with the hand to her face and the elbow resting on the other hand. This was labelled the ‘elbow hook’. 27 clips illustrated this elbow hook across all three of the video-analysed sessions. The posture coincides with relatively quiet and slow talk, or often, silence (indeed there is one instance in Session 1 when Liz holds the posture during a minute and a half

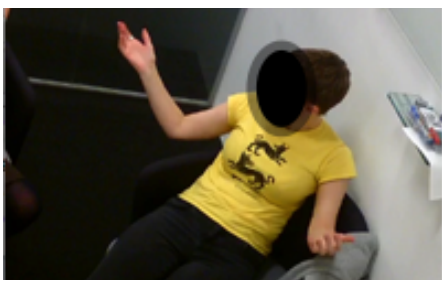
	
and moreover you're putting our commercial performance at risk	well <u>fix</u> it then
Case 2 S1-10:12	Case 3 S1-11:13
Tom complains that HR processes are unresponsive	Liz argues that it is unreasonable that B's carers fail to take responsibility for trivial maintenance tasks.
	
She may well be right (.5) and I may- could <u>we:ll</u> be wrong	all right (.2) you haven't set me a date (.4) but I sh- I could have just gone
Case 2 S2-21:04	Case 3 S2-56:32
Tom concedes his wife may well be right about his future job prospects	Liz concedes that she has avoided by omission visiting an addiction unit
	
So on my plan ...	There'll be nothing in between
Case 2 S4-24:45	Case 3 S4-08:17
Tom runs through the outline of his transition plan.	Liz argues that cost savings will make it impossible to fulfil all stages of patient care

Fig. 6.6 Symbolic gestures in two cases.

of complete silence). Liz tends to look away from Kate in these periods and in this respect the posture is reminiscent of Liz's head holding discussed in the section on interactional functions (see also the comments on the use of the conversation space, above). A milder variation was sitting with arms folded. In this position, Liz's talk was a little freer and less weighted. The breaking of the posture tends to coincide with some kind of move forward in thinking or resolution of an issue. For example, after the long period of silence just referred to, Liz drops the vertical arm down, saying, "this is my diagnosis" (S1-37:05). The posture and the change are illustrated in Figure 6.7.

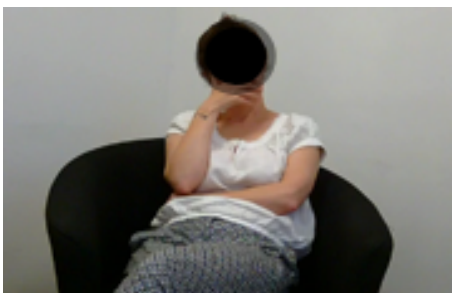
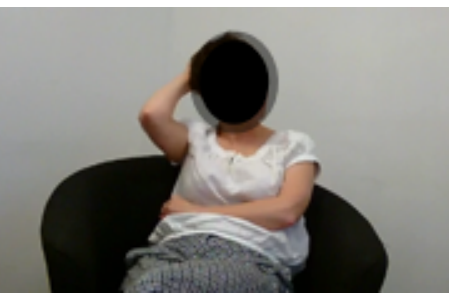
	
(20 seconds of silence)	I guess what I have to say is I'm really really worried about this
S4-10:17	S4-10:37

Fig. 6.7 Liz's elbow hook

The issue of generalizability will be returned to in the Chapter 8. For a number of reasons, it seems that there is little point 'reading' posture and gesture as a one-for-one shared 'language'. Firstly because what is truly shared is understood without translation; secondly, because beyond that it is very variable; thirdly, because it short-cuts engagement with the individual client; fourthly, because the individual patterns are more meaningful than generalities.

The final function identified in Case 2 concerned **engaging and splitting**: the strategies that Sue used to help Tom see situations from another's perspective, or, on the other hand, to distance himself from overwhelming

emotional engagement in a situation. Similar strategies are also used by Kate, with some significant differences.

In contrast to Sue, Kate encourages Liz to engage much more with her own feelings rather than to identify with other people's needs. So where Sue encouraged Tom to put himself in the shoes of others, Kate encourages Liz to find her authentic feelings about a topic. Examples have been given already of the way in which she encourages Liz to amplify her responses ("pull yourself together") and to focus on her internal responses.

Kate also uses externality as a means of helping Liz see an issue in new ways, but where in Case 2 this was oriented towards increasing Tom's emotional separation, in Case 3 it seems to be more a strategy of using parts of the self. This is illustrated in the incident where Kate asks, "what would the old lady do" (S1-52:58; and discussed above in Section 6.5.4). At that point in the discussion, Liz is recounting her impression that her new job is in an organisation that is "a really unhealthy place". She makes a comparison with how much she has enjoyed front line clinical work and goes on to talk about the old lady, whose crankiness she found endearing. It is noticeable in the session that Liz has cheered up; she is smiling and talking more excitedly. In this context, I do not think that Kate is inviting Liz to take another person's perspective; rather she is inviting Liz to engage with a part of herself which is currently identified with a character in a narrative. Helpful parallels are provided by a later incident where Kate asks Liz to speak from the "Liz who has just come back from holiday (.) who's protecting and wanting to make it precious" (S2-41:17), and again when she asks Liz, "if you were your own bestest friend [...] what would you do for you" (S4-1:13:24). In summary, the coach may encourage a stronger engagement or detachment from emotional content depending on the pragmatic needs and emotional readiness of the client.

6.8 Reflections on methodology

In Cases 1 and 2 I reflected on the effectiveness of different methods of transcribing, using multiple transcripts, and in Case 2 on the experience of embodied interpretation.

6.8.1 Using multiple transcripts

In the current case, the analytical process was kept the same as in Case 2. Consequently some of the same challenges emerged. For example, there is a tension between ‘gisting’ and verbatim transcription which requires constant attention. The risk with gisting is that detail is lost. The risk with verbatim transcription is that too much time is spent at too low a level of detail. It is sometimes easier to develop analysis from verbatim transcripts, but to look again at the video clips in a collection sometimes creates the opportunity for more appreciation of patterns. Of course, doing everything is a kind of imperfect ideal.

6.8.2 Embodied interpretation

In Case 2 I noted that in order to understand some of the interaction between the participants, I had found myself needing to re-enact the dialogue. I related this to Gendlin’s (2004) concept of a “phenomenology of carrying forward”, the process by which others’ meaning is experienced by the observer. This seems an inherent and unescapable element of the process of interpretation.

To this experience in Case 2, I would add a further thought based on the experience of analysing Case 3. The starting point is an observation of my own sense at various points of the process of frustration and stuckness. This could be simply the experience of lengthy engagement with complex data. However, in the light of the fact of Kate’s coaching practice being heavily dependent on a working theory of somatic resonance, it occurred to me that I might myself be re-experiencing – and misattributing - some of Liz’s frustration with the challenges of her job. And it should be noted that this is sharply felt (by Liz) as some of her frustration is with a political and organisational framework which in her eyes risks letting down extremely

unfortunate and vulnerable members of society. That is to say, the stakes are high for her. Tom's more classic *management* challenges did not trigger the same intensity of feeling for me (as far as I am aware). This phenomenon has been recently investigated by Holmes (2013), who concludes that "feelings, mistakes and bodily reactions are an inevitable part of doing qualitative research, especially in relation to sensitive topics" (Holmes, 2013, p. 10), though he warns against allowing the interpretation of such feelings becoming a "top-down assertion of knowledge" (p. 14). He argues that overall such feelings can become useful aspects of the research data. In Case 2 I started to use the data; in Case 3 I realised that using the self as a tool of interpretation could have the same stresses and strains as using the self as a tool in coaching.

6.9 Summary

Case 3 has provided an extremely useful point of comparison to the previous two cases. Kate's practice has distinct differences in the attitude towards (and methods of leveraging) the embodied interaction. In particular, her more existential and less goal-oriented practice, coupled with a more self-conscious attention to the body-mind leads to a much more overt handling of emotion and use of self. The interaction is also different in the dimension of power, leading to different ways of managing dominance and therefore issues such as repair.

In relation to the other two cases, Kate's practice is more overtly oriented towards an engagement with the *experience* of the issues presented by the client. In terms of the overall comparison suggested in the summary sections of each of the previous case analyses, this practice seems to sit at the opposite end of a continuum from Paul's practice. The practices described in the last three chapters move progressively away from problem solving and towards a concern for experiencing or in-dwelling in the issue; in parallel they also move from primarily cognitive processes towards more physical engagement. This is in turn shadowed by an increasing concern for and interest in emotion. The connection between increasing embodied

action and an increasing emphasis on the experiential is discussed further in the next chapter (Section 7.3.5).

The current case amply illustrates the functions from the thematic structure of developmental functions, though a stronger and more practical framework emerged from observation of Kate's practice. This alternative framework describes more specific coaching strategies and at the same time provides perspectives on the phenomenon of embodied intersubjectivity. The elements of this framework were identified as *reflecting embodiment*, *embodied counter-transference*, *engaging with the embodied state* and *enacting embodiment*. A more extensive consideration of how these relate to the coaching literature and conceptualisations of embodiment can be found in the next chapter (Section 7.3.4).

Kate's highly facilitative style provides a contrast to the way certain nonverbal behaviours are used by the other coach-participants. Rather than negate the conceptualisation of the themes of communicative action discussed in previous chapters, the analysis of Kate and Liz's interaction actually deepens it. For example, Kate seems to work without irony (described previously under the *moderating* sub-function of *paralinguistic* functions). Rather than suggesting that this is something that does not happen, the observation suggests an interpretation of *why* it might happen elsewhere (namely, that it is a way of dealing with uncomfortable material). In other respects the analysis feeds observations back into the analysis of previous cases. For example, Liz's distinctive initiating and enrolling routines can be seen to have parallels in earlier cases. The most notable contrast with the other practices is in the way that Kate consistently avoids using the space between herself and Liz to assert a conversational turn. Again, rather than suggesting that such turn-taking is not a phenomenon in other cases, this observation enriches the understanding of the phenomenon. The communicative functions are discussed more broadly in the next chapter (Section 7.2).

The process propositions (see ‘Looking through multiple lenses’, Section 6.7) are largely borne out in the current case. The proposition that *the use of physicality reflects the speaker’s need for self-expression* is moderated by the fact that the coach can create an environment where there is less competition for that role, that is, it is *moderated by the competition for the conversational space*. In relation to the proposition that *physicality has different functions when the participant is dominant as opposed to when the participant is subordinate*, it was noted that Kate’s much broader facilitative use of physicality suggested that this proposition only applies *to the extent that it relates to situations where, for the participants the speech act has primacy over the physical experience*. Kate’s much less dominant use of space supports the propositions that the coach can *make use of space to facilitate thinking*. At the same time, her strong emphasis on felt experience demonstrates an orientation towards encouraging *engagement* rather than *splitting* (thus supporting the idea of this as a dimension of practical intervention). The propositions are discussed more extensively in relation to all three cases in Section 7.4 of the following chapter.

Chapter 7 – Discussion

In this chapter a synthesis is presented of the findings that have been built up through the previous three chapters and situates them in relation to existing theory and literature. Throughout the case analysis chapters, observations of non-verbal behaviours have been compared and the descriptions of dynamics between narratives and behaviours have been revisited. It is useful at this stage to identify where such observations correspond to existing theory and where they might make further contribution. It is also an opportunity to reintegrate these perspectives and to suggest what conceptual ‘whole’ they might be part of.

In considering these overall findings, it is important to acknowledge the exploratory nature of the investigation and therefore the provisional nature of the propositions that emerge. Although each of the coach/client dyads considers issues that could be characterised as work and career, they are not drawn from a tightly defined population. Generality across cases should therefore not be mistaken for generalisability beyond them. Descriptions of dynamic relationships should not be mistaken for atomistic laws of cause and effect. However, as Tsoukas (1989) suggests, similarities across cases might reflect persistent patterns and the comparison of cases can start to explain something of the contingent relationships between actions and effects in a dynamic and complex context. The aim (as previously cited in Chapter 2) is to use the systematic comparison of cases to develop “the foundations of useful theoretical descriptions of the social world” (Byrne, 2009, p. 3), or as Stake (1995, p. 43) argues, “the function of research is not necessarily to map and conquer the world but to sophisticate the beholding of it.”

7.1 Structure of the chapter

In order to make such a systematic comparison, this chapter includes first an examination of the communicative functions, appearing as non-verbal

communication in the coaching sessions (Section 7.2). The interactional and relational functions of non-verbal communication are considered in more detail, as they are considered more immediately relevant to coaching practice. This discussion is followed by the coaches' methods of intervention, or the developmental functions (Section 7.3). The concepts that were used as a starting point for the analysis are reconsidered in the light of themes derived from the case analysis data. The data from Case 3 provided a strong indication of an alternative framework of four developmental functions: *reflecting embodiment*, *embodied counter-transference*, *engaging with the embodied state* and *enacting embodiment*.

Section 7.4 reconsiders the propositions derived from multiple perspectives. In Case 1, a series of propositions was developed by considering the analytical perspectives of communicative functions, developmental functions and client narratives as partial insights into a complex whole. These propositions were further refined in relation to data from the subsequent cases. They are now reconsidered in relation to existing theories that identify some possible explanations for the phenomena as well as some possible gaps.

In each of these sections, explanations for the embodied practices are sought from relevant literatures, and new theoretical observations arising from the current casework are outlined. Some possible relationships between the expression of physicality and the coach's style of practice in each case are identified. An overall synthesis is offered in Section 7.5.

7.2 Communicative functions: non-verbal communication in the coaching session

In this section the main observations arising from each individual case are highlighted, especially as they relate to those functions most specifically relevant to the coaching interaction. As the data relevant to each function have been explored in the respective case-related chapters, this is not reproduced in detail. After considering the case findings in these specific

areas in relation to existing theory general differences in non-verbal communication across cases are explored.

7.2.1 Overview of findings relating to communicative functions.

Paul and Barry were generally the least animated of the coach pairings, and Paul reported that he had no focus on physicality when thinking about coaching interventions. This case usefully brought the ‘background radiation’ of non-verbal communication more into analytical focus. Even here, though, the body was active alongside verbal dialogue. From Case 1 an outline framework of functions was developed. This is reproduced here for reference (Table 7.1).

- | |
|---|
| <ul style="list-style-type: none"> • <i>Paralinguistic functions</i>: expressing language elements and concepts through physicality (sub-divided as literal, positioning and moderating functions) • <i>Interactional functions</i>: managing the relational mechanics of conversation (holding/ceding the stage; giving permission; giving attention) • <i>Energetic functions</i>: expressing emotional charge • <i>Relational functions</i>: managing the relationship between self and other (creating social exchange; expressing power relationships; managing the sense of self) • <i>Narrative role functions</i>: expressing the key elements of persona in a narrative |
|---|

Table 7.1 Communicative functions in Case 1 (reproduced)

In each of the subsequent cases, the scope of these functions was revised and extended.

In Case 2 ‘contrasting’ was added as a subdivision of the paralinguistic functions (for example, Sue’s juxtapositioning of the stability of routine for athletes while they are out of their stable milieu). Under the heading of interactional functions, Sue’s use of her notebook as an additional presence occupying the space between herself and Tom was noted. Where previously ‘holding the stage’ had been achieved solely through gesture and physical occupation of the space, the notebook now served as a surrogate.

In Case 3 it was noted that the moderating paralinguistic sub-function was absent in Kate and Liz’s relationship. Moderating was conceptualised as

gesture adding nuance, irony or an implication of outright contradiction to the verbal utterance. Explanations for its absence in Case 3 relating to trust and honesty were drawn from Kate's reflections and from her participant review. Similarly, the pattern of holding the stage was much less prevalent, reflecting an interaction with a lot more metaphorical and literal space for the client to use. It was noted that Kate reported the use of silence to be Liz's (the client's) use of silence. Liz in fact separated herself from the dialogue when she needed to reflect or think deeply, achieving this separation by covering her face.

Under the heading of relational functions, two habitual patterns of Liz's behaviour were added: initiating and enrolling. These represented idiosyncratic routines that Liz used under specific circumstances and were reminiscent of similar routinised habits of other participants. In Case 1, Barry grasps the arms of his chair and shifts rapidly in it, returning quickly to the original position when he seems to need to discharge anxiety about his relationship with Paul (for example, after making a quip that may be stepping briefly out of his accepted persona). In a similar way, Tom, in Case 2, creates breaks in the dialogue by moving around in his chair and smoothing down his shirt. It seems that in each of these cases, the participants use physical/gestural routines to delineate slightly different interactional role personae (or perhaps different parts of themselves).

Data from the cases has, then, suggested a number of aspects of non-verbal communication that could be explored further. Each of the functions outlined above would seem to describe an aspect of what happens in coaching sessions. Given the enormous breadth of scope of non-verbal communication, the discussions in the next section are focused on those aspects that seem most relevant to understanding the coaching process. Although all these functions occur in everyday conversation, the paralinguistic and narrative role functions are less specific to the coaching process. Further, the energetic function overlaps with the question of physicality expressing the individual's emotional and psychological state which is discussed in a later section. For these reasons, the focus here is on

the two sets of functions which are most integral to the intersubjective process: the interactional function (managing the conversation, in particular turn-taking – Section 7.2.2); and the relational function (managing the relationship between self and other, in particular the function of self-protection – Section 7.2.3).

7.2.2 Interactional functions

The data relating to interactional functions have been reviewed in Chapter 6 (see Section 6.6.2). In Case 1 it was proposed that the participants used the space between them to negotiate turn-taking. Actions consisted of physically occupying the space with their body, or using gesture within the space to maintain – or dispute – dominance in the dialogue. Non-dominant actions in contrast (nodding, taking notes) were used to support the other party's active role in the discussion. In Case 2 participants demonstrated similar behaviours and the use of artefacts (such as a notebook) were added to the proposition. Case 3 provided a contrast, where Kate rarely occupies the space between herself and the client, and rarely interrupts the client.

Comparison across cases shows that variation in turn-taking styles aligns (in these cases) to some of the coach's principles of practice. Hence, Paul, with a slightly more didactic role in relation to Barry, overrode Barry's turn-taking on a number of occasions. At the other end of a spectrum, Kate's philosophy of practice could be described as generally more collaborative, egalitarian and facilitative. In keeping with this, Kate rarely intruded on Liz's turns, or even her silences. Indeed, on the one occasion where she really wanted to say something, the incident stood out as an exception. The fundamental patterns emerging from the case data are reflected in the findings of previous research (outlined below). Yet the importance of this dynamic has not been explored in the coaching literature and the relationship between patterns of embodied interaction and coaching approach has not previously been theorised.

Turn-taking has been widely studied. The social structure and linguistic features of turn-taking were initially described by Sacks *et al* (1974). In

addition, Duncan (1972) identified specific gestural aspects of turn-taking. Duncan's data were based on observations of an intake/assessment interview in a counselling/psychotherapy service, and of a discussion between two therapists. Duncan identified that stopping gesticulating or the relaxing of a tense hand gesture signalled turn yielding (Duncan, 1972, p. 287). Resistance to the other party's attempts to take a turn was signalled by gesticulating with one or both hands. Commenting on methodology rather than content, Duncan specified the ends of conversational units noting signals such as "a relaxation of the foot from a marked dorsal flexion" (Duncan, 1972, p. 288), thereby suggesting that this too was a significant gesture in turn-taking. In a different analysis of the same data, Duncan (1974) added "turning of the speaker's head towards the auditor" as a signal of the end of a unit of speech (and therefore possibly a turn of speech). Turning the head away from the direction of the speaker and starting to gesticulate were found to be signals of readiness to start a turn (Duncan, 1974, p. 165). Duncan also noted that the rate of success of these exchange signals was linearly correlated to how many other (linguistic and non-verbal) signals were used at the same time. Duncan's findings therefore support the proposition that gesture is used to negotiate turn-taking in the coaching interaction.

The use of artefacts has been studied by Mondada (2007). In a study of group collaborative working, Mondada (2007) identified the use of pointing gestures towards maps as a method of claiming speech turns. The gesture tends to start in anticipation of the linguistic signalling of a suitable break. The release or non-release of the pointing at the end of a turn seems to signify whether the speaker is still active in the dialogue. This reflects both the general use of gesture in the coaching sessions and the specific use of artefacts such as the notebook.

In relation to the body positioning in turn taking, there is some empirical data suggesting proximity and readiness to interact. Argyle notes that "Movement towards a person becomes a signal, indicating the desire to interact" (Argyle, 1988, p. 178). Argyle does not provide empirical support

for this, though he discusses Patterson and Sechrest's (1970) findings that strongly suggest that people have common perceptions of the degree of proximity that is appropriate for various social interactions. It is feasible that coaches and coachees use this tacit knowledge to variously increase intimacy, challenge or threat in the interaction by moving their body closer to the other person.

Well-negotiated transitions from speaker to speaker would seem to be an inherent quality of a constructive and respectful coaching relationship, and there is probably a strong consensus about what constitutes a positive *manner* on the part of the coach: attentive, respectful, with positive regard for the client. Recall also the findings of Ianiro and colleagues described in the literature review that dominant-friendly behaviours were associated with positive client responses (Ianiro and Kauffeld, 2014; Ianiro *et al.*, 2015).

So it would seem that both conceptually, and from the evidence of the current cases, turn-taking is significant in the relationship. The data suggest that dialogic turn-taking is extensively carried out or supported by bodily action, even where the coach's approach is not overtly embodied. At the same time, there is some variation that does reflect differences in underlying coaching principles. Despite this there seems to be little or no discussion of turn-taking in the coaching literature, and in particular of the embodied *methods* of turn-taking. This appears to be a gap in the disciplinary knowledge.

7.2.3 Relational functions

In Case 1 I noted the 'pushing' gesture Barry uses to defer to Paul. He also uses laughter apparently to elicit (or at least check) Paul's approval, and it is evident that he uses displacement activities at awkward moments: reaching for coffee and adjusting himself in his chair. In Case 2, Sue laughs and rocks forward to diffuse confrontation with Tom, while Tom tends to adjust his clothing and shift objects when he seems to be uncomfortable. Although the power dynamic in Case 3 was very different, Liz's initiating and enrolling routines seem to fit with this class of action.

Theories relating non-verbal behaviours to power, dominance and status (a so-called ‘vertical’ dimension) suggest that the behaviours observed in the coaching cases may be best understood in terms of a dynamic negotiation in this dimension. Although ‘verticality’ is not usually discussed in relation to coaching where there is a strong assumption of the equality of participants, it does appear to be meaningful when considering the behaviours described above. Hall, Coats and LeBeau (2005) carried out a meta-analysis of studies relating non-verbal behaviour to verticality, separating studies of contrived responses (measuring beliefs about meanings of behaviours) from those measuring real responses. Although studies of beliefs showed stronger associations, studies measuring behavioural responses were generally consistent with them. Both types suggested, among other features, that less smiling, less self-touching, more hand/arm gestures and more laughter were associated with verticality. Hence, applied to the current cases, the expectation would be that the more dominant coach would demonstrate these behaviours more frequently than a more facilitative coach, which indeed appears to be the case.

The use of laughter may be an exception to this interpretation, as I have interpreted Barry’s tentative laughter, and Sue’s hearty laughter as attempts at repair. Consistent with this interpretation, Vettin and Todt suggest a way of understanding laughter, especially when it follows from the speaker’s own conversational turn:

... laughter after one’s own utterances might be used in an unconscious fashion to mitigate or change the meaning of the previous utterance, especially when the conversational partner did not react to the utterance in a way that the speaker had expected.
(Vettin and Todt, 2004, p. 108)

This suggests both that laughter has functions other than the expression of verticality, and that it may play a part in the process of repairing incongruous interactions. In the observed cases the participants seem to be asking, “are we together?”

Indeed this process of repair may be a significant contributor to developing rapport. Tickle-Degnen and Rosenthal (1990, p. 286) argue that rapport consists of three essential elements of mutual attentiveness, positivity, and coordination, with a greater importance of positivity early in the relationship and a greater importance of coordination later on (p. 287). Furthermore, Burgoon and Hale's (1988) model of non-verbal expectancy violations suggests that repair of violations can actually have a positive effect on intimacy. It is plausible, therefore, that participants in the coaching session may flirt with 'overstepping', all the while with the tacit knowledge that a) errors are recoverable, and b) that they may be productive in terms of rapport.

In summary, coaches and coachees may be involved in an elaborate ongoing negotiation of power and what is appropriate for each of them to say. Gestures showing concession, displacement behaviours, and laughter play a part in this negotiation.

7.2.4 General differences in non-verbal communication across cases

In addition to the specific functions of gesture and movement, there was a more general variation in the non-verbal intensity in the different relationships that may provide insights into other dimensions of difference between them. Paul and Barry were quite business-like and neutral. They were the least animated, had the least focus on emotion, and showed the least physical activity or embodied practices. Sue and Tom's sessions were marked by more emotional texture. The connection Sue had with Tom was more personal and he expressed a wider range of more intense emotions than Barry. Finally, Kate and Liz's sessions were marked by the intentional, and deep exploration of emotion, the use of embodied strategies to highlight and engage with those emotions and, as Kate pointed out, a lot of swearing. This may reflect the range of responses to the de-embodiment (perhaps de-humanising) influence of the workplace: Barry gets on with it; Tom feels it; Liz actively objects to it.

7.3 Developmental functions: four types of embodied intervention

A framework of six types of intervention was used to provide an analytical focus in exploring the three cases. Examples emerging from each coach's practice were given in the respective case descriptions in Chapters 4-6. Analysis of Kate's more committedly embodied practice in Case 3 generated an alternative framework with a stronger fit to the data. This framework describes four fundamental types of embodied intervention, each reflecting a different embodied intersubjective process. As this framework is derived from the coaching case data rather than abstracted from the literature, it provides the potential for a significantly more powerful guide for practice. In this section I first summarise the data from each case (sub-sections 7.3.1 to 7.3.3) in order to bring forward findings from the comparisons between them. The four types of embodied intervention are discussed (7.3.4) showing the framework's development from the themes in the literature. As in the previous section, more general differences across cases are identified (7.3.5). In this last sub-section it is suggested that there may be an alignment between more developmental coaching approaches and a stronger uptake of embodied perspectives.

7.3.1. Developmental functions in Case 1

It was noted that Paul was (by his own account) unaware of intentional physical intervention, and that both participants in Case 1 followed a narrow range of movement and position. Of all the cases, the coaching in this case is the most concerned with managerial and problem-solving issues.

Although Paul does explore Barry's feelings about issues – indeed one of the narratives was identified as '*The role of emotions and the self*' – Barry tends not to describe his emotions in great depth. When Barry talks about how he feels, he usually talks about frustration, though looking at individual instances of this suggests he may be downplaying a wider range of feelings. Paul does not seek to deepen Barry's experience of this frustration, treating it rather as an issue of self-management; that is to say, Paul seeks to help Barry with how he manages his frustration so that he can progress with his task. Paul can be seen at points to experience some resonance with Barry's

frustrations, but refers to this experience only in terms of a hindrance to the coaching process in contrast to a perspective that treats it as something that informs or develops the coaching process. Paul also points to how Barry's emotional reaction may be related to his personality – the kinds of things that are frustrating for someone with Barry's profile. Paul's points of reference are from nomothetic profiles (specifically the DiSC profiling tool). For Paul, as for Barry, it is a feeling to be 'dealt with' in order to progress with the task in hand.

In a very everyday way, and as part of his accounts of his work, Barry does act out some of his felt sense (for example, when he reports that he feels like banging his fists on the table with one of the managers). Paul also engages him in some imagined scenarios (the half-time team talk) to help reframe a problem.

The nature of the narratives which were identified through analysis of contracting conversations and participant reflections suggests that the focus of the coaching in this case was generally the most managerial of the three cases. The narratives in this case were as follows: '*The role of emotions and the self*'; '*What is required by the organisation*'; '*Fulfilling the role of coach and manager*'; and '*The impact of place on coaching*'. It can be seen that the coaching agenda primarily concerns the discussion of job-related goals, project outcomes and methods of achieving those outcomes. In parallel, of all the cases, Paul and Barry's interaction shows the lowest level of physical engagement in terms of intentional reference to physicality or physical activity.

7.3.2 Developmental functions in Case 2

Compared with Paul's work with Barry, Sue's intervention with Tom demonstrates a more overt concern for Tom's sense of self, both in the immediate experience of the coaching session and his overall well-being. The focus of coaching is still clearly on his job, but rather than being about *solving* problems (where the person is subordinate to the task), it tends more towards *dealing with* problems (finding or feeding the resources within the

person in order to be able to address the task). Tom and Sue's narratives reflect this. Both recognise that their sessions are an opportunity for catharsis (*'Letting off steam'*), to understand Tom's personal process (*'Coping with conflict - Tom's emotional content'*) and his future career (as part of *'Sue's ongoing role and Tom's work future'*) alongside the requirements of Tom's substantive role in the organisation (*'Leading change - Tom's management strategies'*).

In parallel, there is a greater concern for emotion. Sue feels Tom's emotions very keenly. She is careful to acknowledge them and sometimes names them for Tom. She also uses a number of interventions to help him distance himself from the immediacy of his emotional responses, believing that Tom can sometimes get caught in the grip of strong emotions and thus becomes unable to make progress.

They are both aware of how Tom's levels of energy can be affected by his emotional state and Sue describes how this can affect her own feelings, including somatic indicators (tension, holding onto breath). In the participant review she described how she would sometimes suggest physical practices for clients who – perhaps unlike Tom - are insufficiently connected to their embodied experience.

7.3.3 Developmental functions in Case 3

The case of Kate and Liz provides extensive illustration of embodied strategies across all the range of analytical foci: somatic awareness, the expression of emotion, experiencing the client, rehearsal and enactment, body-psyche integration and (though to a lesser extent), the physical environment as enabling. The work demonstrates such a wealth in these areas that the points of focus, initially identified from the literature, became unnecessary and analysis of emergent themes of developmental practices could be addressed. These are discussed further in the next sub-section.

Not only does Kate's coaching provide more plentiful examples of such practices but it is also evident from her reflections and the participant review

that they are deployed with clear intent. It was also noted in Chapter 6 (Case 3) that the coaching conversation explores the relationship between work, self and capabilities rather than focusing on solutions to the presenting problem. The narratives emerging in this case reflect these concerns. They are primarily about Liz herself, particularly her career, her self-care, and her sense of identity. Although one narrative parallels both Barry and Tom's workplace-situated concerns – '*Responding to work demands*' – this, too, is oriented towards how best Liz might execute her job in a way which preserves her sense of self and her well-being. The meta-narrative of '*Crossover of learning between contexts*' shows how a personal development orientation underpins the work. (I have used meta-narrative in this case to describe an underlying concern that is not explicitly named by the participants; '*Liz's sense of identity*' was similarly identified as a meta-narrative.)

7.3.4 Four embodied coaching interventions / four windows onto embodied intersubjectivity.

Although no strong pattern of embodied practices emerged from the analysis of Cases 1 and 2, the much richer and more extensive data in Case 3 brought forward a more distinct set of themes. These four themes were:

- *Reflecting embodiment,*
- *Embodied counter-transference;*
- *Engaging with the embodied state; and*
- *Enacting embodiment.*

In this section, these themes are explored further and reviewed against concepts present in the literatures of existing embodied practices. It is suggested here that the themes from the data demonstrate a clearer connection with the dynamics of embodied relatedness than do the themes derived from the literature described in Chapter 2. The resulting framework focuses more clearly on key embodied processes and connects specifically with the *actions* of coaches.

Reflecting embodiment describes the playing back of the client's responses as expressed in their physicality. It is both an expression of the coach's experience of the client, and also an action arising from that experience. In Case 3, Kate reflects embodiment without interpretation on her part. In relation to the thematic framework derived from the literature it aligns most closely to *experiencing the client* insofar as it represents an immediate response to the client's embodied presentation. To some extent it also aligns to the idea of *physicality as expressive of emotional and psychological state* insofar as reflecting this back may help the client become clearer about their own feelings.

Reflecting embodiment would be a natural strategy emerging from the Gestalt principle to "bring awareness to bodily expression" (Leary-Joyce, 2014, p150). More specifically, making clients aware of their bodily expression may help shift them from stage 1 ("sensation") of what Leary-Joyce calls the "flow of continuous experience", to stage 2 ("awareness"). Interruptions at the sensation stage will be characterised by the client "suppress[ing] the figure of interest" (Leary-Joyce, 2014, p55), which may be signalled by incongruous physical expression. Reflecting embodiment therefore brings this interruption to attention. Totton describes this phenomenon in body-oriented psychotherapies generally as 'affect attunement': "to match and feed back to the client their pattern of vitality affect, as a way of both making contact and amplifying the client's patterns" (Totton, 2003, p81). This description matches Kate's use of the technique well and can also be seen as an extension of the more general use of empathy in the coaching relationship.

The technique represents more than just another coaching tool in that it can be seen to emerge particularly from the embodiment perspective. Leigh (2012) considers the process of children reflecting on movement. Following Merleau-Ponty among others, she argues that, "Reflecting on experiences of movement may have consequences for the way in which we think and construct meaning" (Leigh, 2012, p260). Specifically, that movement can be seen *as* thought, rather than something that reflects or emerges *from*

thought. In this respect, then, *reflecting embodiment* becomes a parallel function to reflecting language performance, which is itself a key skill cited extensively in the coaching literature and extended in person-centred approaches (e.g. Joseph, 2014). As Fischman describes, “Human movement patterns involve emotional tonalities that have intrinsic meaning” (Fischman, 2009, p. 35). This, in the field of dance movement therapy, in turn enables “kinaesthetic empathy” (Fischman, 2009). Reflecting embodiment, therefore, is both relationally empathic and also constructive in an embodied meaning-making process. Embodied meaning-making may be independent of language. In Case 3, Kate makes extensive use of this strategy, frequently imitating Liz’s physicality without further comment. The strategy is intentional for Kate, reflecting in her participant review that “awareness generates shift” (PR-30:24).

Embodied counter-transference is similar to *reflecting embodiment*, but is descriptive of the felt experience rather than simply imitative of the outward physical manifestation. Again it is part of *experiencing the client* and in this case consists of playing back the emotion, imagery or drives experienced by the practitioner. Examples are given in Case 3, for example when Kate says, “That (.5) hurt (.5) when you said that yeah↑” (Case 3, S2-38:55), or “I’m getting a knot in my gut” (Case 3, S2-1:01:35). It also aligns to *physicality as expressive of emotional and psychological state* in the same way as *reflecting embodiment* is. In this case the playing back is less a mirror and more expressing a feeling that *could be* an emotional mirror.

Leary-Joyce refers to this as ‘somatic resonance’: the possibility that the felt experience of the coach is a ‘resonance’ with an issue held by the client. It is achieved through “being sensitive to my own physical body [...] while paying close attention to the communications of the client” (Leary-Joyce, 2014, p156). But Totton (2003) highlights that it is not unique to the Gestalt way of working; reviewing the different ways the experience is described in different therapeutic traditions he concludes:

Whether we call it ‘somatic’ or ‘embodied, countertransference, ‘somatic resonance’, ‘somatic empathy’, ‘dreaming up’, or

something else, this capacity for embodied relationship – including all of the irrational and projective elements of relationship in general – is a tremendously important tool for body psychotherapy. (Totton, 2003, p. 87)

In addition to the conceptual and phenomenological reflections of this theme, it would be tempting to look for a biological explanation and indeed there is currently a wave of attempts to do so. Costa and Garmston (2015, p. 73) attribute coaches' ability to match their style to their client, and, in passing, emotional contagion (p. 43) to the function of mirror neurons. Brann (2014) devotes a complete chapter to mirror neurons, though she concludes that "there is not a widely accepted neural model of how these things work" (Brann, 2014, p. 94). Brown and Brown (2012) in what might be considered a comprehensive discussion of neuroscience in coaching do not mention mirror neurons in their index. It seems that there is not much to be said about mirror neurons that enhances the existing phenomenological understanding of empathy and related concepts. However, Ferrari and Rizzolatti (2014, p. 1) usefully point out that understanding through the mirror mechanism is direct and "does not require a cognitive simulation of others' behaviour as suggested by simulation theory of action understanding". This last point supports Leigh's (2012) and Fischman's (2009) arguments presented in the previous section that the experience of movement can be communicated pre-reflectively. Again it is notable that when Kate uses these techniques she does not appear to expect any particular outcome, never mind a specific interpretation. Rather she uses it to trigger Liz and accepts whatever direction the discussion subsequently takes.

Engaging with embodied state consists of encouraging the client to connect more fully with the felt experience. As Kate reported in her participant review: "it's a version of a heroic boast ... so you get it as big as you possibly can [...] and experiencing what it might be like to have that strength of feeling" (Case 3, PR-40:10). In relation to themes emerging from the analysis of the literature, this function aligns broadly. There is a connection with *physicality as expressive of emotional and psychological*

state as the client is being invited to amplify this embodied ‘way of being’. This necessarily brings the client’s bodily state to awareness (*somatic awareness in integrative practice*), and I would suggest is very much part of what is happening in *rehearsal and enactment* (though the emphasis may be more on how it feels rather than a simple behavioural repetition).

In Gestalt, awareness is at the heart of understanding the drive to behave in particular ways and “holistic awareness is rooted in rich somatic and emotional life and encompasses both intuitive hunches and body wisdom” (Mackewn, 1997, p. 113). The client may be minimising or suppressing his/her own embodied knowledge of these experiences, so amplifying the experience develops awareness. Although concepts of awareness have been central to various formulations of coaching for a long time (e.g. Gallwey, 1974; Whitmore, 1992), for the Gestalt coach in particular, Leary-Joyce argues, the aim is to broaden the client’s access to feelings and emotions (Leary-Joyce, 2014, pp. 43–45). Approaches embracing mindfulness (as reviewed in Chapter 2) also encourage body awareness, but not necessarily with the same objectives. Hall (2013) for example recommends mindfulness practices for the coach in order to attune to the client, but Silsbee (2008) argues something closer to Gendlin’s focusing as a way to encourage the client to stay with the experience rather than jump to interpretation. Engaging with the embodied state, then, may work as a method of settling the client or coach (as in mindfulness), or as a way of developing their understanding of themselves (as in focusing and Gestalt), albeit in a ‘felt’ sense rather than a cognitive, declarative sense.

Enacting embodiment is a form of role play, but rather than a rehearsal or a behavioural learning process, the intent is to engage more fully with the scenario in order to generate insight. It has a clear connection therefore with the activities described under *rehearsal and enactment* insofar as it brings the world of possible experiences into the coaching session. On a number of occasions in Case 3, Kate invites Liz to engage with the embodied experience of others (the old lady), anthropomorphised inanimate objects (“what would the door say?”), or of her own experience in other situations.

This theme is not entirely different from some of the functions described under the heading of ‘Rehearsal and enactment’ in the previous cases. It may be the embodiment of a third party who is being acted out in a narrative (illustrated in all three cases), or of the coaching client in Hawkins and Smith’s scenario of “bringing the client into the [supervision] room” (Hawkins and Smith, 2013, p. 189). In either case, it evokes the comments reported previously of Leigh (2012) and of Fischman (2009). That is to say that through acting as another person we somehow come to understand something (pre-conceptual) of that person’s world. This perhaps reflects the reverse causality of emotions and body movement suggested as long ago as the 1980s (Ekman, Levenson and Friesen, 1983) and demonstrated experimentally a few years later (Levenson, Ekman and Friesen, 1990). This perspective proposes that bodily changes precede the conscious experience of emotion. It is also consistent with the somatic feeling groups of emotional theory described by Prinz (discussed in Chapter 1, Introduction). Work on mirror neurons is more recent, but it is reasonable to postulate that they have a role in this process, indeed Gallese, Eagle and Migone (2007) have suggested that ‘embodied simulation’ enables an immediate felt understanding of another’s state of mind through the existence of a shared mechanism of meaning-making.

These four themes overall reflect a clearer sense of the essence of embodied actions that a coach might take. They also highlight a greater sense of the interplay of the physical experience of client and the coach, and how felt experience is an important medium of meaning and understanding. In this respect these separate types of activity all access and derive from an embodied concept of the self and of communication, that is, the intersubjective experience. In this respect *all* of the themes connect back to the theme of *body-psyche integration* drawn from the literature. In a sense, body-psyche integration is the very theory of embodiment. Conversely, *physical environment as enabling* is not specifically echoed in this structure. This may reflect the particular characteristics of the contexts of the data from which the framework is derived and suggests an avenue of further

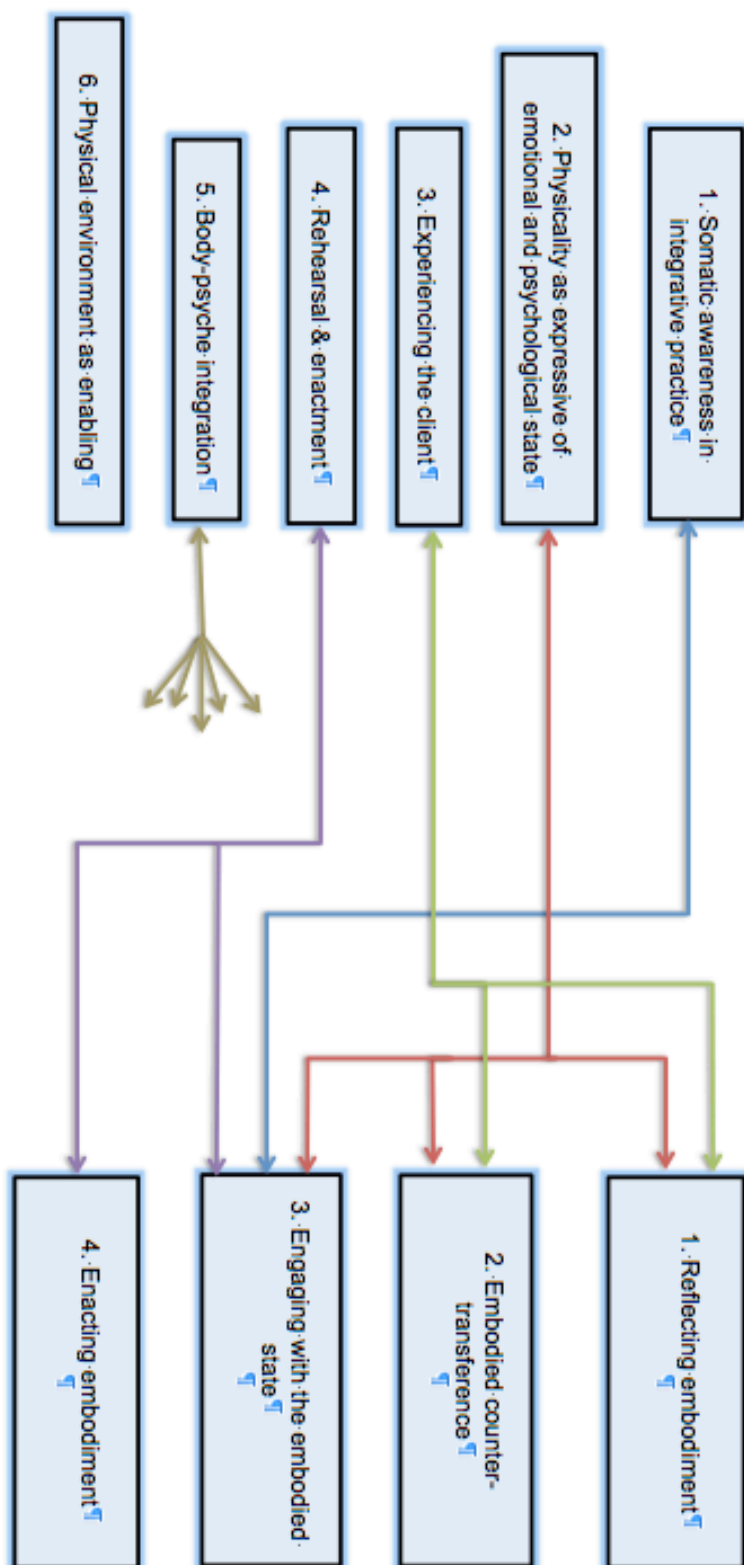


Fig. 7.1 Interrelationships between developmental themes drawn from literature and those drawn from case data

investigation (though the impact of space is also discussed in Section 7.4.3, below in relation to the proposition that *physical space may be used to facilitate thinking*. Figure 7.1 depicts the interrelationships of the two structures of developmental functions.

In summary, the approaches are bound by a common conceptualisation of the communication that takes place between the embodied coach and client. Gallagher argues that this intersubjectivity emerges from the base-level theory of mind developed in infancy and therefore shared by everyone:

... before we are in a position to explain or predict the behavior of others, to mentalize or mind-read, to theorize or simulate, we are already in a position to interact with and to understand others in terms of their gestures, intentions and emotions, and in terms of what they see, what they do or pretend to do with objects, and how they act toward ourselves and others [...]
(Gallagher, 2005, p. 230)

7.3.5 General differences in embodied practices across cases: coherence between embodied practices and experiential approaches

Recalling the descriptions in Section 7.3.1 to 7.3.3, it can be seen that across the three cases there is a kind of a continuum from less embodied practices relating to tasks and problems, to more embodied practices with a greater concern for the person. The question arises therefore whether it would be legitimate to claim a relationship between embodied practices and more developmental approaches. This is not generally borne out by the coaching literature. Indeed, many collections and journals that include ample examples of developmental approaches have paid little attention to date to embodiment. Nonetheless, even in those descriptions there is a sense that a practice with a stronger focus on the client's *experience* of a problem is likely to have more of a developmental orientation and to make greater reference to the client's *embodied* experience. So the current comparison between cases suggests that embodied and developmental perspectives may be aligned, even if this alignment has not been explored in the literature.

A similar position can be inferred from Leary-Joyce's positioning of different types of coaching across a spectrum (Leary-Joyce, 2014, p. 21). To take just one or two relevant descriptors from an extensive table, Leary-Joyce identifies the "focus of change" as one dimension. The focus of change in skills and performance coaching approaches is behaviour, while in developmental coaching it is values and attitudes, and in existential approaches the focus of change is core beliefs. Similarly, the desired output is described respectively as 'action' (skills coaching), or 'knowledge', 'experience' or 'wisdom' (existential). There is also something of the changing engagement of the person of the client in the various descriptions of different approaches in Cox *et al.* (2014). For example, skills and performance coaching, "relates to particular domains of human functioning with clear performance standards" (Tschannen-Moran, 2014, p. 201), developmental coaching's focus is not just "on problem solving but also on ensuring that client capacity is built through that problem-solving" (Cox and Jackson, 2014, p. 215), while existential coaching shares the existentialist tradition's concern for "the exploration and clarification of what it is to be a human being and how human beings experience their particular way of being" albeit applied to "professional, managerial and leadership development" (Spinelli, 2014, p. 91).

At this stage, then, any convergence of embodied practices with developmental, experiential or existential approaches may only be implied by the underlying principles of such approaches. It may therefore be in those areas of practice where the development of greater awareness of embodiment might be most beneficial.

7.4 Propositions emerging from multiple lenses

As the data across the three cases accumulated, five propositions were developed from the interplay of narratives, communicative functions and developmental themes. These have been outlined in the respective case review chapters, coming to a final position in Chapter 6 (Case 3). Each of these five propositions is now summarised and related to existing theory,

highlighting areas where the current study may be extending existing knowledge.

7.4.1 The use of physicality reflects the speaker's need for self-expression

This proposition arises from analysis in all three cases of moments when participants demonstrate greater and lesser levels of physical animation. The data suggest that participants move and gesticulate more when they are trying to explain something difficult, or something that is very important to them. This was summarised as the degree of cognitive complexity, emotional charge, and goal-orientation. Most notable are the periods where physical activity drops. These tended to be periods in which the narrative became routine, or the participants were recounting uncontentious material, perhaps even repeating information that was already known. For the coach in each case, this effect is moderated by the fact that they may choose actively to hold back from their own personal agendas during much of the interaction. Case 3 offered a further contrast insofar as Kate's animation was linked only to her embodied interventions and her style of coaching was inherently non-competitive.

This proposition is supported by empirical material in the non-verbal communication literature suggesting various ways in which gesture is connected to cognitive processes. These sources partly explain the 'cognitive complexity' element of the proposition. McNeill argues that gesture is not merely illustration, as it is produced simultaneously with speech, and that therefore, "at the moment of speaking, the mind is doing the same thing in two different ways, not two separate things" (McNeill, 2007, p. 22). Indeed, McNeill argues that speech and thought are produced co-dependently. Kita (2000) further demonstrates that gesture helps people to formulate their speech. Kita reviews evidence that while gesture is reduced in the absence of visual contact, different types of gestures are retained selectively by speakers. It is suggested that while gestures supporting communication can be lost, those that are retained have a wider role in supporting the cognitive process (Kita, 2000, p. 162). Hostetter and Alibali (2008, p. 502) note that a number of studies suggest that, "speakers

often gesture when they are having trouble accessing words, and that gesturing can reduce retrieval failures, at least in some situations”. In particular, Hostetter, Alibali and Kita (2007) demonstrated a link between gesturing and cognitive complexity as research participants used more gesture when describing an arrangement of dots that did not fall into geometric patterns compared to when describing arrangements that did fall into geometric patterns. Goldin-Meadow, Nusbaum, Kelly and Wagner (2001) demonstrated that short-term memory in children working on a maths task was improved by gesturing, and Ping and Goldin-Meadow (2010) have further demonstrated that gestures have a greater cognitive benefit when used to add information to verbal explanations. It follows, then, that gesture is used more extensively when the cognitive or communication processes are challenging.

Although there is research that suggests that emotion can be read by facial expression (Ekman, 1993) and bodily movement (Clarke, Bradshaw, Field, Hampton and Rose, 2005; Pollick, Paterson, Bruderlin and Sanford, 2001), research parallel to that concerning cognitive complexity does not appear to have been carried out in relation to affect. What can be argued, however, is that ‘being heard’ is a first and vital step in the coaching client’s change journey, as it appears to be in psychotherapy (Myers, 2000, 2003). On this basis it is suggested that emotional and ‘political’ (goal-oriented) charge might have a similar effect on gestural activity as does cognitive complexity. This at least appears to be the case from the study data.

7.4.2 Physicality has different functions when the participant is dominant as opposed to when the participant is subordinate

This proposition suggests that the use that participants make of gesture is different depending on whether they are the dominant (or currently active) partner in dialogue, or in the more subordinate (listener) role. In many respects, this differentiation simply reflects the fact that while one participant uses a whole range of gestural repertoires as they speak, the other is more reserved while listening. The functions of gesture in relation to the subordinate role (see Table 4.1) related to turn taking (competing for the

stage, asking permission), managing the interaction (giving attention), and managing one's own emotional state (avoidance and displacement).

7.4.3 Physical space may be used to facilitate thinking

This proposition emerged from the way in which the coaches withdrew from the physical space between themselves and their client when they wanted to create a conceptual 'space' for the client's thinking. Space as facilitative of thinking also emerges as a shared belief: in Case 1, Barry talks about offsite meetings; in Case 2 Tom "walked the legs off the dog" on one occasion; in Case 3 it was noted that the Liz also had physical routines by which she created such spaces for herself, such as looking away, closing her eyes, covering her face or by leaning back. It is a widely held belief that taking ourselves away (from our desk, from our workplace, for example) helps us to solve problems. Two theories – extended cognition (Clark, 2008) and Attention Restoration Theory (ART; Kaplan, 1995) - cast a useful light on these phenomena.

As described in Chapter 1 (Introduction), Clark (2008) has proposed that what we think of as functions of the mind can be located not just outside of the brain, but also outside of the body. Clark's argument progresses from the suggestion that proprioception demonstrates bodily (rather than purely mental) processing, through the extension of proprioception to the use of tools (for example, feeling the contact between a pencil and paper), to the use of environmental features to take on or reduce the loading of cognitive tasks. The concept of 'cognitive niche construction' (Clark, 2008, pp. 61–63) is particularly relevant. The term niche construction is borrowed from the way animals create positive survival ecologies around themselves. Translated to a human social context, Clark gives an example of a *cognitive* niche where a cocktail bartender lines up a series of specialised drinks glasses to help remember a complex order while he mixes the drinks. In a work context, a cognitive niche might be characterised by piles of books, lists, and post-it notes: information and processes that are in awareness, but whose cognitive loads are reduced while they are not active. Tom's dog-

walking and Liz's gaze aversion could therefore be seen as varieties of escape from cognitive niches.

Kaplan (1995) hypothesises that natural settings are restorative because they offer both a 'soft fascination' (nature is intrinsically interesting) and the experience of simply being away from usual concerns. The experience of 'being away' is further dependent on the extent of the environment (sufficient for a degree of immersion) and its compatibility (to the extent that it does not become a challenge in itself, unrelated to the individual's purpose). Empirical evidence cited by Kaplan appears to support at least the notion of the restorative effect of natural settings on attention, if not the process hypothesised. In a later experimental design, Kaplan and colleagues (Berman *et al.*, 2008) demonstrate the specific enhancements of cognitive tasks in line with predictions from ART.

In the coaching room, the 'soft fascination' of nature may not be available. As Liz struggles to think clearly about her experience, she cannot immerse herself in the natural world. However, she is able to reduce the level of cognitive input by withdrawing from interaction. She is also, on occasion, able to use a cognitive extension such as a drawing to help 'hold' the complexity of her thought. In a manner which is parallel to the way in which coaches may be trained to give clients *time* to think, it may also be important to be aware of *space* to think, and *tools* to think.

7.4.4 Individuals may have idiosyncratic patterns of symbolic gesture

This proposition arose from the observation of patterns of gesture that were consistent within individual cases, but varied across cases. Some were unique to the individual. Barry holds the arms of his chair and shifts slightly in his seat when he has said something contentious or humorous. Tom smooths his shirt to signal a change of tone of the discussion. Liz has a routine of taking a drink and shutting her eyes at the start of the coaching agenda 'proper'. There are also examples where there are slight variations such as the arms out with palms facing up as an appeal gesture (used by all three coachees).

For the very reason that these are idiosyncratic patterns, they are not explored further here. It is not the object of the current research to classify different gestural routines and proposed patterns are well documented elsewhere. Nor is it intended to explore non-verbal patterns as psychological assessment (as discussed by Hall, Harrigan and Rosenthal 1995). For the purposes of this comparison, the important feature is that coachees may have patterns which the coach might notice and respond to - just as with our own families, we have a sense when someone is, for example, under the weather or not themselves. This familiarity is a natural part of the rapport between coach and client (Maurer and Tindall, 1983; Bedi, 2006), but coaches may not be aware that their insight might be enhanced through observation of gestural routines by giving them access to anomalies or incongruences (Leijssen, 2006).

7.4.5 Engaging and splitting: the use of engagement or detachment from emotional content depends on the pragmatic needs and emotional readiness of the client.

This proposition emerged from the different ways in which the coaches used rehearsal and enactment. Paul helped Barry to imagine scenarios so that he could visualise how he would behave. Through her ‘video review’ technique, Sue helped Tom to distance himself from the overwhelming emotions associated with events in his personal and work life. Kate was committed to enriching Liz’s engagement with her visceral emotions in order to understand herself better. In relation to Case 2 in particular, Nagata’s (2007) evidence suggests that mindfulness can be used to separate emotional *state* from identity or *self*.

Many writers on coaching have identified the tension between support and challenge in coaching practice: for example O’Neill (2011) talks about backbone and heart; Blakey and Day (2012) talk about the combination of support and challenge. Bachkirova and Cox (2007) have also noted both that the emotion literature predicts a strong role for emotion in coaching and that coaches, when prompted, see these possibilities. However, the terms

“anxiety” and “containment” are largely absent from the indexes of general textbooks and the issue of creating an appropriate opportunity for handling the client’s emotional charge is largely no more than implied in descriptions of concepts like contracting and rapport. It is surely a symptom of the difference in focus that skills manuals in counselling and psychotherapy are more explicit (McLeod, 2007).

At the same time the coaches in this study seemed to have the professional sensitivity to attune their interventions to the emotional readiness of the client. So although Sue tends to help Tom to stand apart from his emotions, she has selected this approach and described more immersive techniques which she might have used with other clients in her participant review. Similarly, Kate reflects on the emotionally immersive nature of her interventions, reasoning that her strong existing relationship with Liz and Liz’s emotional robustness makes these interventions possible. This flexibility around the level of engagement suggests a subtle judgment on the part of the coaches.

7.5 Summary

The objective of investigating the use of physicality in the complexity of its ‘live’ context of coaching practice has inevitably brought with it a diversity of observations from a number of different angles. To some extent, this itself was part of an objective: to describe the interaction while avoiding reductionism. The shadow side of this complexity is its ‘ungraspability’ – reducing complexity is essentially how we understand and describe the world. So in our attempts not to mistake the map for the territory, we run the risk of having no sense of overview at all. Before discussing the implications of the findings of this study in the next chapter, then, it is worth offering a synthesis: my own sense of what the findings mean.

To recap, Case 1 offered an interaction rich with physical activity, from which it was possible to draw a functional framework of non-verbal communication. This framework described how the participants’ gestures

supported the semantic content of their interaction (paralinguistic functions), the mechanics of the interaction, the expression of emotion, the management of their relationship and the process of narrative. This framework was elaborated in response to the data arising from Cases 2 and 3. The interactional and relational functions are of particular interest in relation to the purpose and function of the coaching session and an analysis of these findings show that some more generalised knowledge of non-verbal communication can be used to explain how certain behaviours achieve coaching-related outcomes in the interaction. The relationship between patterns of non-verbal communication and coaching approach were noted.

As regards coaches' interventions – the developmental functions – the themes from the literature were found to reflect something other than the practices demonstrated in the coaching dyads. Embodied practices became more salient in the most physical of the coaching styles, that of Kate in Case 3. From this case arose the definition of four embodied strategies: reflecting embodiment, embodied counter-transference, engaging with embodied state and enacting embodiment. Again, the relationship between embodied activities and coaching approach were noted.

Finally, in the five propositions drawn from multiple analytical lenses I attempted to describe some of the dynamics of how physicality is recruited in the coaching session. These are in part explained by existing theories, but appear not to be explored elsewhere as theories in themselves.

In the introduction to this chapter, it was suggested that the division between these different frameworks was somewhat artificial. Looking again at the locus of the study, it is possible to describe a stronger underlying linkage between the frameworks. In summary, in the coaching session there are two people, whose 'self', consciousness, awareness as well as unconscious needs, memories, traumas, innate and learned tacit knowledge are distributed across the body-mind. Those people might know *something* about *some* of those things, while other processes might be outside of awareness. They may be more or less self-aware and more or less 'body-

aware'. I would argue that communicative acts, and the effect of embodied coaching strategies interact equally with this body-mind. Here Bachkirova's (2011) use of the image of the elephant and rider becomes apposite. If the elephant is everything outside of consciousness (and the rider is what is left), then the large part of non-verbal communication, along with the physical activities triggered by embodied practices belongs with the elephant. Non-verbal communication, the effect of embodied practices and the analysis of the dynamics of the interaction become in this model, different ways of describing an elephant.

In the light of that observation, it becomes clear that what we see in the coaching session, as much as two riders speaking to each other, is two elephants dancing. The elephants speak to each other in elephant ways, respond to each other in elephant ways, and move in elephant ways, which elephants understand, but that the rider may or may not be able to make sense of. The premise behind this study, as set out in the Introduction, was that coaching could and should be seen as a developmental interaction in which languaged and embodied experiences are intertwined. Most of the coaching literature, it has been found, concerns itself with the languaged interaction and client meaning making, while this analysis suggests that the embodied aspects play a significant role in the client's development of meaning.

In the next chapter I outline the implications of these findings, identify areas for further research and discuss methodological issues that have been explored in the course of the study.

Chapter 8 – Conclusions

In this chapter I review the study as a whole (Section 8.1), examine the issues and opportunities presented by the methodological approach developed throughout the study (Section 8.2) and explore the most significant implications of the findings reported in Chapter 7. The implications are first considered in relation to the specific findings (Section 8.3), then more widely in relation to the study as a whole and in relation to my own experience as a practitioner (Section 8.4). A short personal reflection is included.

8.1 Overview of the study

This study has explored coaches' use of embodied practices in order to broaden the existing descriptions of coaching as an exercise of language. In order to ensure relevance to both theoretical development and its practical application, the study was designed specifically to engage with real coaching practice in its natural context. Coaching for the purpose of the study was conceptualised as constituting primarily some form of languaged, dialogic process in addition to the physical, and that the objective of such processes is to help change the client's meaning-making rather than physical well-being. The aim of the research was *'to explore the ways in which coaches use their own or their client's physicality during the coaching process and the effect this has on the coaching work they do together'*.

A review of relevant literatures suggested that a number of more established embodied practices outside of the coaching realm were echoed in coaching literature. However, an overtly embodied perspective is generally missing from the coaching literature and non-verbal communication is touched on only lightly. Some physical practices, largely rooted in the theories of Reich, Gendlin and Wilber, are described but not investigated empirically. Non-verbal communication has not been broadly investigated in the coaching literature.

Before embarking on data collection a thorough investigation of the ontological and epistemological foundation of the study was carried out. It was argued that unitary ('mono-theoretical') methodologies were sufficient only to capture limited perspectives on the complex interaction. Conceptualising the object of study as a series of complex cases, a multi-perspectival approach was proposed to deal with the 'ontological stratification' of the interaction in its practice setting.

Analysis of the work of three coaching dyads, including observations, participant reflections and participant reviews, has generated descriptions not just of the coaches' intervention techniques, but also of the embodied characteristics of the communication between coach and coachee. Understanding the processes highlighted by this analysis is helped in part by existing theory from the fields of non-verbal communication and psychotherapy. Some propositions, however, suggested areas where further research may be valuable. Furthermore, the comparison across cases suggested that the expression of embodied processes might vary depending on the coach's general philosophy of practice. The analysis highlighted the limitations of viewing the coaching interaction as purely 'language'd'. From the multi-perspective analysis of the case data emerged a framework of four fundamental embodied practices: *reflecting embodiment*, *embodied counter-transference*; *engaging with the embodied state*; and *enacting embodiment*.

8.2 Reflections on methodology

The exploration of methodology is a prominent concern of this study. The methodology chapter (Chapter 3) set out the challenge of how effectively to explore a complex dynamic system in which meanings constantly shift without necessarily being made explicit. This was addressed in three interrelated enquiries: an exploration of paradigm to establish the basis on which outcomes of the study might be warranted; an examination of the nature of the core process around which the activities of the coach and client are organised; and the appropriateness of the methods of investigation. This

section will look at each of these enquiries and what might be learnt from how they have been effected in this study. In doing so, some indications of where the study was not able to go and what it was not able to do are given.

8.2.1 Paradigm: the complex case-based approach

A complex realist position and a case-based approach was adopted on the basis of the multi-layered epistemological and ontological concerns of the field of study. The exploratory nature of the study indicated an approach with a significant element of induction. A desire to give as full an account as possible of the complexity of the object of study suggested an investigation of coaching work in its naturally occurring context. The logic of this position in theory is unchanged by the experience of carrying it through the current study, but some issues have arisen in practice which may be of value to researchers. In particular, the recruitment of cases of pre-determined theoretical value is problematic. On a lesser point, organising naturally occurring events to fit with research plans potentially affects the outcomes.

At one level, the theoretical diversity of the cases can be seen to be very useful. The spectrum of different approaches has been highlighted in Chapter 7. In particular, the cases presented varying levels of expression of physicality and varying levels of concern within the different coaching styles for emotion and the ‘self’ of the client. In addition, both these dimensions increased from an all male dyad, through to an all female dyad. This symmetry should not be over-interpreted, however, not least because the recruitment of participants was constrained by the availability of suitable coaching dyads, rather than theoretically driven from one case to the next. Although parameters were set regarding levels of professional activity and at least some evidence of an orientation towards reflection on practice, participants for the current study were in fact difficult to recruit. Coaches who expressed interest often were unable to take part in the study because of sensitivities about clients and confidentiality as well as practical and ethical reasons (coaching via teleconference, coaching in a home setting, coaching

while walking – which proved impossible to record). So this apparent progression is accidental.

The continua on which the cases can be plotted should not be allowed to draw overgeneralisation. Although I believe my propositions about differences in coaching style and degrees of embodiment are legitimate, for example, evidence for gender differences would be weak. In retrospect, though, not only is the neatness of the progression from case to case illusory, but it also obscures the fact that it would be very difficult indeed to select a ‘theoretical sample’ of cases for a comparative, exploratory study. Without knowing what theories will emerge from the comparison between cases, there is no possibility of a theoretical sample. This serves to remind us that the theoretical development is potentially contingent on the cases that come forward, and that theoretical claims must be tentative in the absence of confirmatory research.

I have also been surprised by the difficulty of responding to real-world coaching schedules. The widely-assumed pattern of a series of regular meetings was not how the case dyads ended up organising their meetings. As each of the interventions took place in a context of personal and organisational change, plans changed, sessions were cancelled and the world changed around the participants. The sessions were consistently irregular and this also reflects the real world setting of the research. Researchers (and perhaps reviewers) should be aware that research focus could easily orient disproportionately towards certain types of coaching, certain types of coaching scenario, or certain types of coaches that present more reliable schedules. This in turn could lead researchers away from engaging with more contextualised settings.

8.2.2 Object: changing the client’s meaning-making

In an attempt to explore how the use of physicality contributes to the coaching process, the core unit of analysis was identified as the change of meaning effected by the client in response to intervention. A ‘complex hermeneutic’ was suggested, looking at the behaviours (observation), the

narratives or agendas present in the session (a form of textual analysis), and the participants' meaning-making (phenomenological accounts through session reflections). Issues with the operation of this complex hermeneutic are discussed in the next section. This section will deal with the nature of the core issue of understanding the client's meaning making.

The key analytical mechanism for understanding the client's meaning making was the narrative: the agendas and topics covered in the coaching sessions. This proved to be a slippery concept. The expectation in proposing the analysis of narratives was that they would render changes in meaning-making self-evident. That is, it would be possible to see how the client thought about an issue at the start of a session and how they thought about it at the end. It is interesting in itself that this is not how the discussions worked in practice. Rather, narratives took form from disparate ideas. What seemed unconnected at first came into some sort of pattern, and what seemed connected at first turned out to be a separate line of thinking. Furthermore, the points of change are not discreet: while, for example, the client in Case 2 seemed more able to separate himself from his emotional responses in his final session, there was no point where this change could be said to have come about. So the narratives have to be read as a very general interpretation of the data, and the identification of changes to be quite coarse-grained as well as tentative.

This problem may have come to the fore in the current study, but this seems a useful finding as it starts to work on a fundamental problem of what coaching is intended to achieve and how that is evaluated. Without arguing that meaning-making should be operationalised into a measurable construct, it could feasibly demand more attention in research on coaching effectiveness. It is also interesting that the coaches participating in the study did not make an evaluation against these agendas evident in their sessions. They may be unusual, but these observed behaviours are slightly at odds with the way 'evaluation' or 'review' is ever-present in coaching practitioner guidance and oriented towards functional outcomes or goals (for example, Rogers, 2012; Hawkins and Smith, 2013; though this approach is

problematised by Garvey *et al.*, 2014). My own view is that the participants' more intuitive or organic approach to evaluating change may be more representative of practice at large than the received wisdom of the coaching manuals.

8.2.3 Methods: the complex hermeneutic

Finally in this section, the experience of working with the complex hermeneutic needs to be considered. Four features of this stand out: the use of multiple transcripts; balancing different data types; juggling analytical lenses; and the productive opportunity offered by doing so.

The practicalities of using multiple transcripts has been tracked through the case review chapters. In summary, there is a tension between separation and complication. Separating the production of transcripts helped to ensure that each analytical perspective was given attention at the data ordering stage. I found that the fuller the transcript, the easier it was to use in the analytical process. Yet dialogue and action co-occur, so the question of how much should be repeated in different transcripts is constantly in the researcher's mind. I cannot conclude from this an ideal balance, only that researchers need to be aware of the issue of balance and find their way to address it. What is enough and not too much will depend on timescales and analytical focus.

As regards balancing different data types, the issue is one of data collection. This was carefully planned at the design stage but proved difficult to achieve. In Case 1, the client did not provide feedback and the coach's video diary focused on impressions of progress against the coaching agenda rather than the specific questions about physicality. Although the reflections provided were very useful, in none of the cases was there a consistent level of reflective feedback from both participants. In contrast, the observed dialogue was extensive and detailed. Here, then, is another instance of the issue of what is easiest to conceptualise and collect (dialogue) against what is uncertain, difficult to grasp, but potentially analytically powerful (participants' accounts of their own decision and meaning-making). It is

tempting under these circumstances to work with what presents in the simplest form. I noted early in the analysis of Case 1 that I was slipping into a linguistic conversation analysis – that which was available and most easily conceptualised – at the expense of dealing with the more difficult aspect of the central focus of the study. I would describe this as a worthwhile struggle.

It has also been noted in the case chapters that some participants had difficulty setting up cameras and the physicality of some discussions was not captured. Even more, it could be argued, the physicality of the sessions could not be fully experienced via video recording. It would be interesting to explore the experience of analysis drawn from video recordings of sessions where the researcher has a first hand memory of the experience.

As for balancing data types, switching analytical lenses was at times complicated. It is inevitable that some aspects will grab the interest. To counteract that, I used multiple transcripts (despite the duplication that this introduced), and techniques such as watching the videos at high speed. The risk again is of doing whatever is most available and neglecting that which is difficult to express. Yet, to address the final point, there is a payoff in doing so. For me, the most interesting analysis of behaviours came with the combination of analytical lenses. Sometimes, indeed, it was a case of noticing that very little was happening in one domain and how that related to the others. In the discussion of methodology in the case review of Case 1 (Chapter 4) I noted that this multi-dimensional approach is distinct from the positivist concept of triangulation arguing that, “it is the space between perspectives that generates the creation of knowledge, and that knowledge is not in the form of facts, but in the form of enquiries and insights”. I think of these perspectives sliding past each other, creating a turbulence from which some new sense of the data emerges. Perhaps dimensions describes them better than perspectives as this captures their incommensurability, though each gives a shadow of something that lies beyond and between the individual dimensions.

8.2.4 Embodied interpretation

In Case 2 I found myself re-enacting parts of the video-recorded interaction in an attempt to interpret it. In Case 3, I identified the possibility that I may have experienced some of the participant's stuckness and anxiety through a parallel process of my own engagement with the data. It is worth noting here that these experiences are consistent with the study's methodological commitment to interpretation (after Heidegger and Gadamer) and in particular embodied interpretation (after Merleau-Ponty). It would seem that this is an area for potential further exploration. Indeed, if the embodiment theories that have been applied to the coaching experience are equally applicable to the research experience, then some radical exploration of aesthetics in the research process becomes relevant (Todres and Galvin, 2008). The experience of the current study only poses this question rather than answers it.

8.2.5 Strengths and limitations

Throughout the description of the design, the ongoing reflections on methodology in the case analysis chapters and in this final reflection, care had been taken to avoid making unwarranted claims for the study. A short summary is given here. Limitations consist of those aspects of the research topic that the design is unable to address, and also those events which in practice prevented more or richer data becoming available.

With respect to limitations of the design, it has been noted that the findings cannot be generalised to coaching as a whole or to any questions of male versus female coaches. There has been no attempt to suggest that certain practices are better or more effective than others. It also seems inevitable with a highly interpretive approach that some issues foregrounded by early analysis may have seemed less significant if the data had been analysed in a different order. There was some mitigation of confirmatory bias insofar as the analytical process cycled backwards and forwards between cases. A team approach to analysis would provide a more robust check.

With respect to how events emerged, it was certainly hoped that clearer and fuller reflective feedback would be received, especially from clients. More useful data would have been produced by post-session interviews with participants. At the time, this was considered to be too intrusive, as all participants were engaged in their normal, everyday, busy work lives. It is plausible, however, that participant engagement could be more clearly incentivised. In practice, the client who took part in the participant review found it very helpful to gain an overview of her own progress through the sessions, and also very interesting as a coach herself. Challenges with the placement and operation of the video equipment also compromised the recording of some sessions. As there is no ideal ‘full’ set of data, it is not of the greatest concern which precise sessions were analysed. However, it did cause some concern and frustration for the coaches, for whom it was at best a distraction from their work with the client.

At the same time, it is important to emphasise the strengths of the approach. The exploratory inductive approach does offer considerable opportunities for further investigation. Where results appear to conform to existing theory from outside the coaching domain, they suggest ways in which those dynamics are expressed in the coaching context. A number of these issues are not explored in the coaching literature. Where there is less confirmation from existing theory and research, there is an opportunity for further development which could increase our understanding of coaching practice and the skills involved. Most importantly the approach engages with the complex whole of the interaction, highlighting connections between different aspects of the practice than might be the case with a more reductionist approach.

8.3 Implications of main findings.

The implications of findings are organised in this section under the same headings used for the discussion of findings in Chapter 7. In addition, general comments are added regarding a possible gap in the interdisciplinary roots of coaching

8.3.1 Communicative functions: Non-verbal communication in the coaching session

In relation to the communicative functions, three main findings were discussed in Chapter 7: the dynamic of turn-taking and the role of bodily action; the embodied expression of ‘verticality’; and the relationship between the emotional texture of interactions and the degree of embodied engagement (see Section 7.2).

It was noted that the concept and mechanics of turn-taking is not discussed in coaching, though it is well documented in the non-verbal communications literature. While the concept of listening is amply explored in skills handbooks, it would seem that the transition from subordinate to dominant role would be equally vital to master. This appears to be an unhelpful blind spot in relation to coaching practice and its development even without taking account of the part played by embodied actions. However, it would be hard to specify ‘good practice’ in this area without encouraging inauthentic behaviours. For this reason, it may be more of an individualised development, facilitated by video recording.

The issues of the expression of power and the ongoing negotiation of a power relationship, including repair, emerged from discussion of the relational function of non-verbal behaviours. Welman and Bachkirova (2010) and Garvey *et al.* (2014) explicitly discuss the dynamics and structure of power in the coaching relationship. Elsewhere in the literature, issues of power remain at a more implicit level in considering ethics, in relation to exhortations to work to the client’s agenda, and in relation to the dilemma of when to use expert knowledge in a coaching interaction. However, it is a topic that is rarely touched upon in coaching skills and practice literatures. As a result, coaching practitioners’ sensitivity to their own operation of power in the relationship may be underdeveloped. In this respect, the observation of non-verbal behaviours could be very informative, and again, particularly with respect to one’s own practice.

The observation was made that the degree of physical animation appeared proportionate to the focus in the coaching on personal issues and to the degree of engagement with emotional dynamics. The more ‘business-like’ interactions appeared less richly embodied. This question plays into a wider exploration of the body in organisations and could suggest two different implications. One could suggest that practitioners should exercise caution with the degree to which they bring the body into play in business contexts as there may be a risk of incongruity and rejection. Bluckert (2006) actually suggests this in relation to the use of the empty chair technique as an example. However, it also raises a question of whether coaching has a contribution to make to the enrichment of organisational life. This is an area where a better theoretical understanding and empirical evidence of the role of embodiment in organisations would be fruitful.

8.3.2 Developmental functions: four types of embodied intervention

The intentional practice of embodied strategies to support the client’s meaning-making were resolved into the four types of embodied intervention discussed in Chapter 7: reflecting embodiment; embodied counter-transference; engaging with the embodied state; and enacting embodiment. Although the actual techniques used are not completely absent from the coaching practitioner literature, neither are they prominent in mainstream handbooks. There seems no reason that they should be limited to practices wholly committed to underlying embodied philosophies and that they could be considered by practitioners following a wide range of theoretical bases in their practice. In this respect, this typology presents a memorable framework which could easily be added to learning materials for developing coaches and explored in supervision. Further research could elaborate on the framework and test its applicability to a wider range of practitioners.

The discussion of these functions also highlighted that beyond strategies or skills, the different types of intervention could be seen to be drawing on a common underpinning concept of the client, the coach and their interaction as embodied: a concept developed later in Chapter 7 with the metaphor of two elephants dancing. Theories underpinning different practices are widely

studied in coach education, so there is no reason for the concept of embodiment not also to be considered. This could also produce useful insights for practitioners.

A view was also taken across the cases in relation to embodied interventions. This identified the possibility that a more embodied orientation may be associated with – and particularly relevant to – more developmental and existential types of practice with a greater focus on the development of the self. This possibility could be researched more explicitly to put some of the other recommendations into a more practical context. That is to say, if embodied practices are less appropriate to certain practices then there may be no value in teaching or developing them as skills under these circumstances.

8.3.3 Propositions emerging from multiple lenses

Section 7.4 described the findings emerging from the combination of analytical perspectives. Five propositions were elaborated through the successive comparison of data between cases. Each of these propositions suggests implications, though some are more significant in this respect than others.

The first proposition suggested that the use of physicality reflects the speaker's need for self-expression. Evidence from the non-verbal communications literature suggested that gesture supports the process of speech and that this might be particularly significant where there is cognitive complexity. While the data suggested that this might also be true of emotional and political charge, the literature does not explore these aspects. This very clearly suggests an area for further research. If the proposition is borne out in further cases, it would also provide a useful indicator for practitioners in working sympathetically with their clients. To some extent to be able to understand when someone is 'struggling' is part of the common sense understanding of interaction, but an overt theory is nonetheless useful.

The second proposition - that physicality has different functions when the participant is dominant as opposed to when the participant is subordinate - is relatively uncontentious. However, when related to the coaching interaction it might be observed that a sensitivity to the dimension of dominance-subordination (or less emotively, active-passive) may be helpful to practitioners. In one of the cases, the coach appeared to catch himself in a dominant posture while the client was speaking and consequently moved himself back into a less dominant position. It may also offer to coaches an indication that something of their own needs may be leaking into the interaction.

The third proposition was that physical space may be used to facilitate thinking. This reflects the useful function both of getting away from the normal environment, and also the coach and client's use of the interactional space. Theory from extended cognition, especially Clark's cognitive niche theory, as well as Kaplan's Attention Restoration Theory, help explain how these phenomena may operate. These observations have significant implications for how coaches might work with space in order to facilitate the client's thinking. Although the concept of the use of silence is well considered in the area of coaching skills, the possibilities of subtle use of space are not. Hence the proposition offers opportunities for both research and practice.

The fourth proposition, that individuals may have idiosyncratic patterns of symbolic gesture, argues against the search for a stable 'body language', though it does suggest that coaches might work to gain familiarity with their client's idiosyncratic repertoires. Doing so may offer coaches more immediate empathy for the client and a greater insight into incongruities between the client's narrative and their feelings or wishes.

The final proposition suggested that coaches differentially attune to their client's needs in order to either enhance their emotional experience, or to contain it. This dynamic of the coaching relationship has not been widely explored, though there are some principles available to inherit from the

psychotherapy literature. The importance of this attunement seems highly significant to the client's ongoing progress, yet seems to be left to the artistry of the practitioner. This is therefore an area where greater theoretical clarity would be useful, as well as practice-based evidence, ultimately to support practitioner education.

8.4 General reflections on the study as a whole

In this section, implications of the study are considered from an overall perspective in addition to the implications of specific propositions set out above. This section includes a suggestion that the lack of a disciplinary focus for embodied psychology has led to the apparent neglect of embodiment in coaching. Final consideration is also given to the significance of the implications from different stakeholder perspectives which I hold myself: as a practitioner, as an educator and as a researcher.

8.4.1 Embodied psychology: a missing discipline

Looking more broadly at the findings discussed in Chapter 7 it is possible that they suggest a gap in the conceptualisation of coaching, or in its conceptualisation of the coaching process. In a sense, to formulate coaching without an awareness of the body (or body-mind) is like formulating coaching without an awareness of the mind at all. To be totally unaware of mind or body is not entirely plausible; it is a natural part of human experience to have some innate and tacit understandings of both mind and body which guide everyday behaviours. Nonetheless, some formal level of study of psychology is considered relevant to coaching (and indeed some argue that it is essential). If the current study demonstrates that to conceive of the mind as embodied seems generally helpful, then by extension, the study of the psychology of body-mind is also relevant. Depending on the relative influence of elephant and rider, perhaps even more so.

A number of useful sources have been used in the discussion of the current study, many of which could be conceived as part of a broad multi-disciplinary field of embodiment. The topic is touched on in psychology,

philosophy, sociology, learning and anthropology. Yet there currently appears to be no focal point for sharing knowledge about the psychology of the body-mind, or, other than body psychotherapy, about evidence-based practices that emerge from it. It is perhaps a feature of coaching's cross-disciplinarity that it has looked for explanatory theory, and inspiration, from existing fields. There may have been an assumption that those existing fields provide all the threads that make up coaching. This does not seem to be wholly the case in relation to embodiment and the consideration of the coaching client as a holistic body-mind.

8.4.2 Implications for the coaching practitioner

For practitioners, embodiment becomes a different lens and potentially a different set of practices. In my own practice, though, I have noticed differences in nuance rather than a whole new way of working. I am more sensitive to posture and to energy, each of which I think is helpful. I am more inclined to shift the person's physicality in order to shift the thinking; I think about the nature of the 'rut' that people are in when they are stuck and how that might be embodied in themselves or in their immediate environment. The strongest influence has been on the readiness to use the space between myself and my client as constructive.

8.4.3 Implications for the coaching educator

It is clear that wherever there are potential enhancements of practice, then there are implications for practitioner education. Consequently, all the previous observations can have consequences for the educator. Further, though, it may be productive to bring both the knowledge and the experience of embodied dimensions into practitioner development. It would indeed be inconsistent with the concept of body-mind itself only to *study* embodiment, embodied practices and embodied communication. The inclusion of experiential aspects of learning about embodiment may be more obvious to training providers than education providers. Particularly in higher education, it may prove challenging to incorporate such learning within structures and frameworks that privilege declarative knowledge and languaged methods of learning and assessment.

8.4.4 Implications for the coaching researcher

It is in the nature of an exploratory study that it suggests a number of further possible lines of research. This study and the discussions in this chapter and Chapter 7 have contributed to the potential formulation of a theory of embodiment for coaching. This is an ongoing process that requires input from philosophical, psychological and practitioner perspectives. I believe that some of my curiosity at the outset of the study was indeed driven by the very lack of such a perspective. Work towards a formulation of embodiment for coaching would need to continue.

Firstly, it would be useful to extend the inductive base by engaging with the work of more coaches. Similar work undertaken by other researchers, or by research teams would help develop more areas of theory with a clearer understanding of its applicability to different contexts. The methodological exploration in the current study has provided a foundation for this, but would benefit from further development of methods to enhance the weighting of participant reflection in the analytical process, which in turn would require development of a stronger method of collection of reflective data.

Further work emerges from and interacts with theoretical development in developing a better understanding of the different components of an 'embodied perspective' and how they are linked to each other. The current study has offered propositions in different dimensions. The four types of embodied practices suggest ways of thinking about specific methods of intervention. The five propositions emerging from multiple analytical lenses suggest ways of thinking about the embodied dynamics in play in the coaching session. This is at a more abstracted dimension than intervention. There are also key conceptual challenges that would enable further empirical discovery, such as the conceptualisation of client meaning-making, its description in practice and the articulation of its change over time. Each set of findings could be explored further as separate areas of study. With the development of greater clarity in each area, the linkages between them could

contribute to a more comprehensive theoretical framework. It would be particularly interesting to relate the embodied flavour of an intervention style to other characteristics such as particular coaching contexts and agendas. Another research area that would influence embodied practice would be a better understanding of body discourses (particularly taboos) in organisations.

In addition, some exploration of coaches' experience of extending their skills and knowledge into this area through action research methods would provide a more immediate sense of its importance and utility to the discipline. Practices (and practitioner writing) on the embodied aspects of coaching are relatively sparse. There is clearly a role for experiential development of the field alongside theoretical and methodological developments. The two domains can feed each other.

Finally, the experimentation of moving away from the transcript as data, and the experiences of embodied interpretation open up the challenge of how research might access 'experience' more directly than is possible from written accounts.

Summary and personal reflection

In this chapter I have set out how the exploration of methodology and the findings produced in the current case can contribute both to the current state of disciplinary knowledge and to its further development. I am confident that as my work to disseminate this learning continues, my practice, research and teaching colleagues will find their own 'fusion of horizons' with my work and make something other of it than I do myself. From my own perspective, however, I would say that I value the opportunity this study has offered to develop my own thinking in three areas: methodology, theory and practice. Methodologically, the study is an exploratory 'case' in itself, looking at how to discover the depth and complexity of real-world practice. This was a question that troubled me at the outset of my studies and I am pleased to feel that I have made progress with it. Theoretically, I feel I have developed a different insight into a holistic body-mind perspective on the

activity of coaching. Although I set out to look primarily at coaching practices, this has led quite naturally to trying to understand the underlying currents and how they are theorised. I find as a reader, that a lot of writing on the issue can be either esoteric or obscure. I think it is therefore difficult to come to this topic ‘cold’ and get a sense of the interconnections of experience, communication and practice. I hope this will change over coming years as more attention is paid to the question and I hope that I am able to contribute to this using the work done in this study. Finally, I have found that the frameworks that I have derived from the data analysis help me to understand more of my own and other people’s practice. I am looking forward to sharing, testing and strengthening these frameworks.

Finally, I think it is relevant to acknowledge my own change process. Completing a PhD is of course a journey as much as a destination. During that journey things have changed, but just like the coaching client participants’ meaning-making, it is not always obvious where and how it has changed. Nevertheless, here are some things that have changed for me.

1. The production of knowledge. My concept of the production of knowledge started to change early in the research process and has continued to do so. Without being necessarily naïve about the production of knowledge and not inexperienced in post-graduate study, I still had a lingering sense that a doctoral thesis would be an accumulation of truths. Early on, as I came to challenge my own lingering positivism, I noticed how important the personal transition would be. A colleague noted, “there’s a reason why it’s a doctor of *philosophy*”. Challenging investigations of missing methodologies and missing literatures – never easy to establish categorically – has suggested to me that what passes for truth should not be held quite so tightly as it sometimes is. I realise that I have had a tendency to hold quite tenaciously to what I consider to be true. A little bit of me (just a bit of the positivist me) has been left behind. But this does not lead to a post-modern infinite regress, rather a more aesthetic experience of engaging with possibilities. This can be exhausting.

2. The role of the researcher. Despite all this, for a while there was a dissonance between a logically-derived position (epistemological relativism as an expression of complexity/pragmatism) and an unexamined belief (my empiricist desire to get to the bottom of the case - to really see what is really there). Superficially, the epistemological relativism can still hold a position that there is a good - even right - way to discover certain aspects of the world. But this resolution depends on an assumption of the objective gaze of the researcher. In practice, that objectivity cannot be relied upon. The researcher cannot become neutral in a situation where the data is potentially infinite.

3. The experience of creativity. At times, all the above has created messiness, uncertainty, and complexity. I am sure that many students' desks and computers are littered with abandoned models and theories. I have become used to sketching my imperfect thoughts and allowing them to bother me over time. If creativity is constructing some figure out of an unordered ground it will naturally be uncomfortable and non-linear. This probably makes it more worthwhile than less.

Coaching is a personal, experiential, 'felt', creative change process. I hope these personal experiences as well as the disciplinary insights help me to approach my own coaching practice (and teaching and research) with more depth and range.

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Appendices

Appendix 1 – Case 1 reflective prompts for coaches/coachees

Thank you for participating in my research. As part of my data gathering I have asked you to reflect on your experience of your coaching sessions. This form is one way of doing this that means that your reflections are **completely within your control**.

I've provided a number of prompts. Answer whichever of these you feel like. Write as much or as little as you want.

What was the date of your session?

Which session number was this?

Where did you feel the conversation turned or developed significantly?

Can you describe what happened at this point?

Can you describe any other points where you experienced a significant change?

Can you describe any key moments where your physicality became significant during the coaching session?

What about your coach's/client's physicality?

Were there any points where your physicality or that of your coach/client made you surprised, curious or perplexed?

(Coach version)

Did you have any specific intentions to use physicality as an intervention in this session?

What did you do?

What was the outcome, if any, in terms of physical response or the client's progress towards their objectives?

(Client version)

Can you describe any other instances where the coach seemed to use physicality purposefully in this session?

What did they do?

What was your reaction at the time? Did you have physical reaction?

Has it had an effect on your progress towards your objectives?

Appendix 2 – Sample screens from private blog used in Case 1

1.01 Peter Jackson's research on physicality

Just another WordPress.com site



Hello {participant}!

Posted on April 24, 2012

Thank you for participating in my research. As part of my data gathering I have asked you to reflect on your experience of your coaching sessions. This site is one way of doing this that means that your reflections are **secure** (only shared with me), **available** for you to review at any time, and **instant** so you don't need to send me anything for me to get to read about your thoughts. So all you need to know is how to record.

How to record your reflections is easy on here. I've created a page for each of your coaching sessions. Just click on the appropriate one in the black menu bar (above this text, below the graphic). That will take you to a page where you can add your reflections.

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1.01 Peter Jackson's research on physicality

Just another WordPress.com site



Confidentiality

This is a site specifically created for {participant}'s input into Peter's PhD research. Only {participant} and Peter can access this site.

I will use this material as part of the analysis of your coaching process and will discuss that analysis with both you and your coach. So bear in mind that what you write here will contribute to something that is shared with both you and {coach}.

Please indicate any material that is not to be used in this way.

Be the first to like this page.

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1.01 Peter Jackson's research on physicality

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Session reflection 1

Just add your reflection in the box where it says **<Leave a Reply>** below this text. When you've finished make sure you click on **<Post Comment>** to save what you've written. If you think you will want to prepare your reflection over a period of time, you might want to do it offline (eg in Word) and copy/paste into the comment box when you're ready.

Remember no-one else can view these pages. Here are the prompt questions again (you can see them in the footer of this page too):

- Where did you feel the conversation turned or developed significantly?
- Can you describe what happened at this point?
- Can you describe any other points where you experienced a significant change?

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Appendix 3 – Revised reflection sheet for Cases 2 and 3.

Reflections on the coaching process.

Thank you for participating in my research. As part of my data gathering I have asked you to reflect on your experience of your coaching sessions. This form is one way of doing this that means that your reflections are completely within your control.

I've provided a number of prompts. Answer whichever of these you feel like. **Write as much or as little as you want.** Then just email me the file at peter.jackson@brookes.ac.uk.

What was the date of your session?

Which session number was this?

Were you the coach or client? Client

What was the main agenda of this session?

- 1.
- 2.
- 3.
- 4.

Where did you experience the greatest change(s) in the session?

What made the biggest difference to you in this session?

Were there any physical changes in either of you that particularly caught your attention?

Appendix 4 – Simplified Jeffersonian notation

Symbol	Name	Use
[text]	Brackets	Indicates the start and end points of overlapping speech (on separate lines), or interjection (inline)
[text / text]	Brackets	Indicates briefly overlapping speech. Main speaker's words appear first.
(# of seconds)	Timed Pause	A number in parentheses indicates the time, in seconds (or fraction of a second), of a pause in speech.
(.)	Micropause	A brief pause, usually less than 0.2 seconds.
↓	Down Arrow	Indicates falling pitch or intonation.
↑	Up Arrow	Indicates rising pitch or intonation.
,	Comma	Indicates a temporary rise or fall in intonation.
-	Hyphen	Indicates an abrupt halt or interruption in utterance.
°	Degree symbol	Indicates whisper, reduced volume, or quiet speech.
ALL CAPS	Capitalised text	Indicates shouted or increased volume speech.
underline	Underlined text	Indicates the speaker is emphasising or stressing the speech.
:::	Colon(s)	Indicates prolongation of a sound.
(hhh)		Audible exhalation
(h)		Chuckling
(.hhh)		Audible inhalation
(text)	Parentheses	Annotation of non-verbal activity.

Jeffersonian Transcription Notation is described in G. Jefferson, Transcription Notation, in J. Atkinson and J. Heritage (eds), Structures of Social Interaction, New York: Cambridge University Press, 1984.

This table (slightly adapted) from Transana Help files.

Appendix 5 – Case 1 participant review interview protocol

Introduction / Contract

- a) about creating new meaning
- b) researcher as interpreter
- c) non-judgemental
- d) outline of process
- e) ok to record discussion (as a text of the research)?

1. Participant recall/presuppositions/experience/theorisation

a) can you tell me what you remember of the role and impact specifically of physicality in the relationship with 'B'. When I say 'physicality', I mean any use or reference you made to yourself or your client as physically present, either in the room or elsewhere.

b) how did physicality in this sense come into play?

c) do you have any other examples?

d) in these examples, was this particular to this relationship, or is it something you might normally do in your coaching?

e) are there aspects of physicality you think you would use more than you did with this particular client?

I'm going to show you some of the features of your coaching that I noticed and I'd be interested in your reactions.

2. Observations - Developmental functions

I have drawn some ideas from a number of sources including my observations of your practice. I wonder if you had any comments about them. Is it maybe something you do regularly? something you'd never have thought of doing? or something that just wouldn't fit for you in your practice? I'd like to hear about your experience as well as your ideas about these approaches.

a) Somatic awareness in a practice aimed at integration

Some practitioners talk about self-awareness of one's own physicality as being a building block towards development. One writer talks about 'body-mindfulness'. How does this strike you?

Examples:

(i) *How are you feeling?* B responds at a conceptual level. Shows a concern on the part of the coach. What is the intention?

(ii) *Actually I'm getting a bit frustrated* (about a minute later). Note the shifting in the chair.

b) Physicality as expressive of emotional and psychological state

There are some methods that work with the outward signs of someone's emotional or psychological state. Maybe we notice someone has a lot of 'energy' and we take that to mean something in relation to their psychological state. Or someone seems to be 'bowed down' by something. NLP's concept of 'preferred representational systems' fits in here.

Example:

(i) *Maybe you're doing too much*

c) Experiencing the client

A lot of people talk about their feelings about a client. Perhaps intuitions. But the idea of feeling or gut feel is useful here. Do you have experience of this yourself where you really feel something about the client, in your body?

Examples:

These seem to demonstrate how P experiences the managers directly (fantasy relationship)

- (i) *He pushes people away.*
- (ii) *How does it make you feel?*
- (iii) *It feels like the hand on the shoulder*

d) Rehearsal and enactment

One way to embed change is to ensure that it moves beyond words and into action. This might be about playing stuff out in the coaching session as preparation, or about taking action out in the real world. Do you have experience of creating the client's sense of mastery as part of the coaching process?

Examples:

- (i) *I can see that working*
(Note how hard P works to rehearse on B's behalf)
- (ii) *Unless I feel you're getting it*

e) Body-psyche integration

Some people argue that the split between the body and the mind is a false one. Do you have a sense of working with people's capability or decision-making *in their body*?

Example:

- (i) *It's a way of removing that angst*

f) Physical environment as enabling

Do you find particular environments helpful for your coaching? What happens here? How do you use the environment that you're in?

Example:

- (i) *You can surprise people*

3. Observations - Communicative functions

g) Communicative functions

We seem to use our bodies - and read other people's bodies - in all sorts of ways when we are communicating. Are you aware of some of the ways you use your body to communicate? Are there any strategies that you use on purpose to achieve particular ends?

g2 - Interaction - Clips a-d: agenda management

How much does the physicality affect these interactions?

g2 - Interaction - Clips e-i: holding/ceding the interaction space

e and f show the normal interaction (note in f P's readiness to intervene)

clip g shows P holding off a request

clip h shows B holding off a request

i, then (shortly after) j, show the physical aspect

g3 - Energetic - Clips k-m

k & l show **expressive** element (k follows an earlier clip relating to physicality as expressive)

m shows the **diminishing** effect

g4 - Social/structuring

n - dominance

o - conceding
p - self maintenance / displacement

g5 - Narrative

Appendix 6 – Case 2 coach and client reflections

Coach reflections on Sessions 1

Where did you experience the greatest change(s) in the session?

probably 20 minutes in the first shift happened - initially he was breathing from the top of his chest, holding his breath and seemingly struggling. then he appeared to relax. [Tom] responds well to humour and to facilitating a different approach

What made the biggest difference to you in this session?

getting my timing right in introducing humour and pursuing the line of enquiry that facilitated empathy as he was very self-referenced to start with. moving him from oh poor me to being able to view a broader picture

Were there any physical changes in either of you that particularly caught your attention?

[Tom] seemed more animated as the session progressed - initially seemed tight then loosened up and used his arms more. his breathing became deeper and muscle tension reduced in his face. although when he was recalling unpleasant and seemingly threatening/aggressive incidents his face tightened up and he looked menacing i was therefore concerned he was reliving them as opposed to viewing them dispassionately to learn from them. i think i apologised if i triggered reliving them but his response when i checked was he had learnt i will test this next session....

Coach reflections on Session 2

What was the main agenda of this session?

1. examine the past month and employ to improve abilities to depersonalise, manage emotional responses [improve ability to self regulate]

2. offer external support to leader of warehouse through business transition

supporting him in examining his thoughts and feelings in a safe way, helping him to reach useful conclusions as he has a tendency to recycle

Where did you experience the greatest change(s) in the session?

exploring client's focus of attention and gaining insights into waiting for others to change - challenging the idea of hopelessness...

What made the biggest difference to you in this session?

exploring reliving as opposed to recalling and learning from - teaching video description and ensuring a learners position would be maintained as opposed to recycling with the aim of being right?

Were there any physical changes in either of you that particularly caught your attention?

i felt sad listening to the diary excerpts - recognised this and ensured i employed this feeling as data and motivation to change - unsure i wasn't running my own movies [relating to past?]

Coach reflections on Session 4

What was the main agenda of this session?

- 1. Review what's happening with the plans for the business & examine Tom's reactions to what's happening and check for useful boundaries*
- 2. enquire what support the senior team will require from coaching and establish a plan*

Where did you experience the greatest change(s) in the session?

There was no clear change, {Tom's} energy seemed high when we started. {Tom} uses a lot of hand gestures at certain times over the session. I felt that I had matched these as the session moved forward.

What made the biggest difference to you in this session?

I think examining decisions {Tom's} made from the employees' point of view and testing to ensure the business standpoint was thought through

Were there any physical changes in either of you that particularly caught your attention?

Other than the hand movements no. {Tom} often if he's down hesitates when he's breathing and his voice sounds flatter but today none of that was apparent.

Client reflections on Session 4

What was the main agenda of this session?

- 1. For me it was a 'health check' to ensure I am in good shape for the workload/environment*
- 2. I use this time for reflecting on my actions and mental state/approach*
- 3. I 'bounce' ideas around and use {Sue's} knowledge and advice to ensure I take a balanced approach*

Where did you experience the greatest change(s) in the session?

I think the greatest changes have occurred over a number of years of working with {Sue}. I now reflect on my actions and behaviours more, I also reflect on the behaviours and responses of my team and I watch intently for any changes so I can react immediately and ensure they remain in good shape for the daily challenges - this has helped us establish a very successful operation with a strong leadership team.

What made the biggest difference to you in this session?

I think the realisation that although I am in a very unusual situation at work (ie: about to announce a major strategy development) I am in good shape to lead my team through it. I am now much more aware of my role, my responsibilities and the need for me to establish the right 'ground rules' to ensure I can get through this period of my career in the best possible condition and also so I can ensure my team are as well placed as I to do the same.

Were there any physical changes in either of you that particularly caught your attention?

I wasn't aware of any physical changes taking place during the session.

Appendix 7 – Case 2 participant review interview protocol

0. Contract

- a) about creating new meaning
- b) researcher as interpreter
- c) non-judgemental
- d) outline of process
- e) ok to record discussion (as a text of the research)

1. A reminder of what the sessions were about:

a) June 14 - Tom talks about resistance to change. Sue reframes it as dealing with anxiety.

- Significant frustrations with HR over a disciplinary issue.
- Tom generally seems tired and resigned.

b) July 14 - the anniversary

- Tom's evening out and the effect of his anxiety on behaviour and relationship.
- Video replay.

c) Oct 14 - not in analysis (because of camera angle)

d) Feb 15 - leading change

- Tom is very positive about his role in leading change through the merger.

2. Participant recall/presuppositions/experience/theorisation

a) can you tell me what you remember of the role and impact specifically of physicality in the relationship with 'B'. When I say 'physicality', I mean any use or reference you made to yourself or your client as physically present, either in the room or elsewhere.

b) how did physicality in this sense come into play?

c) do you have any other examples?

d) in these examples, was this particular to this relationship, or is it something you might normally do in your coaching?

e) are there aspects of physicality you think you would use more than you did with this particular client?

I'm going to show you some of the features of your coaching that I noticed and I'd be interested in your reactions.

3. Observations - Narratives

This is just to situate the discussion. If there are salient points they are worth recording.

a) letting off steam

b) dealing with emotions and conflict

c) Tom's management strategies

d) Sue and Tom in the future

4. Observations - Developmental functions

I have drawn some ideas from a number of sources including my observations of your practice. I wonder if you had any comments about them. Is it maybe something you do regularly? something you'd never have thought of doing? or something that just wouldn't fit for you in your practice? I'd like to hear about your experience as well as your ideas about these approaches.

In fact there is a lot in your practice that reflects a natural understanding of these dynamics whether it is overt or not

a) somatic awareness in a practice aimed at integration

Some practitioners talk about self-awareness of one's own physicality as being a building block towards development. One writer talks about 'body-mindfulness'. How does this strike you?

Examples - accepting and acknowledging Tom's strong emotions about a situation.

[Extract 1 \(S1-1:01:59\):](#)

An integrative stance is implied but not specific.

Creating perspective can still sit on top of this self-awareness/acknowledgement:

"It could be *useful* – don't organise the world into right and wrong" (S2-28:55) and that "there's no such thing as fair" (S2-29:28). In response to his feelings of injustice about a particular organisational change, she says, "it's just business" (S2-32:38).

[Extract 2 - Tom is upset about his performance review.](#)

b) physicality as expressive of emotional and psychological state

How much attention do we give to 'reading' the person.

In S1 Tom says:

because (.) it tells on you you know- people can see it (.)
I'm a- pretty much a- an open book (.) as you know so: (.)
when I'm in a good place (.) everybody's in a good place and
when I'm not (.) it's visible(.) and I try and hide it and I
try and go out and (.5 [lifting up, carefree gesture]) err
but you- y- people know me

Examples:

(i) You're really bent out of shape

(ii) Depicting others' states in role play (S1-27:51.9):

[Extract 3:](#)

So I'm coming up with all these ideas (1) and I've got two thirds of the team going fab fantastic let's get stuck in (.) and a third of the team going no (.) can't do that (.) this won't work (.) that won't work (.) we don't even want to try that"

(iii) Projective role play, i.e. a sort of vicarious rehearsal (S2-42:03).

Extract 4

as soon as you catch yourself getting back into the screen
(moving away) just sit back

c) experiencing the client

A lot of people talk about their feelings about a client. Perhaps intuitions. But the idea of feeling or gut feel is useful here. Do you have experience of this yourself where you really feel something about the client, in your body?

Examples:

These seem to demonstrate how C experiences the managers directly (fantasy relationship)

(i) (S1-43:57):

I get your logic (1.6) but if you: (.8) if you talk to them
the way you explain it to me (1.2) you make them wrong all
the time.

(ii) you reported feeling 'sad' hearing Tom's account of his anniversary evening.

d) rehearsal and enactment

One way to embed change is to ensure that it moves beyond words and into action. This might be about playing stuff out in the coaching session as preparation, or about taking action out in the real world. Do you have experience of creating the client's sense of mastery as part of the coaching process?

Examples:

(i) (S2-39:27).

Imagine I'm you (mm hmm) ok and I'm sat here saying to you (.)
I live with somebody who's really controlling (.) so I have
to tell them everything (1.5) can you see anything (.) faulty
with that↑

e) body-psyche integration

- not reported -

f) physical environment as enabling

Do you find particular environments helpful for your coaching? What happens here? How do you use the environment that you're in?

3. Observations - Communicative functions

We seem to use our bodies - and read other people's bodies - in all sorts of ways when we are communicating. Are you aware of some of the ways you use your body to communicate? Are there any strategies that you use on purpose to achieve particular ends?

i) paralinguistic

eg contrasting the felt experience

(Helping athlete's with a sense of control)

Extract 5:

They get them to create a routine (S2-24:00)

vs

“everything’s a bit unstable (.5) the ground’s moving at the moment”. Now Sue circulates her hands, face down in a churning movement in front of her (S2-24:44)

Notice the contrast and the referencing back.

j) holding the stage

S4-22:35 - 23:25

Extract 6 - watch the ebb and flow of the use of the space in between; holding, allowing, and rebuffing entry.

k) energy

contrast S1-15:04 with Session 4 generally.

l) relational (managing discomfort)

S2-26:16-26:36

Extract 7

(lots of examples in this extract)

m) the use of physicality reflects the speaker’s need for self-expression

Extract 8 - notice how this illustrates a number of the other interactional features as well - e.g. holding the stage, managing discomfort.

(This is moderated in this case by the coach’s need to manage the session - but this change is only in relation to the previous case.

S1 – “you’re getting emotional again”

S2 – “I shouldn’t laugh”

n) patterns of symbolic gesture

(Use text)

o) engaging and splitting

- video description, S2-41:46

- detaching from the immediacy of emotional response, S2-33:56

Appendix 8 – Case 3 coach reflections

Coach reflections on Sessions 1

What was the main agenda of this session?

- *Exploring similarities between feelings about new role and longstanding relationship with a friend with serious disabilities for whom client has power of attorney*
- *Client's frustrated reactions to others' incompetence and how to harness this energy*
- *Identifying strategies for working effectively in new role recognising the organisational culture / management structure may not support this easily*
- *Self care and resilience in a demanding new role*

Where did you experience the greatest change(s) in the session?

- *Following silences . Liz uses silence a lot and I value this as an opportunity to "tune in" to her (somatic resonance) NB I don't always get this right and sometimes interject early!*
- *When Liz changed her sitting position to face me with her leg over the side of the chair - released a lot of energy*
- *When I asked her" what would that old lady do?" - she arrived at her strategy for managing her first weeks in her new role*
- *Her considering how she would make the most of her day off (she will be working 4 days a week)*

What made the biggest difference to you in this session?

- *enjoy coaching Liz very much and value the connection -so not so much a difference, more a validation of our coaching relationship after a gap of several months. We have both undertaken (?) a lot of personal learning since our previous session*
- *Appreciating the energy and pace of our work, and the trust we have built up over time*
- *Catching my " manager self" in the act of wanting to be directive - not my usual stance when coaching , but one that I have needed in my own life of late. Using this (I think) to check out Liz's need for input of some sort from her own managers*

Were there any physical changes in either of you that particularly caught your attention?

- *In Liz, strong finger pointing , major shifts in seating position,*
- *Particularly her silence when pondering not taking action in a situation which may have called for stronger input from her. - Am aware that I could have challenged her more on competence/incompetence here and let her off the hook more than I might have done , which, on reflection is exactly what she had done with a colleague who was underperforming. My gut reaction (I see those as physical changes) at the time was " I'm letting you off the hook" Wish I'd outed that? Not sure? My comfort zone? hers? her colleague's ? Useful learning for me!*
- *I felt physically very open, and waved my arms about a lot, but was also quite poised, focused, centred, in a good place, despite being aware I was bracketing some of my own stuff that was parallelling Liz's experience with her disabled friend*
- *We both expressed emotion through swearing a lot! This is normal modus operandi in this relationship*

- *Liz protecting one finger with others -looked at how her previous team had protected her. I had asked " if your fingers could talk, what would they be saying"*
- *Aware that when I'm coaching Liz I often used to get a feeling of " that was really good!" in terms of my coaching being congruent with my coaching framework. That was absent this time which, strangely?, felt like a good thing , as my framework is evolving a lot at the moment.*

Coach reflections on Session 2

What was the main agenda of this session?

- *return from holiday and maintaining sense of "precious"*
- *checking in on how things are progressing in new role and exploring feelings associated with the challenging client/staff groups she is responsible for*
- *work with client's adverse reaction to a major area in her portfolio, (addiction) fear that she will not engage with it leading to adverse effect on staff and service users, and some deep work on her strong emotional / judgemental reactions to this*
- *Leadership in the areas she is comfortable with*

Where did you experience the greatest change(s) in the session?

- *The Door.*
- *Liz's awareness of her own responsibility for her reactions and associated behaviours, and that it was possible to work with them rather than avoid them or castigate herself for having them*
- *Earlier in the session, the penny dropping for Liz about the "dog in the cellar" and the work with the metaphor throughout*
- *Working with images of imprisonment both in real terms (Liz's clients) and as a metaphor - we came back to this throughout the session, in increasing depth & resonance.*

What made the biggest difference to you in this session?

- *Having read some Gestalt input before the session and using it directly - experimentation and awareness of the power of a sigh/outbreath*
- *A feeling of being very comfortable in my own skin as a result of a lot of personal work on voice, sense of self and harnessing the energy in the "shadow" (my own dog in the cellar). Makes it easier to deal with this with clients (NB, was I working through my own stuff vicariously? And re parallel process, does Liz do that with her own client group? - I think we covered the possibility during the session that Liz works with society's Dog in the cellar in this role)*
- *Liz's ongoing trust in my coaching around heavy duty issues - I said a number of times we were at the "therapy edge". NB we have contracted to work like this!*

Were there any physical changes in either of you that particularly caught your attention?

- *Standing up to work with the Door experiment. It was very effective, though I often feel a little anxious about introducing an experiment which may feel a bit weird.*
- *My hand gestures when talking, and regular moving of seating position due to a damaged back - when we started the session my energy levels were quite low, but I bracketed this. Impact on session? Not sure.*
- *Liz's facial expressions and the changes in these.*
- *Me picking up "judging" before she said it - somatic resonance*
- *Ongoing in this relationship – Liz's silence between strong emotional statements and my somatic resonance when she says something "ouch" - especially re her mother in this session.*
- *Liz's sigh/outbreaths after some strong work and a "mindful minute" at the end of the session (not in the recording)*

Coach reflections on Session 4

What was the main agenda of this session?

- *exploring Liz's need to find a safer space "in her head" but also in the environment so as to recharge and rebuild resilience*
- *choices within and about her current role*
- *dealing with exceptionally challenging work issues and finding a balance between necessary (and unpleasant) action and aspects of the role that nourish her*

Where did you experience the greatest change(s) in the session?

- *Liz saying that the role was too difficult. Then later saying she had no intention of quitting.*
- *Her realising that her domestic situation (building work) was having a direct impact on her resilience. In general, though, for me, there were few specific change points, just an ongoing sense of opening and exploring.*

What made the biggest difference to you in this session?

- *As above.*
- *Choosing to bracket and /or offer hypotheses when I felt out of my depth (unsafe) with some of the material, and feeling OK about doing this. In the past I may have raised the unsafety so we could work with it and stuck with it - rather than backing off. This may have been more to do with living up to my (espoused) identity as a somatically resonant coach, rather than working with what the client needed? Or see below re my own transitions.*

Were there any physical changes in either of you that particularly caught your attention?

- *Liz usually has her head in her hands some of the time, and uses silence a lot. I tend not to raise this.*
- *Liz changed her posture so her feet faced away from me and towards the door. This raised issues of her feeling very angry/violent towards the CEO. (I think) this was the point at which we both felt unsafe.*
- *Some of Liz's facial and voice changes brought to awareness*
- *I was aware I was tensing and relaxing my hands. Doing this with awareness helps me to centre ??*
- *My coaching is shifting due to a number of factors, including personal work with a therapist, work on voice/self/silence, my father's death, and some muscular/skeletal problems - it's difficult for me to sit for long periods of time, and my posture during the session reflects this. In other words, I'm exploring new territory in my practice and, due to having to do a lot of exercise plus the singing work, am more body aware than I was.*

Appendix 9 – Case 3 participant review interview protocol

0. Contract

- a) about creating new meaning
- b) researcher as interpreter
- c) non-judgemental
- d) outline of process
- e) ok to record discussion (as a text of the research)

1. A reminder of what the sessions were about:

a) November 14 -

Start of the session - silence, waiting for what's bubbling up.

New job - old job - B.

Mrs Intolerant

Light bulb calls from B's aunt

Kate's sense of responsibility for healthcare provision

How people offload responsibilities onto Kate (who takes them on)

b) January 2015

The new job.

Additions. Why is it more difficult to accept than other people's misfortune?

Talking to the door.

c) March 2015 - not in analysis (because of camera angle)

Tower of London metaphor.

Trying not to give away fear

Being consequence-free

d) September 15

I'd quite like to retain a bit of sanity (1) in a (2) insane bloody work world,"

"I haven't had any inner respite for a bit"

Being 'bedraggled'.

Running on a "weird energy"

Needing nourishment.

2. Participant recall/presuppositions/experience/theorisation

Coach:

a) Can you tell me what you remember of the role and impact specifically of physicality in the relationship? When I say 'physicality', I mean any use or reference you made to yourself or your client as physically present, either in the room or elsewhere.

b) how did physicality in this sense come into play?

c) do you have any other examples?

d) in these examples, was this particular to this relationship, or is it something you might normally do in your coaching?

e) are there aspects of physicality you think you would use more than you did with this particular client?

Client:

What was your experience of that?

I'm now going to show you some of the features of your coaching sessions that I noticed and I'd be interested in your reactions.

3. Observations - Narratives

This is just to situate the discussion. If there are salient points they are worth recording.

Explicit

- a) How Liz responds the demands of her job
- b) How Liz looks after herself
- c) Understanding your own emotional responses

Implicit

- d) Career

Meta-narratives

- e) Sense of identity
- f) Helping learning to crossover from one context to another

4. Observations - Developmental functions

I have drawn some ideas from a number of sources including my observations of your practice. I wonder if you had any comments about them. Is it maybe something you do regularly? something you'd never have thought of doing? or something that just wouldn't fit for you in your practice? I'd like to here about your experience as well as your ideas about these approaches.

In fact there is a lot in your practice that reflects a natural understanding of these dynamics whether it is overt or not

- a) somatic awareness in a practice aimed at integration

Some practitioners talk about self-awareness of one's own physicality as being a building block towards development. One writer talks about 'body-mindfulness'. How does this strike you?

Extract 1 - a real grin

Extract 2 - fascinated by your mouth

Extract 3 - pull yourself together

- b) physicality as expressive of emotional and psychological state
Not consistent with style of coaching.

- c) experiencing the client

A lot of people talk about their feelings about a client. Perhaps intuitions. But the idea of feeling or gut feel is useful here. Do you have experience of this yourself where you really feel something about the client, in your body?

Extract 4 - that hurt

- d) rehearsal and enactment

One way to embed change is to ensure that it moves beyond words and into action. This might be about playing stuff out in the coaching session as preparation, or about taking action out in the real world. Do you have

experience of creating the client's sense of mastery as part of the coaching process?

Extract 5 - I have ultimate power

e) body-psyche integration

Body-psyche integration

Some practices demonstrate an overt theory of integration of body and psyche. It is less visible in observation, but does come out in reflections about 'somatic resonance', 'tuning in'. These in turn lead me back to some of the strategies described under the other headings that make sense in this context.

f) physical environment as enabling

Do you find particular environments helpful for your coaching? What happens here? How do you use the environment that you're in?

Alternative Developmental Themes

As I was working through this case a different set of descriptions seemed more applicable to the strategies I was seeing. I described these as follows:

Reflecting embodiment

Embodied counter-transference

Engaging with the embodied state

Enacting embodiment

3. Observations - Communicative functions

We seem to use our bodies - and read other people's bodies - in all sorts of ways when we are communicating. Are you aware of some of the ways you use your body to communicate? Are there any strategies that you use on purpose to achieve particular ends?

g) paralinguistic

Example of positioning

Extract 6 - she's deeply big picture

Moderating is barely used. Communication very authentic and trusting

h) Interactional, e.g. holding the stage; asking and giving permission; showing attention.

See extract for participants regarding lack of competition for space.

Example by exception.

i) energetic functions

contrast S1-15:04 with Session 4 generally.

See extract for participants on withdrawing to think.

j) relational (managing discomfort)

initiating - discussed in extract for participants

enrolling - Extract 7 - what are you wanting there

Less here about repair than in other cases.

k) the use of physicality reflects the speaker's need for self-expression

See argument in extract for participants.

l) patterns of symbolic gesture

(Use text for giving way; resisting; pushing back)

(Use text for elbow hook)

m) engaging and splitting

Parts of self rather than splitting