

**Coaches' use of directive and non-directive
conversational approaches and implications
for entrepreneurs' development**

Nigel Stone

**This is a thesis submitted
in partial fulfilment for the award of
Professional Doctorate in Coaching and Mentoring
at Oxford Brookes University**

January 2022

Abstract

Entrepreneurs are a unique type of business professional. The entrepreneur requires specific support to aid their personal and professional development and to improve venture performance. While there is a wealth of literature around entrepreneurial development, there is very little that explores what happens during a dyadic coaching session. In previous decades, entrepreneurship research has focused on forming and applying entrepreneurial activity. What is less researched is how entrepreneurs are engaged and supported in their development to achieve these objectives. This study explores the coach's use of directive and non-directive conversational approaches – with the explicit aim of facilitating an entrepreneur's development in Entrepreneur Development Programmes (EDPs). Furthermore, understanding what constitutes directive and non-directive conversational approaches is also not clear in the literature. Research into how coaches in EDPs use directive and non-directive approaches was undertaken using qualitative comparative case study research involving a university EDP and a business accelerator EDP. This study used a multi-method approach comprising 24 interviews, researcher-generated photo-elicitation, card-sort technique, non-participant observation and documentary analysis. The results show that coaches adopt a coaching style aligned to delivering on the EDP's processes and the EDP's learning outcomes. By using a particular combination of directive and non-directive conversational approaches, coaches can facilitate entrepreneur self-directed emergent knowledge creation in ten developmental areas. This study demonstrates that the coaches enable this by using three coaching techniques that facilitate the transition from in-session cognitive processes to experiential learning opportunities that promote the entrepreneur's personal and professional development and venture improvement. This study advances work by Blakey and Day (2012), Clutterbuck, 2004, de Haan and Nilsson (2017), Downey (1999, 2003, 2014), Grant and Cavanagh (2018), Gravells (2004) and Heron (2001) on directive and non-directive approaches by providing an enhanced way to view the coach/mentor and client interaction. It draws attention to the implications of adopting directive or non-directive conversational approaches and thus encourages coaches/mentors to think about their ways of working – adjusting their approach to support the entrepreneur more appropriately. Additionally, this study provides insight and presents a new tool to assess directive and non-directive conversational approaches that will aid practitioners in developing their skills. These findings contribute to the theory and practice of coaching to facilitate entrepreneurial development, with wider implications for coaching and mentoring as a discipline.

Acknowledgements

First and foremost, I would like to thank my doctoral supervisors Dr Sylwia Ciuk and Dr Peter Jackson and academic mentors Dr Debbie Stone and David Stone who accompanied my development as a researcher. I would like to thank them for their guidance, patience, flexibility and professional expertise with which they supported the development of my ideas and reflections on the subject, but also for their personal wisdom.

Furthermore, I would like to thank the DCM academic team – Dr Judie Gannon, Dr David Bowen, Professor Tatiana Bachkirova, Dr Adrian Myers and Dr Ioanna Lordanou for their inspiring discussion and ongoing support.

And finally, I would like to thank my family and friends for their patience, support and understanding during this doctoral journey.

Nigel Stone

January 2022

Table of Contents

Abstract	ii
Acknowledgements	iii
Table of Contents	iv
List of Tables	ix
List of Figures	xi
Definitions	xii
Chapter 1 Introduction	1
1.1. Motivation for this study	3
1.2. Relevance	4
1.3. Research question	4
1.4. Research Aim and Objectives	5
1.5. Research design and methodology	5
1.6. Contribution of this research	6
1.7. Research Structure	7
Chapter 2 Research context	9
2.1. Introduction	9
2.2. Entrepreneurship and the importance to the UK economy	9
2.3. What does it mean to be an entrepreneur?	10
2.4. External challenges in developing entrepreneurs	12
2.5. Entrepreneur development programmes: overview	13
2.5.1. Developing entrepreneurs in UK University EDPs_____	14
2.5.2. Developing entrepreneurs in Business EDPs _____	16
2.6. Summary	17
Chapter 3 Literature review	18
3.1. Introduction	18
3.2. EDPs: university and business	19
3.2.1. Academic EDP (UK) _____	19
3.2.2. Business Accelerator (UK) _____	19
3.3. How entrepreneur's develop in EDPs	20
3.4. Coaching and mentoring as a developmental helping relationship	22
3.5. EDPs: coaching and mentoring roles	24

3.6.	Directive and non-directive conversational approaches explored	25
3.7.	Exploration of directive and non-directive models	29
3.8.	Directive and non-directive: coaching and mentoring practice	34
3.9.	Summary	36
Chapter 4	Research Methodology	37
4.1.	Introduction	37
4.2.	Research philosophy and methodological approach	38
4.3.	Research question	40
4.4.	Choice of Research Methodology	40
4.4.1.	Case Study Research _____	41
4.5.	Case study Design	42
4.5.1.	This study's specific focus _____	43
4.5.2.	Identifying and defining the case, unit of observation, unit of analysis and high level research plan_____	43
4.5.3.	EDPs _____	46
4.5.4.	Overview of participant roles within the EDP _____	46
4.5.4.1.	Coach participants	46
4.5.4.2.	Entrepreneur participants	48
4.5.4.3.	Alumni entrepreneurs participants	49
4.6.	Participant Groups overview	49
4.7.	Participant recruitment	49
4.7.1.	Participants selected for inclusion in this study _____	50
4.8.	Data collection methods	53
4.8.1.1.	Data collection method phases	53
4.8.2.	Methods _____	55
4.8.2.1.	Document analysis	55
4.8.2.2.	Semi-structured interview method	56
4.8.2.3.	Participant interviews – The coach (The Case)	57
1.	Photo elicitation _____	59
2.	Card sort_____	60
4.8.3.	Researcher Non-participant observation method _____	63
4.9.	Data Analysis Approach	65
4.9.1.	Data Analysis Process_____	66
4.9.1.1.	Phase one (data preparation and interpretation)	66
4.9.1.2.	Phase two (Directive and non-directive conversational approach)	67

4.9.1.3. Phase 3 (Thematic analysis of data set)	71
4.9.2. Summary of data collection and analysis process _____	73
4.9.3. Criteria for assessing the quality of qualitative work _____	75
4.10. Ethical Considerations	77
4.11. Reflexivity	79
4.12. Summary	81
Chapter 5 Contextual overview of University and Accelerator EDPs' operation and coaching role	83
5.1. Introduction	83
5.2. Comparison of the two EDPs	83
5.3. University EDP (uEDP) overview	84
5.4. Accelerator (aEDP) overview	89
5.5. Analysis of the EDP coaches' role	93
5.5.1. uEDP coaches' role _____	94
5.5.1.1. Training sessions, dyadic session and community	97
5.5.2. aEDP coaches' role _____	98
5.5.2.1. Workshop sessions, dyadic sessions and community	100
5.6. Summary	102
Chapter 6 Coaching Styles, EDP knowledge creation and EDP dyadic coaching sessions	103
6.1. Introduction	103
6.2. Comparison of EDP Coaches during dyadic coaching sessions	103
6.3. EDP Coaching styles - defined	104
6.4. EDP Knowledge creation	107
6.5. EDP dyadic coaching session: coach and entrepreneur interaction	109
6.6. Summary	111
Chapter 7 Observed Directive and Non-Directive Conversational Approaches	112
7.1. Introduction	112
7.2. Analysing a coach's directive and non-directive conversational approaches	112
7.3. Comparing DHOST skills use between EDPs	114
7.4. Short-form description: DHOST skills	123
7.5. Analysing coaching sessions' data into DHOST skills	127

7.6.	Comparison of directive and non-directive conversational approaches between EDP coaches	131
7.7.	Comparing the EDP coach's use of the top six DNOST skills	134
7.8.	Summary	138

Chapter 8 How do coaches use developmental areas and coaching techniques to facilitate entrepreneur development?

139

8.1.	Introduction	139
8.2.	EDP coaches use DNOST skills to achieve entrepreneur development by co-creating emergent knowledge	140
8.3.	EDP coaches aim to facilitate emergent knowledge creation in ten developmental areas	140
8.4.	EDP coaches primarily use three coaching techniques to create EL opportunities	146
8.4.1.	Creating EL opportunities by stimulating self-efficacy ____	147
8.4.2.	Creating EL opportunities through exploring and planning	150
8.4.3.	Creating EL opportunities by gaining commitment_____	152
8.5.	Entrepreneurial learning (EL) leads to entrepreneur's development	154
8.6.	Summary	156

Chapter 9 Discussion chapter

157

9.1.	Introduction	157
9.2.	Research question and answer	157
9.3.	EDP contextual influences on EDP coaches' practice	159
9.4.	The complexity of EDP dyadic coaching sessions	160
9.5.	EDP coaches' influence over entrepreneur knowledge creation	163
9.6.	EDP coaches use of directive and non-directive conversational approaches (DNOST skills)	165
9.7.	EDP knowledge creation: <i>know-how</i> knowledge	168
9.8.	EDP coaches facilitate entrepreneur self-directed emergent knowledge creation in developmental areas	169
9.9.	Coaching techniques and their contribution to entrepreneur development	172
9.10.	Summary	174

Chapter 10	Conclusions and Further Work	176
10.1.	Introduction	176
10.2.	Motivation for the research	176
10.3.	Summary of the approach to the research problem	177
10.4.	Contribution to theory	178
10.5.	Practical implications	183
10.6.	Limitations of this study	185
10.6.1.	My role as a researcher _____	185
10.6.2.	Case study research _____	185
10.6.3.	Small sample size _____	186
10.6.4.	Thematic analysis processes _____	186
10.6.5.	Practical limitations _____	186
10.6.6.	Limited availability of EDP's documentation for analysis	186
10.7.	Future research	187
	References	189
	Appendix 1.0 – Interview guides	204
	Appendix 1a – Literature map	206
	Appendix 2 – EDP pre-observation questions	207
	Appendix 3 – Coaches post observation questions	209
	Appendix 4 – Entrepreneur post-observation questions	211
	Appendix 5 – Participant information sheets	213
	Appendix 6 – Privacy notice	228
	Appendix 7 – Consent form	230
	Appendix 8 – Mind maps	231
	Appendix 9 Data analysis	232
	Appendix 10 – Mind maps	233
	Appendix 11 – Coaching techniques	236
	Appendix 12 – Example of NVivo	237
	Appendix 13 - Approval	238
	Appendix 14 – Organisation approval	239
	Appendix 15 – Photo elicitation data	240
	Appendix 16 – Card sort data	242
	Appendix 17 – Downey's statement	243
	Appendix 18 – Transcripts	244

List of Tables

Table 3.1 Directive and non-directive description literature comparison.....	28
Table 3.2 Comparison of directive and Non-directive models.....	30
Table 4.1 Research implementation plan.....	45
Table 4.2 Participant number, group, and criteria for inclusion.....	47
Table 4.3 Study participants.....	51
Table 4.4 Different phases of data collection.....	54
Table 4.5 Photo elicitation and card sort.....	59
Table 4.6 Card sort.....	61
Table 4.7 Card sort questions.....	61
Table 4.8 DNOT short-form description.....	71
Table 4.9 Developmental areas of focus.....	72
Table 4.10 Coaching technique alignment with developmental area.....	73
Table 5.1 Comparison of uEDP and aEDP.....	84
Table 5.2 Comparison of EDP coach roles.....	94
Table 6.1 Comparison between dyadic sessions.....	104
Table 6.2 Distinctive features of person-centred uEDP coaching style (adapted from Joseph, 2018).....	105
Table 6.3 Distinctive features of solution-focused aEDP coaching style (adapted from Grant and Cavanagh, 2018).....	106
Table 6.4 Types of knowledge created in uEDP and aEDP.....	107
Table 7.1 Development of DNOT skills.....	113
Table 7.2 DNOT descriptive themes from the Data (Coaches' Quotes).....	115
Table 7.3 Short-form DNOT skills descriptions.....	125
Table 7.4 Dominant DNOT skills in a dyadic session across all coaches.....	130
Table 7.5 Ranking of DNOT skills by EDP by the number of occurrences.....	133
Table 7.6 Descriptions of top DNOT skills for both EDPs (including active listening and instruct - providing solutions).....	136
Table 8.1 DNOT skills and their relationship with the ten developmental areas.....	141
Table 8.2 How EDP coaches facilitate the creation of emergent knowledge in the ten developmental areas ...	143
Table 8.3 Coaching techniques occurrences during a coaching session.....	147
Table 8.4 Developmental areas relationship with <i>stimulate self-efficacy</i>	148
Table 8.5 Developmental areas relationship with <i>exploring and planning</i>	150
Table 8.6 Developmental areas relationship with gaining commitment.....	152

Table 8.7 Example of EL opportunities during/following a dyadic coaching session 155

Table 9.1 Types of knowledge created from EDP dyadic interventions.....169

Table 9.2 Top six developmental areas focused on to create knowledge by EDP 170

List of Figures

Figure 3.1 Downey's Spectrum of Coaching Skills model (1999)	32
Figure 4.1 Adapted from Crotty's four elements of the research process (Crotty, 1998).....	38
Figure 4.2 Entrepreneur Developmental Programs (EDPs).....	43
Figure 4.3 Online Card Sort.....	62
Figure 4.4 Modified from Downey's (2014) Spectrum of coaching skills.....	68
Figure 4.5 DHOST skills descriptions and selected quote	69
Figure 4.6 Directive and Non-directive Observation Session Template (DHOST) example.....	70
Figure 4.7 Data collection and analysis process	74
Figure 7.1 DHOST Template Recording Two Data Points.....	128
Figure 7.2 Quantity of observed DHOST skills during dyadic sessions	131
Figure 7.3 The six most dominant DHOST skills in each EDP (Key: Green = ND; Red = D)	134
Figure 9.1 Core features of an EDP coach and entrepreneurs' dyadic coaching sessions' interaction	158
Figure 9.2 The relationship between DHOST skills, developmental areas and coaching techniques and entrepreneur development.....	162
Figure 10.1 Core features of an EDP Dyadic coaching session	178

Definitions

aEDP	Business Accelerator Entrepreneur Development Programme.
Business accelerator	A program that provides intensive and time-limited business support for cohorts of start-ups, aiming to get them ready for investment.
Business incubator	A program that gives very early-stage companies access to mentorship, investors and other support to help them get established.
Coaching style	A coach's way of working with another individual (e.g., person-centred) to help him or her improve performance and reach his or her potential.
Conversational approaches	Describes which group (non-directive or directive) from the DNOST skills that are most prevalent during a coaching session or part of a dyadic coaching session.
Coaching technique	Techniques that are recognised and widely used by not only EDP coaches but all coaches in common practice.
Developmental areas	High-level developmental areas that uEDP and aEDP coaches focus on when using the DNOST skills.
(Directive and non-directive) Conversational approaches	Describes which group (non-directive or directive) from the DNOST skills that are most prevalent during a coaching session or part of a coaching session. May typically be stated as mainly non- directive, mainly directive or balanced.
DNOST Template (Directive and Non-directive Observation Session Template)	A bespoke designed research template used to record each individual coach/client interaction during a session, with each interaction being mapped to the DNOST skills.

DNOST skill	A list of coaching skills, each skill being categorised as either directive or non-directive.
Short-form description of DNOST skill's purpose	A short-form representative description of each DNOST skill's purpose.
Downey's Spectrum of coaching skills (1999, 2014)	A continuum that lays out the conversational approaches a coach might adopt during a coaching session.
EE - Entrepreneur Education	Entrepreneur education situated in an academic institution.
EEE - Enterprise and Entrepreneurship Education (EEE)	Entrepreneur education and training, both academic and EDP.
EDP – Entrepreneur Development Programme	A program of development for entrepreneurs that typically includes coaching and/or mentoring.
EL	The entrepreneurial learning process, of experience transformed into knowledge.
Entrepreneur self-directive knowledge	Knowledge created with the coach which is aligned to the situational and contextual needs of the entrepreneur.
Emergent knowledge	Knowledge emerging from an iterative cycle of the coaching process
Interpretive theme (per EDP)	EDP coaches' overarching intentions.
Type of EDP knowledge - <i>know-why</i> , <i>know-what</i> and <i>know-how</i>	Overarching knowledge themes that indicate the EDP type of knowledge to be created. <i>know-why</i> can be understood as to why we do something, <i>know-what</i> is the recognition of the goal and action, and <i>know-how</i> is the knowledge we have to complete the task effectively, i.e., expertise.
uEDP	University Entrepreneur Development Programme.

Chapter 1 Introduction

Entrepreneurship, widely considered an important driver of economic and social growth by scholars and governments worldwide (Sukavejworakit *et al.*, 2018), has become an important academic and teaching field (Fayolle and Gailly, 2008). In previous decades, entrepreneurship research has focused on forming and applying entrepreneurial activity (Sukavejworakit *et al.*, 2018). Entrepreneurial development programmes (EDPs) in the form of incubators, accelerators and academic courses have been created to support and facilitate entrepreneurs in achieving their personal and venture objectives (Lange and Johnston, 2020). What is less researched is how entrepreneurs are engaged and supported in their development to achieve these objectives. Key EDP resources are incubators and accelerators (Battistella *et al.*, 2017; Politis *et al.*, 2019); and becoming more common in academic EDPs are the use of coaches and mentors to support the entrepreneur (Hatt, 2020; Iraci, 2019). This study explores how EDP coaches use directive and non-directive conversational approaches to facilitate an entrepreneur's development within the context of EDPs, during a dyadic coaching session.

Rogers' (1961) therapy-based work, regarded as the seminal work on directive and non-directive behaviour (Kenney-Noziska *et al.*, 2012; Downey, 2014; Joseph, 2018), provided a new dimension when working with patients. Before his work in the 1940s/1950s, the role of diagnosing and treating pathology was common and regarded as the norm. Rogers suggested a novel approach: therapy. He proposed working with the client to help them find a way that suited their needs. He originally named this approach non-directive, later changing it to client- or person-centred. Since the 2000s, this approach has been widely adopted within coaching and mentoring practice (Joseph, 2018). However, two approaches (directive and non-directive) exist within the field of coaching and mentoring. Today, a directive approach is most commonly described as 'push' (de Haan and

Nilsson, 2017, Downey, 2014; Heron, 2001) or an authoritative approach (Heron, 2001), whereas a non-directive approach is commonly referred to as a 'pull' (de Haan and Nilsson, 2017, Downey, 2014; Heron, 2001) or a facilitative approach (Heron, 2001). These descriptions are used to deduce how the coach or mentor might interact with a client. Rogers recalls his intention in adopting a non-directive conversational approach.

"In my early professional years, I was asking the question: How can I treat, or cure, or change this person? Now I would phrase the question in this way: How can I provide a relationship which this person may use for his own personal growth?"

Carl R. Rogers (1961, p.32)

While directive and non-directive approaches have been explored in several coaching and mentoring practices, e.g., consultants, executives, coaches (de Haan and Nilsson, 2017), nursing (Heron, 2001) and general business (Downey, 1999, 2003, 2014), there is little empirical research that explores these approaches with entrepreneurs. Given that entrepreneurs might be considered a unique type of business professional, it also follows that they require a unique type of support to aid their performance (Kotte *et al.*, 2020; Thompson and Downing, 2007; St-Jean and Tremblay, 2020). Coaching and mentoring is considered flexible and adaptable enough to facilitate a tailored approach to entrepreneurs' needs (Bisk, 2002), often being portrayed in the literature as a companion on the entrepreneur's journey (Klofsten and Öberg, 2008; el Hallam and St-Jean, 2016). What is underexplored is how directive and non-directive conversational approaches feature in a dyadic coaching session with entrepreneurs and in turn how they facilitate entrepreneurs' development. The implications of adopting one approach over the other on an entrepreneur's development could lead to missed personal and business opportunities.

Entrepreneurship plays a vital role in economic growth (United Nations Conference on Trade and Development (UNCTAD), 2012). Its benefits extend to accessing citizens' personal potential, it creates social well-being providing employment (Organisation for Economic Co-operation and Development (OECD), 2006, 2019), and is an enabler to citizens looking to secure their individual freedom (BMWi, 2012). How we develop entrepreneurs is a matter of importance for the UK government, considering the impacts of the COVID-19 pandemic with an estimated 9.9% reduction in the gross domestic product (GDP) during 2020 and leaving a deficit of GBP 355 billion for the fiscal year 2020/21 (Selfin, 2021). How the economy rebounds will be dependent on engaging and supporting business, instilling confidence and providing initiatives that will drive economic recovery as detailed in HM Budget (Norman, 2021) and The UK Government's COVID-19 recovery strategy (Great Britain Cabinet Office, 2020). Small business represents 99.3% of the UK's total business population (Department for Business, Energy & Industrial Strategy (BEIS), 2019), so undeniably, entrepreneurship has a role to play in the UK's

recovery. EDPs have been reported to improve an entrepreneurial venture's overall chances of success (Battistella *et al.*, 2017). Thus, how we develop entrepreneurs is a matter of importance to them and us all.

The Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers report (QAA, 2018) suggests that one way of developing entrepreneurs is through Enterprise and Entrepreneurship Education (EEE), which can take place in the form of an EDP. Within universities, EDPs have different forms and tend to reflect the university's focus or the business organisation's focus (Hatt, 2020). Another form of EDP is a business accelerator, reportedly having started in 2005 with the Y Combinator in Cambridge, Massachusetts. Business accelerators aim to reduce the cost of experimentation, increase entrepreneurial knowledge through education, provide networking and accelerate a venture's performance (Battistella *et al.*, 2017; Lange and Johnston, 2020). Within EDPs, the practice of coaching and mentoring are common (Battistella *et al.*, 2017; Politis *et al.*, 2019), with the characteristics of the coaching or mentoring role being aligned to the EDP's required outcomes; i.e., a university EDP might favour grades over commercial performance, while a business EDP might measure venture growth over personal development. How the coach or mentor chooses to engage with an entrepreneur will have implications for their development. This study's aim is to understand what conversational approaches are adopted, how they present in a dyadic coaching session, and what their potential outcomes are. While this study focuses on the role of coaches due to their roles within the EDPs, the findings of this study are thought to be equally beneficial to mentors working with entrepreneurs in similar contexts.

1.1. Motivation for this study

This study was prompted by my time practising as a university team entrepreneurship coach. I was intrigued to observe that different coaches and mentors adopted different conversational approaches when working with entrepreneurs. Some coaches were more directive - 'authoritative' - while others were more non-directive - 'facilitative' (Downey, 2014; Gravells, 2006; Heron, 2001). Being an entrepreneur myself for over twenty years gave me an appreciation that practice is complex. I understood that no two entrepreneurs are alike. An entrepreneur's personal developmental needs can be as varied as their business ones (Memon *et al.*, 2015).

When might coaches choose to adopt a directive or non-directive conversational approach over that of another? And how do they aid an entrepreneur's development? Previous exploration of this topic within the coaching and mentoring literature and community discussions led to no clear answer. Some authors advocate the benefits of a directive approach (Gravells, 2004; Thompson and Downing, 2007), while others advocate a non-directive approach (Partanen, 2017; Akatemia.org, 2019). However, there is minimal empirical research to support either

approach when working with entrepreneurs. Discussions within the community led to the response, *“I have often thought that, and I don’t know the answer”*. Following one such discussion, the Association of Business Mentors asked me to present my research findings at their next conference, as they were eager to hear the research outcomes. This question is an important one.

1.2. Relevance

While there is a wealth of literature on the general benefits of coaching and mentoring with entrepreneurs within a dyadic process (Audet and Couteret, 2012; el Hallam and St-Jean, 2016; Klofsten and Öberg, 2008), there is little research and, by extension, little understanding of how a relative preference for directive or non-directive conversational approaches might facilitate or hinder an entrepreneur’s development. The limited research that does exist explores the ‘what’ question, i.e., the use of tools and models (Iraci, 2019; Politis *et al.*, 2019; Partanen, 2017), not the ‘how’ question - e.g., how particular words were used, their effect, and how they were delivered. Based on reviewing the literature, whether a coach or mentor might adopt a directive, non-directive or a balanced approach when engaging and supporting an entrepreneur in their development has not been empirically researched. This lack of clarity might lead to coaches and mentors adopting an unsuitable conversational approach leaving the entrepreneur disappointed and, as a consequence, missing developmental and venture opportunities. This study explores the uses of directive and non-directive conversational approaches during dyadic coaching sessions. Through greater understanding of their use, a coach or mentor might better align their directive and non-directive conversational approaches to support an entrepreneur’s development and his/her desired outcomes.

1.3. Research question

Owing to lack of studies and guidance previously discussed, this study is interested in human behaviour and its meaning within a situational context. The research question it seeks to answer is:

“How do coaches use directive and non-directive conversational approaches to facilitate an entrepreneur’s development in a dyadic coaching session, within entrepreneurial development programmes (EDPs)?”

The research question’s primary intention is to explore the ‘how’ – how participants interact during a dyadic coaching session - and the ‘what’ – what conversational approaches coaches use to aid an entrepreneur’s development.

1.4. Research Aim and Objectives

The research objectives of this study are to:

1. Critically review and analyse literature concerning entrepreneur development, enterprise and entrepreneur education, entrepreneur coaching and mentoring, and directive and non-directive conversational approaches use in coaching and mentoring when working with entrepreneurs.
2. Collect, explore and analyse evidence on coaching practice using a comparative case study methodology and explore coaches' directive and non-directive conversational approaches within entrepreneur developmental programmes.
3. Through research conducted with coaches and entrepreneurs, identify directive and non-directive conversational practice and consider its implications for/and role in entrepreneur development.
4. Contribute to coaching and mentoring conversational directive and non-directive knowledge, specifically focusing on how the coach or mentor interventions affect an entrepreneur's development within the context of EDPs.
5. Advance coaching and mentoring theory associated with directive and non-directive conversational approaches and provide recommendations on how they might be used to improve an entrepreneur's development within an EDP.

1.5. Research design and methodology

This research is consistent with the ontological/epistemological stance of social constructivism and interpretivist theoretical perspectives (Crotty, 1998). This approach is appropriate for answering the research question as it iteratively builds on the participants' worldview and appreciates their held philosophies; outcomes are considered subjective, iterative, situational and contextual (McLeod, 2011). The methodology used to explore this phenomenon is a dual case study (Merriam, 2009; Thomas, 2011; Yin, 2018). The cases (the specific areas of focus) are defined as a *'group of coach participants in the bounded system of the EDP'*. Case study research can be defined as a process that *"tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result"* (Schramm, 1971, cited in Yin, 1989, p.22). Understanding the decisions made, how they were made, and the results from two EDPs in context align with answering the research question.

This qualitative research study used purposive sampling to select and conduct twenty-four semi-structured interviews (Rubin and Rubin, 2011) and six non-participant observations (Merriam, 2009) with three coaches and three entrepreneurs on each of the two EDPs, and interviews with three alumni entrepreneurs previously on each of the two EDPs. The purpose of the interviews was to determine why coaches said what they said in a coaching session, not explore what they wanted to express (Ricoeur, 1970, cited in Willig, 2013, p.427). Additionally, this study also considers freely available case-related EDP documentary evidence to help build a contextual understanding of each EDP.

The analysis conducted used both an abductive and inductive approach. The abductive analysis was applied to examine the coach's directive and non-directive conversational approach during the observed session. This used a modified and pilot tested version of Downey's (2014) *Spectrum of coaching skills model* to categorise the coach's conversational approach. Inductive analysis was applied to identify themes outside of the core model categories but aligned with the research question. The analysis was managed using NVivo, commonly used in qualitative analysis (Jackson and Bazeley, 2019), Microsoft Excel, plus a manual process of mind mapping following each interaction with a participant. Through a reflexive approach, I used thematic analysis iteratively until themes became evident and changes became minimal during each data analysis cycle (King and Horrocks, 2010). Criteria for quality and the possible limitations of this research are contained within chapters four and ten.

1.6. Contribution of this research

It is widely accepted that directive and non-directive conversational approaches have implications for coaches and coachees (de Haan and Nilsson, 2017; Downey, 1999, 2014; Heron, 2001). What is not clear are the implications for choosing a certain type of conversational approach during dialogue with a coachee or mentee recipient. In this study, in the context of EDPs, I have drawn on two case studies to explore how coach and mentor practitioners support an entrepreneur's personal and professional development, and that of their venture's performance; the views of the entrepreneur and alumni entrepreneurs who have previously been involved in the EDPs were also considered. Interviews, photo-elicitation, card-sort, modified Spectrum of coaching skills (Downey, 1999, 2014) template and observing coaches in practice and recording/assessing their conversational interactions were all used in this study.

This research analyses how coaches use dialogue during dyadic sessions to create entrepreneur learning opportunities that promote an entrepreneur's development; more specifically it describes how coaches use directive and non-directive conversational approaches during a dyadic session. This study contributes to directive and non-directive conversational approaches theory (e.g., de Haan and Nilsson, 2017; Downey, 1999,

2014; Heron, 2001) and the coaching of entrepreneur developmental literature (Bisk, 2002; Kotte *et al.*, 2020; Thompson and Downing, 2007; St-Jean and Tremblay, 2020) by providing empirical research and insight into how coaching skills are used by EDP coaches to aid the personal and professional development of a unique type of business professional – the entrepreneur (Kotte *et al.*, 2020; Thompson and Downing, 2007), areas which are under explored in the literature.

Additionally, this study provides detailed interpretation of each conversational skill presenting a picture of directive, balanced and non-directive conversational approaches, from the perspective of EDP coaches; an area where little literature was found. Through analysis and interpretation, this study also provides an insight into ten developmental areas the EDP coaches were seeking to develop, as well as three types of coaching techniques used to encourage entrepreneurial learning opportunities (Boyd and Apps, 1980; Knowles *et al.*, 2005). These findings contribute to the strand of work on 'how do coaches enable entrepreneur development during a dyadic session' extending the directive and non-directive debate to include the type of knowledge created in developmental areas and the coaching styles adopted to facilitate the EL opportunities. Taken together, this research provides coaches with tools that can be used to raise awareness of their practice and increase the chances of achieving the EDP's learning outcomes.

Furthermore, this research tests and suggests modifications to Downey's (1999, 2014) Spectrum of coaching skills and provides a tool for practitioners to assess their directive and non-directive conversational approaches. The spectrum had not been previously empirically tested, a fact confirmed by the author (see Appendix 17). Finally, this study has multiple practical implications for practitioners and designers of coach training who might benefit from a greater understanding and clarity of directive and non-directive conversational approaches and their influence over a coachee's development.

1.7. Research Structure

This introduction outlined the focus, aims and objectives of this thesis. It briefly discussed the literature underpinning this research, offered the rationale for this study, set out the methodology used and outlined its importance.

Chapter two – Provides contextual information important to understanding this research in context.

Chapter three – The literature review - reviews the literature underpinning the research area, including EDP types within this study, entrepreneurial learning and EDP coaching and mentoring roles. It then investigates what directive and non-directive conversational approaches are, theory and practice-driven models and then

explores what is used by coaches and mentors to support entrepreneurs within enterprise and entrepreneurship education.

Chapter four – Methodology - discusses the underlying philosophical assumptions and perspectives, ontological/epistemological and theoretical stance. It then presents the methodology applied to this research. It provides the rationale for the chosen methodology, describes the data collection and analysis methods and considers the ethical implications.

Chapter five – provides important contextual overview of EDP's operation and coaching roles within the EDP.

Chapter six – first findings chapter; introduces and explores the EDP's coaching styles, EDP knowledge creation and EDP dyadic coaching sessions.

Chapter seven – second findings chapter; presents coaching practice findings, specifically how EDP coaches use directive and non-directive conversational approaches within a dyadic coaching session, explores the actions taken by coaches within each EDP when working with entrepreneurs and then compares and contrasts them.

Chapter eight – third findings chapter; explores how EDP coaches facilitate entrepreneur development using directive and non-directive conversational approaches. Through thematic analysis, it presents how coaches facilitate entrepreneur self-directed knowledge.

Chapter nine – Discussion of results and review of the findings, discussing them in relation to the extant literature.

Chapter ten – Conclusions and future work chapter, discussing the conclusions and the contributions this research has made to knowledge. It also considers its limitations and makes recommendations for future research.

Chapter 2 Research context

2.1. Introduction

In the last chapter, I introduced you to the research and outlined the key elements of this study. I now provide background and contextual information important to understanding the challenges coaches and mentors face working with a diverse group: i.e., entrepreneurs within EDPs (Morrison and Bergin-Seers, 2002). This includes exploring and defining the terms entrepreneurship and entrepreneur to create clarity around the recipient of the support and appreciate the potential reach of this research. I then consider external benefits and challenges associated with developing entrepreneurs and the implications of government interventions on the EDP's outcomes. Finally, I explore EDP approaches in the UK, concluding with an overview of the two types of EDPs of interest to this study – a university and a business accelerator. This contextual information is necessary to understand the complexities of coaching and mentoring with a diverse group of individuals, within a multifaceted educational framework and with the complex personal situational and contextual intricacy of an entrepreneur.

2.2. Entrepreneurship and the importance to the UK economy

A literature review exploring the definition of entrepreneurship supports the widely held view that no single description encapsulates its meaning (Kuratko and Hodgetts, 2004). Instead, multiple definitions have evolved, each with its own emphasis. Schumpeter, considered one of the greatest economists of the first half of the twentieth century (Śledzik, 2013), published 'The theory of economic development' in 1911, widely regarded as one of the seminal works in entrepreneurship (Croitoru, 2012). This book gives thought to the application of entrepreneurship as a "*Disturbance of the economic equilibrium without which economic development is not possible*" (Schumpeter, 1911 cited in Burns, 2007, p.12). Schumpeter (1934, cited in Burns, 2007, p.12) maintains that entrepreneurial actions are directly responsible for economic development, and without them,

there is no catalyst for economic change and that economies cannot thrive (Cantillon, 1755, cited in Burns, 2007, p.12). Prominent economist Richard Swedberg (2009) believes that Schumpeter's 1911 definition of entrepreneurship is the most promising we have. Without a doubt, entrepreneurship is a complex concept (Gartner, 1990).

While there are no definitive definitions, Davidsson (2003) identifies two strands of entrepreneurship in the literature; the first is concerned with the exploitation of opportunities (Shane and Venkataraman, 2000) and the second, the evolutionary aspect, which is crucial for a firm's development with a focus on organising activities (Gartner, 1993). More recently Entrecorp's research on entrepreneurship point toward value creation in the form of cultural and social, as well as a financial reward (McCallum *et al.*, 2018), positing that the value created is no longer seen as the sole regard of business and can take place in public, private or third sectors (QAA, 2018; McCallum *et al.*, 2018). To create clarity on the meaning of entrepreneurship, Gedeon (2010) conducted a meta-analysis of 32 major entrepreneurship definitions concluding entrepreneurship to be a *"multi-dimensional concept that includes owning a small business, being innovative, acting as a leader or starting up a new company"* (Gedeon, 2010, p.30).

Recent European funded research into the field of entrepreneurship published in the comprehensive Entrecorp report (Bacigalupo *et al.*, 2016) updates the previous definition and combines current thinking reflective of these positions. The Entrecorp report explains that *"Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social"* (Bacigalupo *et al.*, 2016, p.10). This description captures the diversity associated with entrepreneurship and highlights the size, scale and focus where entrepreneurship is practised. For this reason, entrepreneurship within this research will be defined using the Bacigalupo *et al.* (2016) definition above.

Entrepreneurship is important for the UK from multiple perspectives - entrepreneurship facilitates economic growth, job creation and enhances the competitiveness of a region (Deakins and Freel, 2006; European Commission, 2006; UNCTAD, 2012) with entrepreneurs reported as an important feature of a competitive economy (Anderson, 1995). Additionally, entrepreneurship has positive effects on societal interests, promotes individual independence and enhances individuals' personal capabilities (OECD, 2006).

2.3. What does it mean to be an entrepreneur?

As in the case of entrepreneurship, there is also no one clear definition of an entrepreneur or what defines one (Burns, 2007, 2008; Gedeon, 2010). Burns (2007) and Kaplan and Warren (2007) suggest that Cantillon (1755) be credited with defining what it is to be an entrepreneur. He introduced the concept of 'entreprendre' meaning

'ability to take charge' or to 'undertake'. Additionally, Burns (2007) acknowledges Knight, (1921, cited in Burns 2007, p.12) with introducing 'risk' to this description by the bringing together different factors of production. Furthermore, Say is also commonly quoted as developing the understanding of the term 'entrepreneur' in the 1800s (Say, 1800s, cited in Burns, 2007, p.9). He states that "*Entrepreneurs shift economic resources from an area of lower productivity to an area of higher productivity and greater yield.*" (Jean-Baptiste Say, 1800's). This perspective of creating value by exploiting opportunities through innovation is commonly quoted in the literature (Burns, 2007, 2008; Bacigalupo *et al.*, 2016). Furthermore, Schumpeter (1911) states that an entrepreneur's uncanny ability to use their intuition to significant effect when deciding on those opportunities is a defining feature. This intuitive ability is also an often-quoted significant identifier, in many cases causing 'creative destruction' to sectors or industries.

However, describing who an entrepreneur is appears complex and problematic. Kilby (1971) conducted a meta-analysis of entrepreneurship research, concluding that "*The psychology of entrepreneurs is still unknown, and that researchers' findings were akin to sightings of a mythical Heffalump*" (Kilby, 1971, p.27). The complexity in defining an entrepreneur appears to come from the observation that entrepreneurs are as diverse with each other as they are to non-entrepreneurs. Another argument is that the act of being an entrepreneur, and the function of entrepreneurship, are too close to separate. Gartner (1988), when struggling with this dilemma, reflected and quoted a poem by Yeats (1956) – "*How do we know the dancer from the dance?*", surmising that an entrepreneur is not a "*fixed state of existence, rather that entrepreneurship is a role that individuals undertake to create organisations*" (Gartner, 1988, p.28).

In the absence of a clear description, much of the literature points to personal characteristics, traits and the defining of an entrepreneur by their actions (Burns, 2007, 2008; Kaplan and Warren, 2007; Johnson and Delmar, 2009). This has led to a diverse group of characteristics, traits and actions being attributed to entrepreneurs, but with little consensus (Johnson and Delmar, 2009). While defining an entrepreneur in this way might be useful, it fails to consider the contextual influences and internal processes that can have significant implications on an entrepreneur's performance (Johnson and Delmar, 2009). Gartner (1988) and Perry (1990) posited that the inconsistency in defining the characteristics could be attributed to the close proximity to 'how' entrepreneurs do what they do and their 'outcomes', suggesting that these characteristics are difficult to separate and to define effectively. While attributing characteristics and traits are common approaches, other authors draw on direct comparisons to other job roles to highlight the differences (e.g., Kilby, 1971; Perry, 1990). In an attempt to make sense of the wealth of data attributed to the term entrepreneur, it might be more useful to consider the term through the lens of what they do, not what they are. Burns (2007) created a

description looking to combine the major developments and concepts from descriptions dating from 1755 to 1999. Burns proposed the following as a definition for the term entrepreneur:

"Entrepreneurs use innovation to exploit or create change and opportunity for the purpose of making a profit. They do this by shifting economic resources from an area of lower productivity to an area of higher productivity and greater yield, accepting a high degree of risk and uncertainty in doing so."

Burns (2007, p. 11)

One interesting observation from this quote is the inclusion of 'making profit'. This observation does not often appear as a leading trait of being an entrepreneur within the reviewed literature, while achievement orientation does (McClelland, 1961; Brockhaus and Horwitz, 1986). Though similar, there is a significant difference, as you can clearly achieve something without making a profit. Another element of this definition is that it excludes the now acknowledged social, cultural and value generation aspects of entrepreneurship provided in the recent extensive and highly regarded Entrecomp report (Bacigalupo *et al.*, 2016). Hisrich (1990) provides an alternative person-centric view and defines an entrepreneur as

"Someone who demonstrates initiative and creative thinking, is able to organise social and economic mechanisms to turn resources and situations to practical account, and accepts risk and failure."

Hisrich (1990, cited in Tran and Von Korflesch, 2016, p.19).

For this study, Hisrich's (1990) definition will be used as it best reflects the nuances associated with being an entrepreneur, and consequently, indicates the varied approach needed by those working with entrepreneurs in a support capacity, i.e., coaches, trainers and mentors.

2.4. External challenges in developing entrepreneurs

This study explores how coaches and mentors work with entrepreneurs on two EDPs in the UK. The first is an academic EDP, while the second is a business accelerator. To appreciate the contextual issues associated with entrepreneurial education, we now explore the influence of government policies on entrepreneurial education and issues associated with EDPs within academic education and those associated with business accelerators and incubators.

The focus on enterprise and entrepreneurship as a means of creating new businesses, jobs, and economic growth has been a strategic policy of many governments to pursue gross domestic product (GDP) growth (Hatt, 2020; van Coller-Peter and Cronjé, 2020). In 2000, the Universities UK Report highlighted business and entrepreneurial development as one of the four strategic goals for British Universities (Universities UK, 2000). In 2001, the UK government introduced a well-funded Higher Education Innovation Fund (HEIF) to encourage

greater collaboration between colleges and universities and the wider ecosystem to promote social and economic growth (HEFCE, 2017). This had a significant influence on Enterprise and Entrepreneurship Education (EEE) with a move to a measurable focus on tangible outcomes (Hatt, 2020). According to Godfrey and Hubbard (2018), EEE within higher education is responsible for the creation of one in every hundred new businesses in the UK. It is clear that entrepreneurial education is a focus of the UK government. In 2008, the Department of Business Enterprise and Regulatory Reform (BERR) set out a vision of the UK as the most desirable place to start and grow a business (BERR, 2008). This has been revisited on multiple occasions since, most recently in the Industrial Strategy - Building a Britain Fit for the future report (Department for Business, Energy & Industrial Strategy (BEIS), 2017), which reaffirmed the UK's commitment to EEE.

In short, the *"UK Government sees entrepreneurial graduates as crucial for economic growth, and universities are critically placed to foster this entrepreneurial activity"* (Price *et al.*, 2018, p.2).

2.5. Entrepreneur development programmes: overview

EDPs in the UK tend to include traditionally taught courses and learning through experience-based programmes, commonly referred to as experiential learning. These courses tend to provide seminars, lectures and be assignment based, delivered in the form of teacher and student relationship (Hytti and O'Gorman, 2004), while experiential learning tends to be a student-led evidence based facilitated learning, where students self-direct their own learning supported by academic staff (Hatt, 2020). Traditional courses are prevalent; however, the ability to study entrepreneurship through experiential learning is growing (Blackwood *et al.*, 2015). Solomon (2007) maintains that teaching methods have changed from the traditional lecture-based format toward a social collective environment where team-work and self-directed learning are considered more beneficial to entrepreneurial development. Lam's (2010) government-funded research into UK EEE found that critically, entrepreneurship cannot be taught; however, it can be learnt. In contrast, some feel traditional approaches effectively provide the core knowledge necessary to be an entrepreneur and advocate teacher/student knowledge transfer (e.g., Blackwood *et al.*, 2015). While there is a debate as to which teaching method is more beneficial, there is an acknowledgement in the literature that entrepreneurial learning is beneficial to an entrepreneur's development.

When considering the outcomes of the EDPs, there appears to be little consistency in learning outcomes or indeed, the core features of the EDPs. A World Bank systematic literature review of entrepreneurship education and training articles by Valerio *et al.* (2014) concluded that there are four possible outcomes for EDPs. These are: the entrepreneurial mindset - the socio-emotional skills and overall awareness of entrepreneurship

including motivation and success; entrepreneurial capabilities - entrepreneurs' competencies, knowledge and associated technical skills; entrepreneurial status - a temporal state of a beneficiary measured through entrepreneurial activities extending post-EDP; and entrepreneurial performance - how a venture's performance has changed due to involvement in the programme.

This same study highlighted key characteristics of these EDPs, including the development of mindset, knowledge, and skills associated with entrepreneurial success. However, it also suggests that as a consequence of the heterogeneous landscape of EEE, it is difficult to quantify the overall success of these approaches. Babatunde's (2016) UK and Nigeria focused case study research suggests that attending EDPs leads to significant self-efficacy improvements, leading to improved confidence in adopting the role of entrepreneur. While the EEE landscape within the UK and the world is varied and complex, understanding what you will achieve on exiting an EDP is difficult to describe. However, there are strong indicators in the literature that the overall benefit of attending an EDP not only improves your performance as an entrepreneur but can improve your overall stature as a citizen and improve employability (Babatunde, 2016; Mahieu, 2006; Lam, 2010).

2.5.1. Developing entrepreneurs in UK University EDPs

A literature review of the term entrepreneur education (EE) uncovers inconsistencies in defining the meaning of entrepreneur development in higher education. In the UK, the term 'Enterprise Education' is primarily used to describe education which focuses on the personal development, mindset, skills and abilities of an entrepreneur (Haase and Lautenschläger, 2011). In contrast, the term 'Entrepreneur Education' is widely used in the USA and Canada and focuses on the specific objectives of setting up a venture with the overall aim of becoming self-employed (Mahieu, 2006). It is also not uncommon to combine both terms into 'enterprise and entrepreneurship education' (EEE), as an all-encompassing entity (Hannon, 2005; QAA, 2018). EEE is the term this study will adopt from here to describe the process of developing entrepreneurs.

Hatt (2020) proposes that the purpose of EEE within higher education is highly dependent on the aims of the institutions. These aims can include the creation of start-ups, increased employment, increased graduate salaries on exit and the development of an enhanced entrepreneurial mindset. However, how these aims are achieved in practice is up for debate. Fellnhöfer (2019) posits that entrepreneurship education literature is more likely to be concerned with its application and pedagogies rather than epistemology and has the tendency to be partisan towards entrepreneurship over education. Hatt (2020, p.62) refers to this debate, suggesting that enterprise and entrepreneurship education is the "ultimate pedagogy of uncertainty" and is highly valuable when

viewed in the context of an unknown future. While there is little conformity on an EDP's approach, Jones and Iredale (2014) suggest that the measurable outcomes of EDPs could include: the number of new businesses started; if and to what extent there is an increase in participants expressing an interest in starting or working for a small to medium-sized enterprise (SME); those who might consider starting their own business sometime in the future; or if the students involved are more enterprising at the end of the project than they had been at the outset.

The Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers report (QAA, 2018) supports the view that EDPs should focus on encouraging behaviours, attributes and competencies that will aid their career aspirations, and will, in turn, bring economic, social and cultural value to the UK. This view is widely held in the literature (Jones and Iredale, 2014). Additionally, the QAA report (2018) has shown benefits associated with EDPs: student inclusivity and stakeholder engagement; encourages creativity and innovation; improved behaviour and grades; enhanced awareness of opportunities and employability, and significantly increases start-ups. However, there is a lack of congruity within EDPs regarding their purpose, with expected outcomes varying significantly due to different educational ideologies and philosophies held by the institutions (Henry *et al.*, 2005). Henry *et al.* (2005) state that there is little uniformity within EDPs design and expected outcomes due to the lack of an overarching education theory.

In addition to these challenges, there are also inconclusive debates within the literature concerning many aspects and features of EEE (Hatt, 2020). These are wide-ranging and deliberate; e.g., whether entrepreneurship is teachable (Haase and Lautenschläger, 2011; Blenker *et al.*, 2008), what EEE in higher education actually is, how EEE is defined (Pittaway and Cope, 2006), how best to facilitate and measure the learning (Hatt, 2020) and whether a university is an appropriate location for the successful delivery of EEE (Blenker *et al.*, 2008). These wide-ranging and varied debates and discussions on the overall effectiveness of EEE are beyond the scope of this context chapter. However, I recognise that these characteristics can significantly impact entrepreneurs' overall success on an EDP. Therefore, it is proffered that the overarching intention of EEE is for universities and other EDPs (e.g., accelerators) to aid novice entrepreneurs in the development of creative and innovative mindsets that result in the creation of new knowledge and products. This, in turn, creates new businesses or ventures, fuelling economic or social growth. Also, the benefits of EEE to a nascent entrepreneur's personal development are thought to include improved capabilities, behaviours and skills equally beneficial to being a valuable citizen within a flexible market, an employee or an entrepreneur (Jones and Iredale, 2014).

2.5.2. Developing entrepreneurs in Business EDPs

Business incubation is an umbrella catch-all term used to describe various organisations that provide support activities; these include business accelerators and incubators (Dee *et al.*, 2015). Business EDPs tend to share the same EEE philosophies and focuses, i.e., mindset (Battistella, *et al.*, 2017; Politis, *et al.*, 2019). According to the UK BEIS' report 'The Impact of Business Accelerators and Incubators in the UK' (Bone *et al.*, 2019), accelerators and incubators provide start-up organisations support during the early phases of growth. Both offer a combination of support services designed to add value. This can include mentoring and/or access to workspace; they are selective in EDP admission and training (Dee *et al.*, 2011; Dee *et al.*, 2015; Bone *et al.*, 2017; Bone *et al.*, 2019). Accelerators tend to have a growth focus, be of fixed duration, be cohort based and provide seed funding. In contrast, incubators are typically open-ended duration, fee based, rolling admission and provide technical facilities (Bone, *et al.*, 2017, Bone *et al.*, 2019). However, it should be highlighted that the terms accelerator and incubator are often used interchangeably, so caution should be used when describing them in generality (Dee *et al.*, 2011; Dee *et al.*, 2015). Additionally, other names are also used to describe similar start-up support organisation; these include co-working spaces, active seed investors, courses, and/or business competitions (Dee *et al.*, 2015). For this research, accelerators will be the focus.

Accelerators are said to have started in 2007 with Y Combinator's launch and are generally capital city focused; more than half are located in London (Bone *et al.*, 2019). Bone *et al.*'s 2017 BEIS report states that the number of business accelerators has grown rapidly in the last few years, quoting, between the dates of November 2016 to March 2017, there are 163 accelerators in the UK. This number has likely risen in quantity since 2017. Accelerators aim to support start-up entrepreneurs in the development of their organisation (Bone *et al.*, 2017; Bone *et al.*, 2019; Dempwolf *et al.*, 2014). They provide training, mentoring, business support, and are selective in the venture and entrepreneur start-up recruitment process (Battistella *et al.*, 2017; Politis *et al.*, 2019). They tend to be growth-based with the entrepreneur paying for participation via equity - leading to a growth-driven focus, have a fixed duration, be cohort-based (having an entrepreneur intake at certain times of the year) and provide networking/seed funding opportunities (Battistella *et al.*, 2017; Bone *et al.*, 2017; Politis *et al.*, 2019). While this is a suitable summary, this is not definitive; some accelerators will share characteristics of incubators and vice versa, while others might have an alternative business model such as virtual support (Bone *et al.*, 2017; Dee *et al.*, 2011; Dee *et al.*, 2015).

Bone *et al.*'s 2019 BEIS report surmised that most start-ups consider an accelerator to have had a significant positive impact on their business' performance, allowing them to learn from others' mistakes, access funding and grow quicker. It also posited that involvement increased the chances of business survival, a view shared by

Achtenhagen *et al.* (2017) and Dempwolf *et al.* (2014). BEIS analysis (Bone *et al.*, 2019), assessing accelerators, found that sixty-four percent of those entrepreneurs who attended an accelerator reported that the process had been significant or vital to their success. While these numbers are impressive, it should be appreciated that accelerators have a selection process designed to pick the start-ups that are most likely to achieve their objectives (Dempwolf *et al.*, 2014). This brings into question whether these start-ups are representative of all start-ups or just the top-tier and that these businesses might be more likely to be amenable to accelerator support and have a greater chance of survival (Kelly, 2017). Overall, the literature suggests that being involved in an accelerator improves the chances of business success (Bone *et al.*, 2017; Bone *et al.*, 2019).

2.6. Summary

This research context chapter explored and defined the term entrepreneurship, and discussed its importance to economic growth, society and culture (Say, 2001; Schumpeter, 1934). It suggested that entrepreneurship can occur in business, private, public and third sectors and that the organisation can be of any size (McCallum *et al.*, 2018). It then explored and defined the role of the entrepreneur, concluding that they are as diverse from each other as they are similar (Gedeon, 2010; Morrison and Bergin-Seers, 2002) and that it might be better to categorise them by 'what they do' rather than 'how they do it', their outcomes or their characteristics or traits. It then turned to the external challenges of developing entrepreneurs, highlighting the benefit of governmental support and the possible negative implications of positivistic measurement on EDPs indirectly influencing outcomes (Hatt, 2020). It then discussed EDP programme approaches, considering that, due to the heterogeneity of the EDP landscape in the UK, it is not easy to quantify the success of these approaches (Valerio *et al.*, 2014). However, it noted that there are indicators that suggest that there are benefits from attending an EDP that include improved entrepreneurial performance, self-efficacy, increased confidence, stature as a citizen and overall employability (Babatunde, 2016; Mahieu, 2006; Lam, 2010). Finally, we concluded by focusing on university-based and business accelerator EDPs. Here, the aim was to give an overview of the EDPs and consider the debates, challenges, and benefits of attending one of these support programmes. This chapter's overall purpose was to provide research context for this research study, enabling readers to fully engage with the complexities of coaching and mentoring entrepreneurs within academic and business EDPs.

Chapter 3 Literature review

3.1. Introduction

In the research context chapter, I set the scene for this research by exploring the role of entrepreneur and entrepreneurship and highlighting some of the challenges in coaching and mentoring entrepreneurs. I introduced the concept of Entrepreneur Development Programmes (EDPs) in universities and business accelerators.

This literature review follows on and explores the specific types of EDPs used in this study, how entrepreneurs learn through Entrepreneurial Learning (EL), a process of experience transformed into knowledge (Kolb and Kolb, 2005). I then consider coaches' and mentors' roles within EDPs, identifying how previous literature has focused on the 'what' – tools and methods (Iraci, 2019; Partanen, 2017), not the 'how' it happens in practice – conversational dialogue (Iraci, 2019). Minimal extant literature and empirical research exist in this area. Little is known about how the process facilitates an entrepreneur's development (Mishra *et al.*, 2016; Politis *et al.*, 2019; McKevitt and Marshall, 2015). I then assess what the literature says about how the coach and mentor work with the entrepreneur in a dyadic session by exploring directive and non-directive conversational approaches. This involves exploring definitions from prominent authors and assessing multiple models, emphasising their application within the context of this research. This literature review then explores the role of a coach's or mentor's use of directive and non-directive conversational approaches in practice - looking to understand what is known. I conclude with a discussion on the potential implications of directive and non-directive conversational approaches on start-up entrepreneurs' development and their business performance, highlighting the need for this research.

This literature review was compiled from journals, books, and articles concerned with coaching, mentoring, entrepreneurship and entrepreneurship education. This involved 84 databases, EBSCO and JSTOR among

others, Google Scholar, Radar, Research Gate, Emerald and Oxford Brookes library. Literature was searched initially in 'entrepreneur coaching', 'entrepreneur mentoring', 'entrepreneur development', 'entrepreneur education', and 'entrepreneurship', and expanded accordingly.

3.2. EDPs: university and business

A review of the literature indicates that many start-up ventures fail in the early stages (Dahl and Reichstein, 2007). The improvement of entrepreneur knowledge, access to resources and networks are considered advantageous in increasing the chances of start-up survival (Eftekhari and Bogers, 2015; Politis *et al.*, 2019). Qualitative EDP research conducted by Battistella *et al.* (2017) suggest that the process of developing and capitalising on knowledge for decision making is a significant challenge for start-up entrepreneurs; their findings contend that open innovation environments found in EDPs are of benefit to an entrepreneurial venture's survival. As discussed in the background chapter, EDPs are varied and come in many different formats. The focus of this research is coaching practices within EDPs in a university and an accelerator context. These two types of EDPs are now explored to provide insight into their EDP approach and a clear boundary for this research.

3.2.1. Academic EDP (UK)

Team Akademia, an EEE undergraduate programme, bestows the benefits of self-directed learning through the lens of entrepreneurship and collaboration (Akademia.org.uk, 2019). Akademia is an international collaboration designed to help young adults start and run ventures while attaining their degree. The Akademia format, while tailored to each university's specific design, delivers this common theme in eight universities across the UK. The approach includes a three-year undergraduate programme that provides an environment of learning by doing. It focuses on working with real customers, working in teams – peer learning, theory to practice – self-directed learning, provision of office space, and facilitated learning by team coaches (Hatt, 2020; Tiimiakademia, (n.d.)). Through entrepreneurship, the student is confronted with challenging and complex scenarios of running a venture encouraging highly adaptable behaviours that are equally relevant in business generally and entrepreneurship (Fayolle and Gailly, 2008; Hatt, 2020).

3.2.2. Business Accelerator (UK)

Venture acceleration programmes are predominantly cohort-based, intensive, structured, and are generally run for three to six months (Battistella *et al.*, 2017; Politis *et al.*, 2019). They tend to provide non-formal EEE training and focus on delivering conceptual models to aid venture and entrepreneur performance, e.g., Osterwalder and

Pigneur's (2010) business model canvas and pitch coaching. Also, creating a cohesive internal and external support network is seen as invaluable and a core focus of the programme.

Typical outcomes tend to fall under three pillars: 1) Improving communication and quality with external stakeholders; 2) Improving the viability of the venture through applied business processes and; 3) Adopting an entrepreneurial identity by understanding and increasing awareness of what it is to be an entrepreneur (Politis *et al.*, 2019).

The services provided by an accelerator are generally designed to address the challenges faced by a SME from concept through to servicing customers (Battistella *et al.*, 2017) and generally include office space, dyad coaching or mentoring, workshops, networking events etc. These combined services brought together in an open, intensive and supportive environment are considered the ideal mix to aid an entrepreneur in starting his/her venture and maximising its survival opportunities (De Toni *et al.*, 2016; Eftekhari and Bogers, 2015).

Both EDPs vary in focus: i.e., the university-based programme uses entrepreneurship as a vehicle for learning; in contrast, the business accelerator is focused on individual and business performance over a shorter term. However, they are directly comparable: both have selection criteria for entry, provide learning and coaching and mentoring support, provide physical space, and aid the entrepreneur in their development.

Now that both EDPs have been presented, I move on to discuss how entrepreneurs learn within EDPs.

3.3. How entrepreneur's develop in EDPs

Kotte *et al.* (2020), Thompson and Downing (2007) and St-Jean (2012) maintain that a unique type of business professional - the entrepreneur - requires a specific type of support to aid their development and improve business performance. Entrepreneur Development Programmes (EDPs) are designed to provide an environment where entrepreneurs can learn and develop and, depending on the EDP's focus, help improve their business performance (Politis *et al.*, 2019). Cowdean *et al.* (2019) maintain that Deakin's (1996, p.21) assertion that "we do not understand how entrepreneurs learn..." and that the "...learning process is poorly understood" is as relevant today as it was in 1996, therefore suggesting that there is no unified approach to entrepreneurial learning.

Against this backdrop, Haase and Lautenschläger (2011) and Welsh *et al.* (2016) suggest that when educating entrepreneurs, educators should desist from teaching knowledge on business or venture creation (i.e., theory) and focus on experience-based learning, where the entrepreneur gets the opportunity to learn from trial and error iteratively (Cowdean *et al.*, 2019; Dhliwayo, 2008; Pittaway and Cope, 2007). Alfred North Whitehead

(cited in Welsh *et al.*, 2016) and Kolb and Kolb (2005) support this approach and posit that each occasion of human experience is causally influenced by the last and casually influences those in the future. This iterative process creates increased 'know-how' (Garud, 1997) by experiential learning (Perry, 1990), leading to improved entrepreneur performance and, therefore, increases the venture's chances of survival (Battistella *et al.*, 2017; Politis *et al.*, 2019).

Haase and Lautenschläger (2011) argue that EEE teaching should be in real-world situations or as close to reality as possible. They assert that experiential learning creates the opportunity to learn from previous experiences and facilitates attaining the 'know-how' of being an entrepreneur. This equips the entrepreneur in managing their way through problems and the challenges of the future (Cope, 2005). Suppose the entrepreneur does not have an operational venture. In that case, Welsh *et al.* (2016) suggest that this learning can be replicated with nascent entrepreneurs on an EEE programme by learning through simple experiential business designs such as a lemonade stand or a T-Shirt design business. During such an endeavour, the nascent entrepreneur learns the fundamentals of being an entrepreneur and creates a vision of running a small business (Welsh *et al.*, 2016). They also propose that this process allows the nascent entrepreneur to develop cognitive strategies to make them more successful in their future business endeavours. Cowdean *et al.*'s (2019) case study research concludes that entrepreneurial learning in situ is highly effective.

Predominantly, the literature uses the term Entrepreneurial Learning (EL) to describe this developmental process. Harrison and Leitch (2005) define EL as the *"interface between learning and the entrepreneur"*, however, this term is not considered definitive. A review of the literature suggests that there is little consensus on how entrepreneurial learning is defined (Cowdean *et al.*, 2019). In an analysis of seventy-five articles undertaken by Wang and Chugh (2014), no clear definition of 'entrepreneurial learning' was identified. Of the seventy-five articles analysed, twenty-eight referred to the general learning process, ten were implicit - implied, eleven were explicit - stated, and the remaining twenty-six did not define the term at all. Memon *et al.* (2015, p.1) support this position, stating, *"Previous literature on entrepreneurial learning is disseminated and not properly organised; it is difficult to even find pertinent and comprehensive articles on entrepreneurial learning"*. In the absence of an explicit definition, the most widely quoted definition of EL, as put forward by Knowles *et al.* (2005), is Boyd and Apps' (1980) definition: EL is *"The act or process by which behavioural change, knowledge, skills, and attitudes are acquired"* highlighting the scope of the challenge when working with entrepreneurs.

Wang and Chugh's (2014) meta-analysis does, however, draw some significant observations, suggesting that the entrepreneurial learning process takes place from both positive and negative past experiences (Rerup, 2005) and the learning from others, and the experience of learning (Lévesque *et al.*, 2009). Cardon *et al.* (2012)

used the term "emotional journey" to describe this developmental and professionally taxing process. This learning journey can be personally challenging for nascent entrepreneurs requiring them to deal with many facets of entrepreneurship for the first time, including business features such as finance, sales and marketing. Because this process can be both mentally and physically challenging, it is the norm for entrepreneurs to have educators – generally in the form of mentors or coaches (Memon *et al.*, 2015; St-Jean and Audet, 2012, 2013; St-Jean and Tremblay, 2020). These practitioners tend to provide facilitative roles within the EDP process and personal as well as business developmental functions. Bisk's (2002) and St-Jean and Audet's (2012) business-focused research support the assertion that coaching and mentoring is sufficiently individualised to help novice entrepreneurs develop the business skills necessary to be successful in their chosen career. I now explore coaching and mentoring roles in EDPs and more generally.

3.4. Coaching and mentoring as a developmental helping relationship

There is debate in the literature whether coaching and mentoring differ (Brinkley and le Roux, 2018; Garvey *et al.*, 2014; Salter and Gannon, 2015) or can be considered the same with distinctions (Garvey *et al.*, 2014; Gray *et al.*, 2016). Similarly others wonder whether there is any value in trying to define each discipline due to their changing dynamic (D'Abate *et al.*, 2003; Parsloe and Leedham, 2009; Rock and Garavan, 2006). Many authors (i.e., Garvey *et al.*, 2014; Gray *et al.*, 2016) see these roles as independent of each other but with commonalities. Judging by the number of books dedicated to each discipline - e.g., Starr (2014, 2016) publishes books for both how to coach and mentor - it can be surmised that there are similarities and differences between the two disciplines (Salter and Gannon, 2015). These differences in perspectives might be attributed to variances in use and description, for example: regionalisation (Gray *et al.*, 2016), confusion around role description (Salter and Gannon, 2015), or that coaching and mentoring share similar skills and give similar results (Gray *et al.*, 2016). These differences in perspective notwithstanding, it is widely accepted that both coaching and mentoring are considered developmental helping relationships (Connor and Pokora, 2012; Garvey *et al.*, 2014; Gray *et al.*, 2016; Salter and Gannon, 2015; Thornton, 2016) that can occur in a number of formats including dyadic sessions, team and group sessions (Connor and Pokora, 2012; Thornton, 2016).

Prominent authors suggest that the word Mentor can be traced back to Homer's *The Odyssey* (Clutterbuck, 1991; Garvey *et al.*, 2014; Parsloe and Leedham, 2009). In the Indo-European root, the word 'Men' represents 'to think'. In Greek, the word 'mentor' means advisor. Garvey *et al.* (2014) suggest a mentor can be described as 'an advisor of thought'. However, other authors suggest that any connections to mentoring before the 1750s are associative, rather than direct (Gray *et al.*, 2016). Starr (2014, p.xi) posits that "*a mentor provides support by*

offering information, advice and assistance in a way that empowers the mentee". This style of personal development is also described as encompassing broader holistic exploration that can be aligned with career development (Clutterbuck, 2008, Gray *et al.*, 2016; Starr, 2014). Starr (2014) suggests that Professor Dumbledore and Harry Potter are an example of a mentor and mentee relationship. Within mentoring conversations, it is often acknowledged that a mentor will bring experience and share experiences valuable to increasing understanding and encouraging action of the mentee (Gray *et al.*, 2016). Mentoring has many applications but is widely associated with schools, the NHS, teaching, manufacturing, business and executive mentoring (Garvey *et al.*, 2014) and positioned as a long-term relationship (CIPD, 2010; Connor and Pokora, 2012; Parsloe and Wray, 2001).

The literature suggests coaching has a long history but has become more widely used in recent times (Gray *et al.*, 2016; Parsloe and Leedham, 2009), and proposes that coaching has strong links in performance and attainment in sport and the business environment (CIPD, 2010; Clutterbuck, 2008; Gray *et al.*, 2016; Garvey *et al.*, 2014; Parsloe and Leedham, 2009; Parsloe and Wray, 2001). However, there are also connections drawn between coaching and personal reflection and the development of life skills (Garvey *et al.*, 2014; Parsloe and Leedham, 2009). Starr (2016, p.8) states that *"an effective coaching conversation influences someone's understanding, learning, behaviour and progress"*, leading to the client gaining increased clarity of the situation or topic that enables progress. More recently, some authors report a repositioning of coaching from corrective performance improvement to a more positive approach to helping clients help themselves. This is regarded as more beneficial for both the organisation and the coachee (Connor and Pokora, 2012). Coaching relationships tend to last for a prearranged period (CIPD, 2010; Connor and Pokora, 2012; Starr, 2016). Starr (2016, p.255) provides a quote from Dr Wayne Dyer to describe a coaching conversation - *"change the way you look at things and the things you look at change"* - indicating that a coaching conversation is conducted with a purpose in mind. There are many different coaching styles; e.g., Cox *et al.* (2018) describe in their book twenty-six coaching styles. These coaching styles include sports, life, executive and team coaching and can come in specific blends, for example, Gestalt, Narrative, Positive Psychology and Cognitive Behavioural Coaching (Garvey *et al.*, 2014). The literature suggests that the core fundamentals of coaching include, but are not limited to: building rapport, active listening, using intuition, asking effective questions, giving constructive feedback and using models and techniques (Starr, 2016).

3.5. EDPs: coaching and mentoring roles

There is minimal empirical research exploring coach and mentor practice roles within EDPs (Iraci, 2019; Politis *et al.*, 2019). Existing research tends to focus on 'what' they do (Iraci, 2019; Partanen, 2017), i.e., providing models and tools but not 'how' they do, i.e., what they might do and say in a dyad session (Iraci, 2019). Much of the 'what' they do is developed and trained locally to the programme and designed to reflect the EDP's specific needs (Akademia.org, 2021). This presents its own challenges creating hybrid roles, making them difficult to categorise as coaching or mentoring. Consequently, there are no explicit definitions in the literature of an EDP coach's or mentor's role.

In contrast, many studies explore the subject of coaching and mentoring with entrepreneurs in general (Audet and Couteret, 2012; Klostén and Öberg, 2008; el Hallam and St-Jean, 2016). In the absence of clear definitions for EDP coaches and mentors, and to aid understanding of these roles, I provide a brief overview of the debates and general definitions of coach and mentor for contrast and comparison within this research. However, while these are useful, these descriptions lose the unique situational and contextual features associated with entrepreneurial learning and development within an EDP and should only be viewed as indicative.

As already stated, there is significant debate within the literature on the differences between coaching and mentoring (Brinkley and le Roux, 2018; D'Abate *et al.*, 2003; Salter and Gannon, 2015). There are countless definitions of each role describing them from different perspectives, with no universal definition for each (Clutterbuck, 2008; Garvey *et al.*, 2014; Cox *et al.*, 2018). While a comprehensive discussion on this debate is outside the scope of this research, it is important to define a coach and a mentor for the purpose of clarity in this study. For this research, coaching and mentoring will be defined as two clear and distinct roles with separate functions present in both EDPs in this study. This is necessary as this study focuses on the coach. The mentor can be considered an external resource to the EDP. To aid understanding and comparison of coaching and mentoring, it helps to provide general definitions of what is considered a coach and mentor. Following a thorough review of these debates, I propose that mentoring is generally considered:

"Mentoring is a relationship of support and guidance between an experienced business person (the mentor) and a novice entrepreneur (the mentee)"

(St-Jean, 2011, cited in el Hallam and St-Jean, 2016, p.2)

The dynamic feature of a more senior or knowledgeable and experienced individual, working in the same sector, imparting information and providing guidance to a novice learner long-term, as well as access to their networks,

is a common description for a mentor (Clutterbuck, 1991, 2008; D'Abate *et al.*, 2003; Bozeman and Feeney, 2007; McKevitt and Marshall, 2015).

The role of a coach is defined by Grant and Stober as being:

"Responsible for implementing the processes and procedures designed to achieve client or organisational objectives. The coach works in a collaborative, solution-focused, result-orientated and systematic process, where the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth."

Grant and Stober (2006, p.75)

The objective-driven, time-bound, sense-making, facilitator of the process, use of models and tools and self-exploration and development, along with the coach not requiring knowledge of the sector or industry, are typical descriptions of a coach within the literature (O'Connor and Lages, 2007; Whitmore, 2009; McKevitt and Marshall, 2015; Parsloe *et al.*, 2017; Whitworth *et al.*, 1998).

I now explore how coaches and mentors interact and communicate with entrepreneurs.

3.6. Directive and non-directive conversational approaches explored

Analysis of the literature describes coaches and mentors using directive and non-directive approaches to facilitate the client's development process. Carl Roger's (1961) person-centred theory, developed in the 1940s and 1950s, is widely regarded as the seminal work of non-directive approaches (Kenney-Noziska *et al.*, 2012; Downey, 2014; Joseph, 2018). Previously, directing the client was common practice in that the therapist would direct the client's course of treatment. According to Joseph (2018), the person-centred coaching style introduced the term non-directive therapy. The dominant idea behind this is that the therapist follows the lead of the client. In the 1950s, this approach was renamed 'client-centred therapy' to reinforce the notion of the client providing the direction (Kenney-Noziska *et al.*, 2012). Through the 1960s and 1970s, this approach was adopted by other practitioner groups. Joseph (2018) posits that during the emergence of coaching in the 2000s, the person-centred approach was suitable for coaching practice - and adopted.

Like therapy, the coaching and mentoring process can be considered an interaction between a coach or mentor and a client (in this case, an entrepreneur) occurring once or over multiple sessions, generally lasting between three to eighteen months, dependent on the client or organisational need. When a coach or mentor engages in a dyadic session with a client, the conversational approach adopted by the coach or mentor can be said to be directive or non-directive (Downey, 2014; Heron, 2001; Kenney-Noziska *et al.*, 2012) and forms an important part of the dialogue (Heron, 2001; Blakey and Day, 2012).

In generalist coaching and mentoring literature, there is much debate over how directive or non-directive a coach or mentor should be with assertions to what approach is appropriate or most effective (Heron, 2001; Dunbar, 2016; Salter and Gannon, 2015). For example, there is an assertion that these approaches can be allocated to specific roles; i.e., it is widely discussed that coaching is considered a non-directive discipline (Boyce *et al.*, 2010; Blakey and Day, 2012; Salter and Gannon, 2015). Alternatively, mentoring is regarded as being more directive (Gravells, 2004, 2006; St-Jean and Audet, 2013; Salter and Gannon, 2015). However, there is little extant literature or empirical evidence to support such claims.

Braddell (2017), advocating the benefits of non-directive coaching, proposes that directive coaching is about setting goals for the individual, suggesting resources, providing strategies and then measurement. Blakey and Day (2012) contend that within business, a high level of challenge (directive) is not inherently wrong. Without it, clients might become complacent, indulgent, apathetic or disinterested. Downey (2014) adds another dimension from the coaching perspective; for a coach to be directive he/she needs to know all the answers – this is obviously not possible. As theorised by Kenney-Noziska *et al.* (2012) the directive vs. non-directive debate does not fully recognise the complexity in this subject area. Kline (1999, 2009) suggests that non-directive approaches create a thinking environment for clients to find out what they already know, but also recognises that there are times when directive approaches are required – but that they should come later in conversations. Cunningham (2008) posits that it isn't about being more directive or non-directive, but understanding the client's needs and tentatively offering a solution, suggesting this is the most effective approach. Downey (2014) is in agreement with Cunningham (2008) that the directive vs. non-directive debate is not helpful, suggesting it is impossible to be completely non-directive during coaching, as the process of withholding thoughts or ideas might be perceived negatively - potentially leading to a breakdown in trust. Downey (2014) points to three problems with excessive non-directive coaching: a) it only tells the coach what not to do – this isn't helpful b) it is not effective – not sharing a coaches' experience may not be in the best interest of the client and c) that it is impossible to be non-directive as humans give unconscious body signals that influence clients' decisions. Gallwey (1999) proposes that directedness is beneficial when used correctly giving the example of encouraging the client to *pay attention* to a problem but not providing them instruction on how this is to be done. He asserts that this is beneficial to the client as they work out the solution for themselves. Similarly, Heron (2001) advocates a more pragmatic view – aiming to work in the best interest of the client. A review of the literature indicates that there are many perspectives on directive and non-directive approaches.

Similarly, a literature review of what it actually means to be directive or non-directive is inconclusive. Law defines a directive approach as "commands action; provides a sense of direction and certainty" (2013, p.74)

while Downey posits that being non-directive means"...that the coach does not direct...he does not tell, advise, or suggest" (2014, p.45). While these definitions are useful, they are subject to interpretation. They do not translate into practice adequately enough to aid a practitioner in their application when working with specific sectors, i.e., entrepreneurs.

One of the few qualitative research studies, conducted by Salter and Gannon (2015), explores shared and distinct aspects of coaching and mentoring themes representative of directive and non-directive approaches in six coaching and mentoring roles; their findings suggest that the non-directive approach allows the client to discover and explore their own solution to the problem, while the directive approach is the sharing of professional experiences appropriate for the client. Salter and Gannon (2015) also note that it is common for mentors and mentees to share the same context, so sharing these experiences is appropriate. However, by Salter and Gannon's (2015) own admission, their research only captures the practitioner's perspective, leaving questions unanswered about the coachee's or mentee's views. These themes are useful in practice as they infer the usefulness of directive and non-directive conversational approaches and highlight the importance of context in interventions.

Analysis of the directive and non-directive literature shows many different views associated with the terms directive and non-directive conversational approaches; Table 3.1 was created to provide a comparison of the descriptors drawn from prominent authors in the field. This table's creation was complex, as many of the literary texts assume that the reader understands their meaning and refers to them without indicating the intended meaning or context. For example, Gravells (2006, p.4) uses the term directive to describe an action taken by a mentor that resulted in them renegotiating a lease for a tenant; this could be considered a consultant action rather than that of a mentor (McLean, 2012). Similarly, it should be noted that authors have, over time, renamed previous descriptors to represent the fashion of the time or current thinking. For example, Downey (1999, 2014) renamed 'non-directive' to 'Following interest'.

Table 3.1 Directive and non-directive description literature comparison

Author	Descriptions of Directive	Description of Non-directive
Downey (2014, p.41)	"To tell, to instruct"	"Coach does not tell, advise, or suggest"
Starr (2016, p.14) from the coaches' perspective	"I know how, I tell you, you follow instruction"	"You know how, I ask you, you decide"
Heron (2001, p.148) from the practitioner's perspective	Authoritative - Commanding prescription "You use the full authority of your role and in a commanding manner direct the client to do something, with no consultation before or after the command."	Facilitative - Facilitation of Self-direction "you are concerned only to facilitate clients in making up their mind in their own way in the direction they think best."
Parsloe <i>et al.</i> (2017, p.38)	The Coach has control	The learner has control
Clutterbuck (2004, p.17)	Hands-on	Hands-off
Parsloe and Wray (2000)	Instructional	Non-directive
Ives (2008, p.104)	"Tell"	"Ask"
Carl Rogers (1956) (cited in Joseph (2015), p.1)	Directive	Non-directive, client centric and person centred
Dunbar (2016)	Arrow	Compass
Blakey and Day (2012)	Challenge	Support
Kline (1999, p.138; 2009, p.32)	Giving insight and direction	Giving the client space to think about what they already know and generate workable ideas.

Table 3.1 demonstrates that there are many alternative views and difficulties in describing what directive and non-directive approaches stand for. However, the definitions are important because they describe conversational approaches or styles that might be adopted by a coach or mentor when working with a client or when being applied within a certain context, i.e., an entrepreneur on an EDP. Through interpretive analysis of these descriptors, themes can be identified. For example, directive approaches means the coach is in control of the direction. For this research, a directive conversational approach within the boundary of a dyadic session will be described in this thesis as the *'influence to steer the conversation sits with the coach'*, and non-directive *'the influence to steer the conversation sits with coachee'*. These definitions draw on the literature (Dunbar, 2016; Blakey and Day, 2012; Parsloe *et al.*, 2017; Salter and Gannon, 2015; Starr, 2016) and capture the coach's or mentor's intent to influence but stop short of Parsloe *et al.*'s (2017) descriptor – control (see Table 3.1). Gravells

(2004) asserts that the term control might be considered toxic coaching or mentoring and not acting in the client's best interest. Having clear definitions of directive and non-directive conversational approaches is an important consideration in answering the research question.

This section highlights the challenges in describing directive and non-directive conversational approaches. These descriptors are important, as they can guide coaches and mentors when working with clients and so require framing to answer the research question effectively. I now move to review directive and non-directive models to assess their applicability to the coaching and mentoring of entrepreneurs.

3.7. Exploration of directive and non-directive models

The purpose of this section is to explore models of directive and non-directive conversational approaches and evaluate their overall ability to assess the directive or non-directive approach of a coach or mentor when working with entrepreneurs.

In the literature, multiple models can be found to describe and assess what it is to be directive and non-directive during a dyadic conversation; even so, none are explicitly aimed at coaching or mentoring entrepreneurs. Most of these are practice-based rather than research-based; however, they tend to be influenced by research findings (e.g., Blakey and Day, 2012; Heron, 2001). While these models may use different terms, common themes include a quadrant with two dimensions (e.g., Clutterbuck, 2004; de Haan and Nilsson, 2017; Grant and Cavanagh, 2018), descriptive indicators of different stages (e.g., Heron, 2001), descriptive words on a continuum to explain the focus (e.g., Blakey and Day, 2012; Downey, 1999, 2014; Gravells, 2004) or levels (e.g., Dunbar, 2016). In all instances, they are considered as an indicator on a continuum, not a defined position. In some instances, the model provides inferences that describe what the action might entail. In other cases, a summative statement is provided, such as non-directive is 'Facilitative' and directive being 'Authoritative' (Heron, 2001), as described in Table 3.1.

Table 3.2 describes directive and non-directive conversational approach models identified within the literature and presents key features.

Table 3.2 Comparison of directive and Non-directive models

	Description	Position: Inferred – descriptive or indicative - conceptual	Primary Focus	Research or practice derived	Emphasis
Grant and Cavanagh's Ask-Tell Matrix (2018)	Two dimensions	Indicative – conceptual	Business and personal	Practice	Solutions
Clutterbuck's Two dimensions of mentoring matrix (2004)	Two dimensions	Indicative – conceptual	Educator	Practice	Development
Heron's Six-category intervention analysis (2001)	Continuum	Inferred – descriptive	Nursing	Practice	Counselling
de Haan and Nilsson's Circumplex model with six dimensions (2017)	Two dimensions	Inferred – descriptive	Management, Executives and consultants	Research	Assessment
Downey's Spectrum of Coaching Skills model (1999)	Continuum	Inferred – descriptive	Business / NHS	Practice	Business
Blakey and Day's Support/Challenge Continuum (2012)	Continuum	Indicative - conceptual	Business	Practice	Challenge
Gravells' Mentoring role – a question of fit model (2004)	Graph – continuum	Indicative - conceptual	Business owners and entrepreneurs	Research	Business
Kline's The Ten components of a thinking environment (1999, 2009)	Ten Components	Inferred – descriptive	Coaches and Leaders	Practice	Environment
Dunbar's Clean language: three different levels (2016)	Three levels	Indicative – conceptual	Coaches	Practice	Self

Examining the models in the context of their application during a coaching session, patterns of groups of models share similar characteristics or features. The simplest of the models in Table 3.2 are Grant and Cavanagh's 'Ask-Tell Matrix', which focuses on finding solutions and Clutterbuck's 'Two dimensions of mentoring matrix', which focuses on learning and development. These provide a general inference towards how a coach or mentor might position themselves in a session – 'Telling to asking' and 'Why? to How?' (Grant and Cavanagh, 2018), and 'directive to non-directive' and 'stretching to nurturing' (Clutterbuck, 2004). These dimensions seek to explore whether the coach or mentor is instructing or being a passive recipient within the session, i.e., creating direction towards 'action' (Grant and Cavanagh, 2018) and towards 'developmental learning' (Clutterbuck, 2004). While these are useful as an indicator of practice, they do not provide enough detail to be useful for a practitioner looking to improve their conversational approach.

Heron's Six-category intervention analysis (1976) was inspired by Blake and Mouton's (1972) diagnosis and development matrix and is widely adopted by nursing in the UK (Sloan and Watson, 2001). It presents the conversational approaches that might be adopted when working with individuals. In contrast to Grant and Cavanagh's (2018) and Clutterbuck's (2004) models, in Heron's model the coach or mentor can choose to work on a gradient from 'supportive' - Agree, confirm and praise - to 'prescriptive' - change topic/'Informative' – inform, interpret, evaluate, the former being client-centred or 'Facilitative' with the latter being practitioner-centred or 'Authoritative'. While this model is positioned within a nursing perspective, Sloan and Watson (2001) state that it is suitable for anyone who provides professional service to clients, including psychotherapists, lawyers, and teachers. One of Heron's model's downsides is that it could be considered complex in its application; it uses unfamiliar words, has significant instructions on its use, and could be administered incorrectly if not applied by a knowledgeable practitioner.

de Haan and Nilsson's (2017) model, adapted from Heron's six-category model (1976) explores the role of coaching behaviours in managers, consultants and executive coaches. Based on their quantitative research, de Haan and Nilsson (2017) combined Heron's six categories of intervention with two dimensions - directive vs non-directive (push vs pull) and challenging vs supporting interventions (addressing weaknesses vs supporting strengths). de Haan and Nilsson propose that a coach or mentor is being 'Authoritative' or leading the client when using confronting/prescribing behaviours. If a coach or mentor is exhibiting supporting/exploring behaviours, then s/he is being 'Facilitative' or helping others lead. While this model is contextually useful and has multiple applications, i.e., as an observation tool when working with managers, consultants and executives, it is difficult to quantify its applicability outside these three specific groups. As it's based on Heron's model, it also suffers from the same complexity in applying it to everyday coaching and mentoring situations.

Downey's Spectrum of Coaching skills (1999, 2014) (see Figure 3.1), derived from teaching at The School of Coaching and widely used in business and health care, however, suggests that a directive conversational approach is a push method that is aimed at solving someone's problems for them. In contrast, non-directive is a pull method that helps someone solve their own problems. This model is presented on a continuum, with descriptions provided for the conversational approach being adopted. Unlike the previous models discussed, Downey suggests that each step is weighted toward each end of the push/pull spectrum; so by adopting, for example, 'summarising', you are being less directive and more non-directive than 'asking questions that raise awareness'. Downey does not assert which conversational approaches should be adopted but rather suggests that different conversational approaches are relevant to different circumstances, e.g., when teaching, telling (being directive) is suitable, but a therapist might adopt a less directive/more non-directive stance (like reflecting) with a client. Interestingly, in 2014, Downey updated the model and chose to rename "non-directive" to "following interest". While nuanced, this change suggested a reinterpretation in understanding of the meaning in the Downey's eyes.

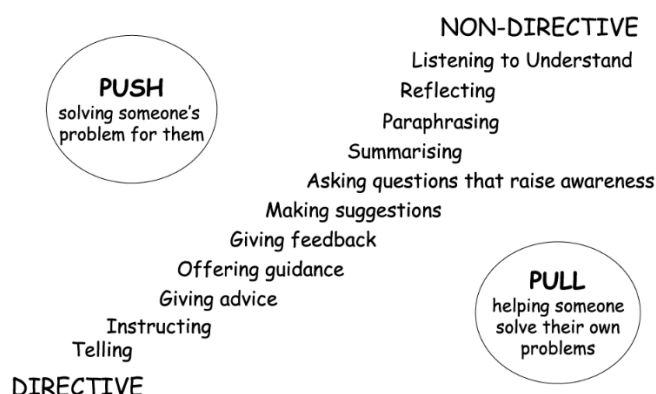


Figure 3.1 Downey's Spectrum of Coaching Skills model (1999)

Similarly to Downey's Spectrum of coaching skills continuum (1999, 2014), Blakey and Day's (2012) support-challenge to business-focused continuum, linked to Daloz's (1986) support and challenge - mentoring and teaching theory, is also viewed on a scale. However, it is less precise; Blakey and Day's (2012) continuum suggests a coach being 'supportive' produces "strong rapport and relationships", and by adopting a challenging position, the coach or mentor is more likely to aid the client in delivering strong business results. Blakey and Day (2012) assert that a more challenging approach is more beneficial for the client. It also suggests that the coach can move between these positions during a conversation. While this model has a business-related focus, it is less well known - with limited empirical evidence or practice-based evidence to support its usefulness to practitioners.

Unlike the models previously discussed, Gravells' (2004) 'a question of fit model' was designed with entrepreneurs in mind, focusing on the mentor's role in their development process. His mixed methods research suggests that the conversational directness of the mentor should be aligned to the 'involvement and commitment' given by the mentor to the mentee and that a clear distinction should be made between a focus on the business needs and those of the mentee. Gravells' model' advocates the need to separate the elements of involvement and commitment to provide a less mentor-driven – and more mentee bespoke – approach which works more in the mentee's best interests and is less aligned to the mentor's 'need to be needed'. This model is more indicative than precise and attempts to identify generally good, safe but also toxic aspects of mentoring practice. While Gravells' research focuses on the mentoring of entrepreneurs specifically, emphasising the mentor's area of focus, which could include the business, the business and the mentee, or the mentee, it is difficult to see how the model could be applied in the context of an EDP coaching practice as it is more useful as a reflective tool for a coach or mentor than a development tool for entrepreneurs.

Kline's (1999, 2009) 'Ten Components of a Thinking Environment' can be described as a list of the necessary elements and behaviours required to create an optimal environment for a client to think for themselves. The premise is that the client already has answers to the questions they pose; it is the Thinking Environment and the use of incisive questions that gives them space to access them. An important aspect of this approach is the way the client is treated while they are in the thinking state. Kline's (1999, 2009) ten elements and behaviours have been developed to impact on clients' individual generative thinking. While useful in allowing the client to explore their own thoughts, Kline's model does not lend itself to answering the research question guiding this doctoral study as it focuses more on stimulating the client's thought processes than on what a dyadic interaction affords, therefore it does not demonstrate directive and non-directive conversational approaches in an accessible way.

Lastly, is a coaching style: Dunbar's (2016) Clean language: three different levels model, developed from psychology and psychotherapy work conducted by Grove's 'Clean Language' (unknown). Unlike the other models, it aims to remove the coach's biases from the language used in a session, thereby removing influence over the coachee. Dunbar (2016) asserts that the model enables the coachee to understand their insider perspective better and thus derive wisdom from their own thinking with no influence from the coach. Clean Language: three levels model provides a simple three-step approach inferring that you are at one level or another. This model is highly unstructured in approach and so difficult to compare and contrast findings. While useful within the Clean Language style philosophy, it has little to offer when assessing the coach's level of directive or non-directedness.

In summary, as presented in Table 3.2, there are multiple models available to explore directive and non-directive conversational approaches. However, there are no models designed specifically with the coaching or mentoring of entrepreneurs in mind focusing on directive and non-directive conversational approaches. This is problematic as current models are not sufficient to facilitate coaching or mentoring assessment of a unique group of business professional – entrepreneurs. Each model includes different variables and foci, indicating that there is debate about what is deemed useful and relevant when specifically looking through the lens of directive and non-directive conversational approaches. Within the context of this research, assessing the application of each model in its ability to assess coaching and mentoring directive and non-directive conversational approaches with entrepreneurs, Downey's (1999, 2014) spectrum of coaching skills model is the most appropriate fit. It provides a useful tool to be used in an observation setting, detailed enough to be practically applied and broad enough to infer a tendency of directive or non-directive. While not empirically tested, via a full and thorough review, and modification where needed, its application could provide a useful empirically tested tool for coaches and mentors to assess their approach during dyad sessions when working with entrepreneurs. Literature associated with coaching and mentoring directive and non-directive practice in a dyadic session follow.

3.8. Directive and non-directive: coaching and mentoring practice

A thorough review of the literature found minimal research exploring coaching or mentoring directive and non-directive conversational approaches when working with entrepreneurs in the context of an EDP, or how coaches or mentors use conversational approaches to facilitate entrepreneur development.

As already stated, current research identified focuses on the 'what' and not the 'how' the coach does what he does (Iraci, 2019; Partanen, 2017). Politis *et al.*'s (2019) study of entrepreneurs in a venture acceleration program conducted with twenty-one entrepreneurs in Sweden found that business-related constructive feedback aids the process of entrepreneurial learning (EL). By challenging perspectives, reflective dialoguing and encouraging appraisal, entrepreneurs were triggered and stimulated to engage with the EL process. While this research is very insightful, it does not explore the directive or non-directive intent of the coach but rather provides indicative reports of the conversation, e.g., "we ask, he asked back". What is missing is the type of conversational approach, e.g., what did the coach ask? Was their intent directive or non-directive? And what was the coaches' emphasis during the session?

Furthermore, current research provides little analysis on how this might be applied to improve the coach's performance and reports on the recipient's perspective e.g., the entrepreneur's performance was improved

(Pittaway and Cope, 2007; Politis *et al.*, 2019). One exception is Kotte *et al.*'s (2020) qualitative research exploring the entrepreneur coaches' functions and behaviours, although, this study does not explore how the coach might approach a coaching session or conduct themselves during a coaching session.

A broader literature review exploring coaching and mentoring within the wider business context suggests that a directive approach is common practice, generally presented in the form of mentoring, due in part to the sharing of experiences and practical knowledge (el Hallam and St-Jean, 2016; Deakins *et al.*, 1998; McKevitt and Marshall, 2015). Many studies support the position that the unique relationship achieved by directive mentoring provides rich developmental opportunities for entrepreneurs (Deakins *et al.*, 1998; el Hallam and St-Jean, 2016; McKevitt and Marshall, 2015), that the directive approach to cognitive learning aids entrepreneurs in the identification of business opportunities (Thompson and Downing, 2007; Cull, 2006; St-Jean and Audet, 2012), and that a directive approach improves the overall chances of an entrepreneur achieving their goals (Bisk, 2002; St-Jean, 2012).

However, once again, there was little in the literature to describe 'how' and 'what' mentors, coaches or educators do to enable entrepreneurs to develop and be successful (Deepali *et al.*, 2016; McKevitt and Marshall, 2015). Rather, it provides a focus on the 'what' and the 'outcomes' of the relationships (e.g., reflections on discussions that led to action (Barrett, 2006)). More recently, van Coller-Peter and Cronjé's (2020) qualitative research conducted in South Africa explored mentors using coaching skills while working with entrepreneurs on an EDP. Their research found that mentoring is directive toward improved business skills, academic assignment completion and forward momentum, while coaching focuses on allowing the entrepreneur to explore different options, confidence building, self-esteem building and decision making. However, the study is not clear on 'how' the coaches or mentors under study approached this, what they did that led to those outcomes. The research concluded that access to both coaching and mentoring is in the entrepreneur's interest and that they should be treated as separate disciplines, contributing to an entrepreneur's development.

While the directive approaches are often considered consequential for entrepreneur development (e.g., Gravells, 2006; Partanen, 2017; St-Jean and Audet, 2009), how exactly directive and non-directive conversational approaches contribute - or are detrimental - to entrepreneurs' development remains underexplored. There are conflicting recommendations in the entrepreneur development, mentoring and coaching literature as to the appropriateness and efficacy of the different approaches. Some authors strongly advocated for a directive approach when working with entrepreneurs (e.g., Gravells, 2006; Thompson and Downing, 2007), whereas others (e.g., Partanen 2017; Hatt, 2020) a more non-directive approach. These suggested guidelines, however, lack a solid empirical basis. Since entrepreneurs form a very distinct group with

very different needs and challenges to executives and consultants (Kutzhanova *et al.*, 2009; Burns 2007, 2008), best practice associated with the development of these guidelines may not be pertinent to an entrepreneur. Therefore, it is argued that entrepreneurs, who are distinctive professionals (Kutzhanova *et al.*, 2009; Burns, 2007, 2008), require bespoke coaching and mentoring support to aid their development. A better understanding of how coaches and mentors work with entrepreneurs in a dyad session will facilitate a greater understanding of their needs and enable directive and non-directive conversational alignment by the coach or mentor to increase the chances of greater entrepreneur development.

3.9. Summary

Evaluation of the literature shows that a coach's or mentor's directive and non-directive conversational approach is considered extensively in the literature, with many models designed to measure their use in context. What is underexplored is how coaches use directive and non-directive approaches to support an entrepreneur's development in an EDP. Less understood is what it means to be directive or non-directive in practice, and how it can be described. The lack of extant literature and empirical research presents a challenge for EDP designers and practitioners intending to support an entrepreneur's development in EDPs. This study aims to address this by exploring how coaching practice within an EDP dyadic coaching session uses directive and non-directive conversational approaches to support an entrepreneur's development.

A literature conceptual map presenting the extant literature and the three gaps that this study will address is provided in Appendix 1a. It also highlights the contextual features associated with the literature, which are considered influential.

Chapter 4 Research Methodology

4.1. Introduction

The previous chapter looked at the literature about Entrepreneurial Development Programmes (EDPs), Entrepreneurial Learning (EL), coach and mentor's role generally and when working with entrepreneurs. It also examined the meaning of directive and non-directive, models and coaching and mentoring practice with EDPs. I now move on to present the methodology chapter.

The purpose of this chapter is to present the research design to be employed to explore how coaches use directive and non-directive conversational approaches to support start-up entrepreneurs within two (EDPs). This chapter introduces the research philosophy and methodological approach, providing a rationale for selecting an ontological/epistemological stance of social constructivism and a theoretical perspective of interpretivism (Crotty, 1998). This study adopts an explorative, qualitative design using a comparative case study methodology. Through a qualitative abductive and inductive approach, this study investigates the nuances of social interaction between three participant groups, examining the complexities of real-world human interactions within two EDPs. The research question's primary intention is to explore the 'how' – how participants interact during a dyadic coaching session and the 'what' – what conversational approaches coaches use to aid an entrepreneur's development. Case study research is suitable for this type of comparative research (Merriam, 2009; Thomas, 2011; Stake, 1995; Yin, 2018). The data collection and analysis methods are then presented. Ethical issues associated with the study are considered and the steps taken to safeguard participants provided. The validity and generalisability of this study are also discussed. Finally, my approach to this research and reflexivity is reviewed.

4.2. Research philosophy and methodological approach

Crotty (1998) advocates that research should be viewed through four elements: epistemology, theoretical perspective, methodology and methods. This section explores each of these elements creating a systematic approach to developing new and reliable knowledge in response to the research question.

Epistemology is considered the theory of knowledge and provides a basis for what kinds of knowledge are possible and appropriate, adequate, and genuine (Hamlyn, 1995). Crotty (1998) considers that if ontology were to be included in this framework, it would sit alongside epistemology and be used to inform the theoretical perspective. Crotty also maintains that ontology and epistemology merge and inform the theoretical perspective. The theoretical perspective is the philosophical stance that informs the choice of methodology.

In the theoretical framework of Crotty's four elements, the philosophy and methodological stance chosen to underpin this study are shown in Figure 4.1.

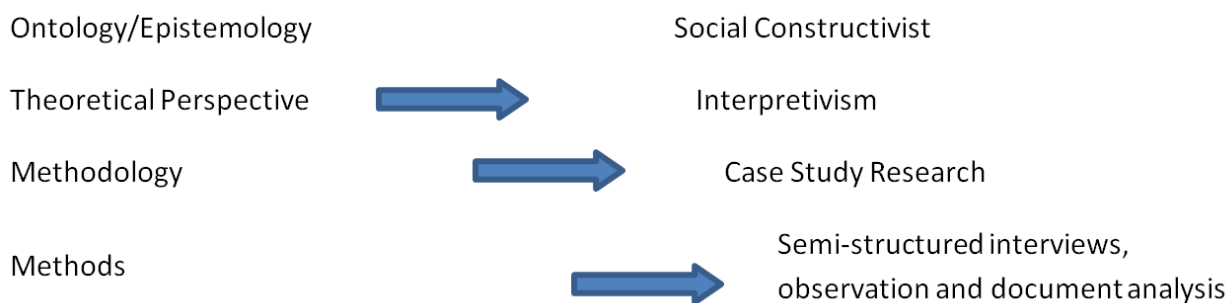


Figure 4.1 Adapted from Crotty's four elements of the research process (Crotty, 1998)

This study was conducted through a shared ontology/epistemological stance of Social Constructivism (Crotty, 1998; Bryman and Bell, 2011), choosing to make no distinction between the two and a theoretical perspective of interpretivism. This research approach is appropriate for this study, as it acknowledges the multi-dimensional complexity of the research question. It looks to explore the relationships between the participant groups within the context of a multifaceted environment where the educational approach is facilitative instead of prescriptive. McLeod (2011) posits that the primary question for Social Constructivist is 'how do people act together', an important element within the research question.

Social Constructivists are primarily interested in the notion that individuals develop and give meaning to their world (Howell, 2013; Lincoln, 2010; Bryman and Bell, 2011). Social constructivism is based on the premise that meaning, or truth, exists only through engagement with the realities of the world; implying that meaning and truth are not discovered, but constructed by individuals in social contexts (Crotty, 1998; Howell, 2013; Lincoln and Guba, 1985), and that it is in a constant state of revision and ever-evolving (Bryman and Bell, 2011). In this

regard, shared meaning is derived from social and cultural factors (Guba and Lincoln, 1989). Social constructivism advocates that the same phenomenon can be understood in many different ways by individuals dependant on their world views, values, culture, situation and experiences; thus, the truth can mean different things to different people who have the same information - suggesting that generalisation is problematic (Howell, 2013).

A theoretical perspective can be described as a lens through which individuals and groups view the world. These inform the questions we ask and the answers we form; the theoretical perspective of interpretivism informs the choice of methodology. Interpretivism is a phenomenological perspective that acknowledges all social actors' role(s) in context, including the researcher as a component of the study (Saunders *et al.*, 2019). As such, I can be considered an active feature in this research, and I can consciously and subconsciously apply my own experiences, opinions and agenda to the findings. This is particularly pertinent in this research, as I am an entrepreneur, coach, and mentor with extensive knowledge of this research area. I can be considered both reflexively detached and complicit in creating the findings.

To manage my role within this study, I applied what Cunliffe (2003) calls radical reflexivity – the process of actively reflecting on and questioning my own values concerning the research. This approach required me to challenge my own truths and their development, in addition to and in comparison with those of others. In many respects, my pragmatist world view (Rubleske and Berente, 2017) aided this process. A pragmatist procedural approach maintains that through a process of problem-solving and exploration, the reality is presented but will continue to evolve past the recorded event (Rubleske and Berente, 2017). This created an interesting explorative pattern of individual meaning-making within a complex web of multiple voices processed logically to find answers. However, the pragmatist world view is not without its challenges; a feature of pragmatism is that truth can be defined as what is considered useful to the believer (Howell, 2013). This required my careful management to ensure an accurate, unbiased representation of the research findings.

Viewing this research through the paradigm of a social constructivism and interpretivist lens is appropriate as it appreciates and iteratively builds on the participants' philosophies and unique world perspectives in context, where interactions are subjective and outcomes can be considered relative to that given place and time (McLeod, 2011; Saunders *et al.*, 2019). It also appreciates the author's role as an active participant in interpreting the findings that could be argued of benefit to their overall worth.

4.3. Research question

It is also useful to understand how the research question was formed. The research question went through multiple significant iterations over three years to arrive at the final adopted question. This process was necessary to ensure the question reflected the focus area of the research. The research question is:

“How do coaches use directive and non-directive conversational approaches to facilitate an entrepreneur’s development in a dyadic coaching session, within entrepreneurial development programmes (EDPs)?”

This question is conceived of three core components,

- The focus of the research is on ‘coaches’ operating within the context of an ‘EDP’;
- Their directive and non-directive conversational approach(es) as part of the EDP’s normal dyadic coaching sessions;
- The impact directive and non-directive conversational approaches have on the entrepreneur’s development.

By answering this research question, the aims are to make a theoretical contribution by creating knowledge-for-action, described as a type of knowledge that is “*ideally suited to informing policymakers’ efforts [in order] to improve practice through research and evaluation*” (Wallace and Wray, 2016, p.102). To facilitate the creation of knowledge-for-action, the chosen methodology should follow Wallace and Wray’s stated criterion, which is: discover current practice from the viewpoint of multiple participant groups; attain participants’ opinions and perspective on their practice; and capture contextual factual features of the EDP and case (ibid, p.101).

4.4. Choice of Research Methodology

When considering the research methodology, it is useful first to define the term methodology. The Sage Dictionary of Social Research Methods (Jupp 2009, p.175) defines methodology as “*a philosophical stance of the worldview that underlies and informs a style of research.*” The methodology can be considered a combination of theory and methods because it draws on your theory about your topic, about what is knowledge and specifies methods, or procedural tools (Stanley and Wise, 2008), for capturing and exploring the data (Lee, 2008).

This empirical study is concerned with human behaviour and its meaning within situational and organisational contexts. It is intentionally constructivist in nature placing emphasis on the coaches’ approach within the context of EDPs situated within two organisational contexts: the first a university, the second a business accelerator. It

compares and contrasts these two organisations' philosophies, their EDP design features and the coaches' chosen approach(es) when working with entrepreneurs in the start-up phase of their business or project. For this reason, the chosen research methodology is case study.

4.4.1. Case Study Research

Case studies offer a unique opportunity to investigate a phenomenon in a real-life context (Eisenhardt, 1989; Thomas, 2011; Stake, 1995; Yin, 2018). As a methodology, case study research enables data analysis from a broad-base and from multiple perspectives. To complete a thorough analysis of each case, this comparative dual case study (Yin, 2018) necessitated an assessment of each organisation's expected outcomes through document analysis and requires the exploration of their EDP's design, philosophies and prescribed practices, and explores coaches' chosen styles in practice. As such, case study research was found to be the most comprehensive in these regards.

However, there is an ongoing debate in the literature whether a case study can be considered a methodology, method or an approach (Hamel *et al.*, 1993; Hyett *et al.*, 2014). This argument is driven by the significant differences in published case studies making case study hard to define and understand as a methodology (Hyett *et al.*, 2014). It is the flexibility of allowing the design to fit the case and research question that makes case study increasingly popular (Hyett *et al.*, 2014; Thomas, 2011). Further exploration of this nuanced debate is outside the scope of this research, due to word count limitations. For clarity, I consider case study a methodology.

Willig (2013) supports the commonly held view that case study has five identifying features: 1) an idiographic perspective - it is concerned with the particular rather than the general; 2) attention to contextual - it considers the case within context; 3) triangulation - the use of multiple data sources to gain an in-depth understanding of the phenomenon; 4) a temporal element - concerned with the process over time and 5) a concern with theory - it facilitates theory generation.

Analysis of these features in response to the research question and its objectives concludes that this study is idiographic and contextual. It has a particular focus on the coaching approaches within the contexts of an academic EDP and a business EDP. Triangulation of data, described by Bromley (1986, p.10) as "*several independent sources of evidence pointing to a common conclusion*", is a feature of this study. It analyses the different participant groups from their perspectives, along with EDP documents and observations, providing a contextual reference. The temporal element is a requirement as one of the participant groups are entrepreneurs

who have left EDPs two years previous. A stated objective of this study is the creation of empirically derived theory. All five criteria of Willig's (2013) identifying features are present within this research design.

While case study is appropriate, there are limitations reported with adopting this methodology. Before starting this research, I understood that the findings might not be generalisable (Yin, 2013) or representative (Hamel *et al.*, 1993) when viewed in isolation, as widely discussed by Yin (2013). Others, however, consider the argument more nuanced stating that findings may provide theoretical insights that may be generalisable but not to populations of similar cases (Bromley, 1986). As part of a group of cases, findings can provide representativeness of theoretical insights (Hammersley and Atkinson, 1995).

Some authors have highlighted the potential for ethical difficulties as case study requires participants to be highly engaged in the process, which, as a result, exposes them to past situations that could be outside of their comfort zone, causing distress to participants, e.g., discussing past traumatic situations (McLeod, 2011; Yin, 2018; Willig, 2013). Yin (2018) recommends following the National Research Council's guidelines (2003) to safeguard participants.

Furthermore, McLeod (2011) and Yin (2018) warn that researchers should be ever vigilant against looking to ratify or prove preconceived positions or allowing current theory to influence or predetermine the research findings. Yin (2018) suggests that this can be avoided by critically engaging with the findings. I have considered these features in the research design and taken steps to mitigate their influence on the outcomes and findings.

4.5. Case study Design

This dual case study research looks to compare and contrast the like-for-like features of each case, unit of observation and the unit of analysis. According to Yin (2018), the choice of dual case study dictates that this study is pragmatic in approach, over that of naturalist (Chamberlain *et al.*, 2004) as it looks to compare and contrast findings. The nature of this study is exploratory (Thomas, 2011) in that it looks to assess existing theory in context and aims to generate explanations for the occurrences (Willig, 2013). This research takes an 'instrumental' over 'intrinsic' approach (Willig, 2013) as it is specifically concerned with the phenomenon within the cases' context (Stake, 1995). It looks to compare and contrast them. Also, this research is exploratory and comparative in form, as opposed to explanatory; it looks to discover the 'how' and 'what' of the two cases (Willig, 2013). These approaches were selected to suitably align to answer the research question and provide consistent guidance in the approach. A review of the literature suggests that case study analysis is common for this type of study, e.g., research conducted by Ahmad and Ingle (2011), Kubberød and Hagan (2015) and Babatunde (2016) were case studies of EDP's practices. However, no comparative case study was found that

has been conducted between a university and business accelerator EDP, proposing that this is a unique characteristic of this study. I now move on to outline specific aspects of this case study design.

4.5.1. This study's specific focus

This research study explores the role of EDP coaches within two distinct EDPs. Data collection was conducted within the bounded system of the EDP. Data collection within the bounded system maintains focus on the area under investigation, enabling differentiation between the data collected within the case and its context (Yin, 2018; Simons, 2009).

Figure 4.2 provides a visual representation of the case, embedded units of analysis, and highlights the area of specific focus.

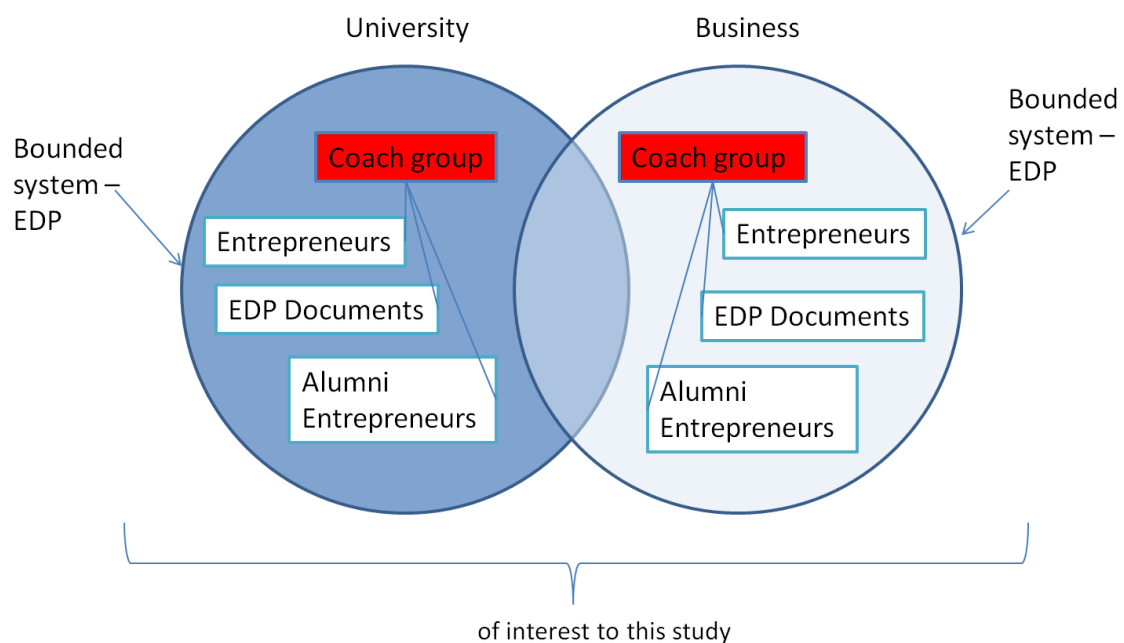


Figure 4.2 Entrepreneur Developmental Programs (EDPs)

4.5.2. Identifying and defining the case, unit of observation, unit of analysis and high level research plan

An element of challenge when conducting case study research is identifying the Case (Yin, 2018; Hamel *et al.*, 1993). This is because the 'case' of study is not always obvious. Thomas (2011) describes it as a situation, event or an argument. Another significant feature when selecting the case is defining a clear boundary (Yin, 2018). Case boundaries such as time-period, groups or organisations are defined to give focus to the area of research. Therefore, as this study looks to explore the directive and non-directive conversational approaches

within a dyadic session, specifically how the coach's practice supports start-up entrepreneur's development, the case has been defined as a '*EDP coaches' directive and non-directive conversational approach(es) with entrepreneurs in a dyadic session*'.

The case can be described as the item that will be observed within this study. Capturing data from multiple sources allows the researcher to view the situation from different perspectives (Hamel *et al.*, 1993; Yin, 2018). This cross-analysis of data, termed data triangulation (Merriam, 2009; Yin, 2018; Willig, 2013), looks to increase the research findings' internal validity by creating connections between the research in context (Wolcott, 2005), improving the trustworthiness and rigour of the research.

The following four criteria were identified as aligned to answering the research question:

- Coaches practising within an EDP
- Entrepreneurs – currently enrolled on the organisation's EDP.
- Alumni entrepreneur participant – previously enrolled on the EDP.
- EDP Documents – freely available documents detailing the EDP.

The unit of analysis, described by Yin (2018, p.287), as "*a lesser than and within the main case in a case study, from which data are also collected...*" are the 'coaches working within the EDPs'.

To respond to these study design requirements, a research plan was created to explore each aspect within the context of the EDP. An overview of the Gant chart is provided in Table 4.1.

Table 4.1 Research implementation plan

Order	Task	Section	Preparation	Data collection	Data analysis
1	Select Entrepreneur Development Programmes (EDPs).	4.5.3			
2	Recruit coaches, entrepreneurs and Alumni entrepreneurs.	4.5.4 - 4.7.1			
3	Pilot testing of interview questions.	4.8.2.3			
4	Pilot test card-sort for inclusion in interviews.	4.8.2.3			
5	Pilot test photo-elicitation for inclusion in coach interviews.	4.8.2.3			
6	Conduct Document analysis of freely available information.	4.8.2.1			
7	EDP coaches pre-observation interview (incl. card-sort and photo-elicitation). Following each interview create a researcher generated mind-map.	4.8.2.3			
8	EDP coach and entrepreneur observation.	4.8.3			
9	Researcher non-participant observation (incl. researcher generated mind-map of observation).	4.8.3 & 4.9.1.1			
10	Entrepreneur post-observation interview (incl. card-sort). Following each interview create a researcher generated mind-map.	4.8.2.3			
11	EDP coaches post-observation interview (incl. card-sort). Following each interview create a researcher generated mind-map.	4.8.2.3			
12	Alumni-entrepreneur interview (incl. card-sort). Following each interview create a researcher generated mind-map.	4.8.2.3			
13	Transcribe all interviews and observations audio and code into NVivo for analysis.	4.9			
14	Thematic analysis of all data collected to create the first data set. Identify high-level themes.	4.9.1.1			
15	Pilot test themes to create Directive and Non-directive Observation Session Template (DNOST) skills.	4.9.1.2			
16	Create a modified version of Downey's coaching skills - identification of 14 directive and non-directive conversational skills.	4.9.1.2			
17	Create DNOST - a template to analyse observed coaching sessions.	4.9.1.2			
18	Map each observation's data to the DNOST (template).	4.9.1.2			
19	From the complete data-set, define each DNOST skill, describe it and provide an example quote for each EDP.	4.9.1.2 - 4.9.1.3			
21	Re-analysis of all interviews, observations and documents data identified the most dominant DNOST skills used.	4.9.1.3			
22	Create short-form descriptions to aid comparison and understanding for the most dominant DNOST skills.	4.9.1.3			
23	Analysis of all data to identify the developmental area where knowledge is created.	4.9.1.3			
24	Analysis of the observation data captured in the DNOST (template) to identify coaching techniques used by the coach.	4.9.1.3			

4.5.3. EDPs

Two EDPs were selected for involvement in this study based on their similarities in EDP design, teaching techniques and chosen support methods: i.e., coaches. Neither EDP was selected because they reflect wider EDP approaches, but rather each provides coaching support to start-up entrepreneurs and are comparable.

The first EDP is a university programme that promotes the virtues of 'learning by doing' pedagogy aimed at developing individuals by supporting them in launching entrepreneurial business initiatives. This EDP design includes access to office space, student-led team coaching sessions, dyadic coach support, and networks access. The university EDP will be given the pseudonym 'uEDP'.

The second EDP is a corporate business accelerator programme that provides structured support to established start-up entrepreneurs. This EDP includes access to office space, formal training workshops, peer learning, dyadic coach support, and networks access. The business accelerator EDP will be given the pseudonym 'aEDP'.

Both EDPs were selected to meet the requirements to answer the research question; both EDPs are similar in design, format and function. They both have cohort intakes, deliver structured programmes, provide personal and business growth content, support the entrepreneurs with free access to office space and resources, and aid the entrepreneur participants by providing coaching and mentoring support. While there are similarities, there are also differences in philosophy, structure and outcomes; the uEDP emphasises individuals' developmental growth and academic success while the aEDP focuses on skills development, personal development, and the business' performance and success. I now explore the participants' role within their respective EDPs.

4.5.4. Overview of participant roles within the EDP

4.5.4.1. *Coach participants*

Coaches from both EDPs are internal professionals employed by the EDP organisation. A key feature of their role is the function of coaching within a dyad and team coaching. They have all attended and attained the organisation's accredited requirement and meet the criteria stated in Table 4.2.

Table 4.2 Participant number, group, and criteria for inclusion

Description of Participant Group	Participants of uEDP	Participants of aEDP	Total Participants in each group	Criterion for inclusion in the re-search study
Coach	3	3	6	A practising coach on one of the two entrepreneur development programmes. Has two years or more experience in coaching/ mentoring
Entrepreneur	3	3	6	A practising entrepreneur on an EDP in one of the case studies. Is considered to be in the start-up phase of a business or project.
Alumni Entrepreneur	3	3	6	A practising entrepreneur who has previously attended an entrepreneur development programme within one of the two case studies.
Total	9	9	18	

Coaches from the uEDP have achieved the status of 'Mastery', a uEDP requirement, and so are qualified to practice as a team and dyad coach on the academic programme. While this internal mastery course is not validated by an external governing body, interviewed entrepreneurs and alumni entrepreneurs of the uEDP report that coaches are competent and provide high quality coaching interventions useful to them. Coaches are selected from various backgrounds; previous entrepreneurial experience is not a requirement. Each coach has regular access to an external supervisor who is actively involved in their personal development. uEDP requires that each coach has a 'learning contract' designed to focus their ongoing learning, similar to a personal development plan. Each coach is allocated one group of learners (approximately fifteen to twenty entrepreneur students); each group meets weekly for two three-hour team coaching sessions. Also, the coach meets individually with each student a minimum of once every three months. The coach holds a slightly unfamiliar position of supporting students and being responsible for marking assignments.

Coaches from the aEDP are qualified coaches and trainers trained within their organisation's framework to practice as a coach. As with the uEDP coaches, aEDP entrepreneurs and alumni entrepreneurs reported that the aEDP coaches provide good quality interventions useful for their needs and so can be considered a good quality resource. They are from various backgrounds; previous entrepreneurial experience is not a requirement. Each coach receives regular supervision along with peer coaching from within the accelerator coaching team. Coaches are allocated approximately thirty-six entrepreneurs to work with during each cohort intake per six

months, but this can be extended a further two times to a maximum of eighteen months. The coaches are involved in dyad sessions, delivering workshops and events organised and funded by the accelerator. Coaches conduct a minimum of six sessions with each entrepreneur during the course of each EDP programme.

Due to access issues associated with the Covid-19 pandemic, recruitment of more than six coaches was not possible. The data collection phase of this study was conducted while both EDPs were transitioning to online learning and introducing new systems and protocols to support entrepreneurs during the UK's government enforced lockdown. This scenario had implications for coaches' opportunity, available time and interest in being involved in this study. However, the three coaches from each EDP met the criteria required, provided positive involvement and were considered good quality coaches by the entrepreneurs interviewed as part of this study.

4.5.4.2. *Entrepreneur participants*

Entrepreneurs from both EDPs can be considered at the start-up phase of their business, in that they are in a 'concept/test' or 'development/abort' phase of their business development (Stokes *et al.*, 2010) and meet the micro-business criterion of having between 0 – 9 employees (Deakins and Freel, 2006). Each entrepreneur participant included in this study meets the criterion of this study (see Participant Information Sheet (PIS) - Appendix 5).

Entrepreneurs of the uEDP are entrepreneur students who are enrolled on an undergraduate degree programme. Successful completion requires the student to provide evidence of learning associated with what can be considered entrepreneurial tendencies. As part of the uEDP, the entrepreneur is encouraged to start or join another entrepreneur's established business or venture to fulfil the marking criterion. However, there is no explicit expectation that the entrepreneur is developing a business as an exit strategy. It is also widely accepted that students might choose to join an organisation following graduation, which is equally celebrated. Entrepreneurs selected as participants for this study were all founders or cofounders of businesses and were looking to grow them. They regularly meet with coaches on the EDP and are successfully meeting the EDP academic criteria.

Entrepreneurs on the aEDP are all established entrepreneurs looking to develop and grow their start-up business. Entrepreneurs selected for involvement in this study were in the early stages of their business development and trading successfully. They meet the aEDP selection criteria to join the programme. Selected entrepreneurs are required to achieve milestones between each dyad session. There are six per phase; they are also expected to attend workshops, dyad sessions and events, and support others in the aEDP community.

4.5.4.3. Alumni entrepreneurs participants

Alumni entrepreneurs of the uEDP and the aEDP are entrepreneurs who have completed the EDP. Since leaving, they have continued their business or venture start-up and continue to be considered an entrepreneur. Each alumni entrepreneur meets the research study criterion set out in the PIS (See Appendix 5).

4.6. Participant Groups overview

This study was designed to explore the participants' experience, meaning and perspective of directive and non-directive conversational approaches using qualitative research methods (Hammarberg *et al.*, 2016). Using qualitative practice in line with case study guidelines and appropriate to answer the research question (Yin, 2018; Thomas, 2011), a sample group was identified by a gatekeeper within each EDP and invited to be interviewed and/ or observed. The focus was on the use of directive and non-directive conversational approaches when working with entrepreneurs. An equal number of participants were selected from each EDP that met the criterion as described in the PIS (See Appendix 5). The selection included three coaches currently practicing on the EDP (for confidentiality, the term coach will be used to describe this role, but their actual job titles may vary), three current EDP entrepreneurs and three alumni entrepreneurs previously on the EDP. Each participant had been through a process to attain the role; it is understood that they were representative of the roles within the EDP generally.

4.7. Participant recruitment

Participants were approached using criterion-based purposive sampling (Patton, 2002; Suri, 2011). This research required participants who meet the minimum criteria for inclusion and are representative of the participant group. The criterion requires the participants to be actively involved in an EDP or have been involved in the EDP in the alumni entrepreneur's case.

As a participant safeguarding measure, the coaches, entrepreneurs and alumni were approached by email through a nominated EDP gatekeeper with no management responsibilities over any participant groups. The email was sent only to those who met the minimal criteria stated. This process was possible due to the relatively small size of participant groups within the EDPs, and also to minimise the chance of dependence between participant groups, i.e., between a coach and an entrepreneur learner. The gatekeeper also contacted the coach learning group's entrepreneur participants and asked them to respond to me directly. Similarly, the gatekeepers selected a list of potential participant alumni entrepreneurs and sent an email outlining the study. Those

interested were asked to respond directly to me also. This recruitment process was stringently managed through clear ethics approved processes.

4.7.1. Participants selected for inclusion in this study

A summary of the participants recruited for this study is provided in Table 4.3 This table presents the EDP, participants' pseudonym, role, age indicator and a brief description of the participants' involvement in the EDP. In summary, most of the coaches involved in this study are male. Just over half of entrepreneurs and alumni entrepreneurs are also male. All of the coaches are over the age of twenty-five. The only groups under twenty-five are, as to be expected, those entrepreneurs currently on the uEDP and just over half of the alumni who have left the uEDP. While a fifty/fifty split of female and male coaches would have been desirable, this was not possible due to small teams of coaches working within the EDPs.

Table 4.3 Study participants

EDP	Pseudonym	Role	Brief overview	Age bracket
uEDP	Liam	Coach	Male; Programme lead with five-plus years on EDP; holds a Masters in business; EDP master practitioner accredited.	Over 25 years of age
uEDP	Noah	Coach	Male; coach with over five years experience on the EDP; holds a Masters in business; EDP master practitioner accredited.	Over 25 years of age
uEDP	Oliver	Coach	Male; coach with two years experience on the EDP; previously a student on the EDP; EDP master practitioner accredited.	Over 25 years of age
uEDP	William	Entrepreneur	Male; partner/ entrepreneur of a healthy food delivery company. First-year student entrepreneur.	Under 25 years of age
uEDP	Elijah	Entrepreneur	Male; founder/ entrepreneur launching a car leasing business. Second-year student entrepreneur.	Under 25 years of age
uEDP	James	Entrepreneur	Male; founder/ entrepreneur of a sales promotion and digital media agency. Third-year student entrepreneur.	Under 25 years of age
uEDP	Benjamin	Alumni Entrepreneur	Male; founder running a start-up automotive and mechanical business. Completed the EDP.	Over 25 years of age
uEDP	Emma	Alumni Entrepreneur	Female; founder running a start-up robotics business. Completed the EDP.	Under 25 years of age
uEDP	Lucas	Alumni Entrepreneur	Male; entrepreneur acquiring a printing business. Completed the EDP.	Under 25 years of age
aEDP	Thomas	Coach	Male; coach with over two years experience on the EDP; holds a degree in business management; currently studying ILM 7 in coaching and mentoring; EDP qualified coach.	Over 25 years of age
aEDP	Daniel	Coach	Male; coach with over five years experience on the EDP; a professional practitioner of NLP, transactional analysis and performance coaching; EDP qualified coach.	Over 25 years of age
aEDP	Sophia	Coach	Female; coach with over two years experience on the EDP; practicing leadership coach and mental health mentor; extensive sector knowledge; EDP qualified coach.	Over 25 years of age
aEDP	Lilly	Entrepreneur	Female; founder running an Accountancy business; currently on the EDP.	Over 25 years of age
aEDP	Ava	Entrepreneur	Female; founder running multi-site businesses including café, garage, coaching business and gym; been on the EDP for 12 months.	Over 25 years of age
aEDP	George	Entrepreneur	Male; founder running an IT support business; been on the EDP for 18 months +.	Over 25 years of age

aEDP	Jeffrey	Alumni Entrepreneur	Male. Attended the accelerator twice on separate occasions as the business grew. Is the founder and is running an HR and recruitment business.	Over 25 years of age
aEDP	Ryan	Alumni Entrepreneur	Male. Attended the accelerator on two occasions. Is the founder and is running a marketing and social media consultancy. Is also a graduate of aEDP.	Over 25 years of age
aEDP	Mia	Alumni Entrepreneur	Female, Attended the accelerator for two years plus (special permission granted). Is the founder and is running a health education business.	Over 25 years of age

4.8. Data collection methods

This study is a multi-method study supplemented by innovative methodology to answer the research question. The data collection methods used included semi-structured interviews, non-participant observations, and document analysis, all suitable methods for case study research (Yin, 2018; Willig, 2013; Stake, 1995). As advocated by Duke (2007) and Simons (2009), it is common practice for qualitative case study researchers adopting an epistemology of constructivism and interpretivism to adopt open-ended interviews, observations and document analysis as an appropriate 'way of knowing' (Crotty, 1998). Each interview used a researcher generated card-sort to aid the participants in discussing directive and non-directive conversational approaches, without prior knowledge of these approaches. In the case of the coaches, they were also asked to complete a photo-elicitation exercise to aid them in thinking about their coaching style. The data capture methods were chosen as they provide rich contextual understanding and their attributes in creating data triangulation (Thomas, 2011; Yin, 2018; Willig, 2013). For example, a participant might espouse a certain approach in an interview, but the observation might suggest a different approach; this could be discussed in the follow-up interview to understand the participant's interpretation of the situation more clearly. Data from multiple sources reinforce each other and add to the data's quality and trustworthiness (Bryman and Bell, 2011).

4.8.1.1. *Data collection method phases*

This case study research is designed to flow from one participant group phase to the next iteratively. This phased approach is an important feature as data builds throughout the case data collection; i.e., findings from the coach pre-observation interview are reflected upon, along with the observation's findings, in the post-observation interview. This social constructivist approach facilitates an iterative step-by-step exploration aligned to the research question. The step-by-step phased process is provided in Table 4.4.

Table 4.4 Different phases of data collection

Description of action /phase	Purpose
1 Documentary analysis of two EDPs' websites and other freely available documents provided by EDP.	To explore the EDP's design, philosophy and espoused approach to coaching.
2. Pre-observation semi-structured interviews with <u>coaches</u> .	To investigate the participants' views of and experiences with directive and non-directive approaches to entrepreneur development. This included the use of card-sort and photo-elicitation.
3. Non-participative observations of <u>coach and entrepreneur</u> routine developmental sessions.	To capture data on directive and non-directive approaches to entrepreneur development to (a) allow a comparison between the espoused approach to entrepreneur development programme and the approach adopted in a real-life session (b) to gather examples of different approaches in action for further exploration in a post-observation interviews.
4. Post-observation semi-structured interviews with <u>entrepreneurs</u> .	To capture the entrepreneurs' perspective on and experiences of directive or non-directive approaches to their development. This included the use of card-sort.
5. Post-observation semi-structured interviews/discussions with <u>coaches</u>	The interview involved discussing the observed session and the adopted approaches, and explored reflections on the chosen approaches in the given context. This included the use of card-sort.
6. Semi-structured interviews with entrepreneur <u>alumni</u> who have left the EDP to explore directive or non-directive approaches taken by coaches, and what lasting effect has this had on the entrepreneur alumnus.	To capture the alumni's perspective on and experiences of directive or non-directive approaches to their development. This included the use of card-sort.
7. Thematic data analysis	To explore the findings

4.8.2. Methods

I now outline the methods used in this study.

4.8.2.1. *Document analysis*

Document data can be very relevant to case study research as it is highly stable, unobtrusive and can be specific or broad in nature (Yin, 2018; Thomas, 2011). Document data can be considered in many forms, including written documents, minutes of meetings, diaries, public record, reports, etc. (Yin, 2018; Thomas, 2011; Bryman and Bell, 2011). Contextually, due to their stable nature, documents provided a useful insight into the EDP's objectives and desired outcomes and provided contextual information beneficial in answering the research questions. Yin (2018) points out that document data collection is very different from other forms of data collection. It requires the researcher to find relevant documents, read them and then make sense of them cognitively. Documents identified included organisational documents and presentations outlining the EDP design, EDP promotional media obtained from the website, EDP documents from other published research, documents provided as a point of reference within the hubs and documents specific to the participant groups including job overviews and entrepreneur entrant criteria. The documents selected for inclusion represent the EDP philosophies and approaches and provide contextual information important to understanding the environment, culture, and processes within the organisations. These documents were obtained through internet searches, publications from the organisations, photos of messages present in the EDP's working environment, published literature and documents provided by the organisation. I was careful to select only those documents that represent the EDPs accurately and can be directly compared (Yin, 2018; Thomas, 2011).

To systematically approach the collection of data, I conducted a review of documents using Bryman and Bell's (2011, p.544) four criteria: that the data must be readable, is not produced for the purpose of research, is available for analysis and is relevant to the research. During the document collection process, I was acutely aware of what Yin (2018) considered document 'bias', taking steps to exclude documents that represented a specific author's view or were incomplete – thus presenting a false picture. This research only sought to access freely available documents for inclusion. However, I acknowledge that the inclusion of internal organisation documents might have added to the findings of this research - and may mean that this research does not present a comprehensive and complete picture. However, I was led to understand that the organisations would not have permitted me such documents due to confidentiality concerns. This is included as a possible limitation of this research. This point acknowledged, the document analysis contributed to the overall research study by

providing invaluable insight into the EDP, its expectations of the coaches and entrepreneurs and provided a defined point of reference within the research.

4.8.2.2. *Semi-structured interview method*

Semi-structured interviews are the primary method used in this study. Roulston (2010) states that a constructionist researcher co-constructs data with the interviewee. This is compatible with the epistemological stance of social constructivist. All three participant groups, as highlighted in Table 4.4, points two, four, five and six, participated in semi-structured interviews at least once.

An interview can be described as a 'purposeful conversation' (Bogdan and Biklen, 1982), much like that of a coaching conversation (Bachkirova *et al.*, 2017), and can be split into three categories - structured, unstructured and semi-structured (Carruthers, 1990). Rowley (2012) suggests that structured interviews are similar to questionnaires and better used to solicit short, consistent responses across a participant group rather than generating understanding, whereas, unstructured interviews are considered problematic as the process, by the very nature of its approach, can lead to data capture unaligned to the research question and requires significant training to administer correctly (Borg and Gall, 1983). As in the case of this research, Rowley (2012) posits that semi-structured interviews allow the researcher to be prepared with pre-defined questions that are closely associated with the topic of research, but allows the freedom to follow-up on comments with unprepared questions that might be deemed pertinent to the research (Bryman and Bell, 2011; McLeod, 2011; Yin, 2018). McLeod (2011) and Yin (2018) state that semi-structured interviews are common in qualitative social science research and suitable in virtually all circumstances, including case study research. Yin (2018) and Rowley (2012) maintain that interviews are a useful source of evidence for case study explaining that interviews can focus directly on case topics and provide explanations, experiences, and personal views. However, they warn that interviews administered incorrectly can suffer from biases, inaccuracies, and poor reflexivity, i.e., the interviewee says what the interviewer wants to hear. King and Horrocks (2010) agree with this position, suggesting that the interviewer should make every effort to avoid leading and overly complex questions, making judgements and ensure that he/she listens intently to the participant.

A key feature of my approach included what King and Horrocks (2010) describe as 'probing'; this involves the researcher encouraging the participant to explore further than their initial statement to add more depth to their answers. For example, an 'elaboration probe' would ask the participant to continue their current train of thought to gain further information. Adopting this interview style enabled me to explore points of interest raised and deeper clarification on comments made (Simons, 2009). Ever mindful of this, I prepared questions to review

before, and use during the interviews to increase my awareness and minimise the opportunity of the occurrence of biases, inaccuracies, and/or poor reflexivity. Before all interviews and observations, the participants were given a participant information sheet (PIS), a privacy notice and were required to sign a consent form (see examples in Appendices 5, 6 and 7). For these reasons, semi-structured interviews were considered the most appropriate choice to facilitate this research's required outcomes (Carruthers, 1990; Rowley, 2012). Questions and methods used in the interview follow.

Originally, semi-structured interviews and observations were designed to be completed face to face; however, following government guidance during the Covid-19 Pandemic, Oxford Brookes University required all data collections to be conducted online using video conferencing software and email. These modifications were implemented before the recruitment of participants and so had minimal impact on the participants themselves. It is my opinion that the method of transfer from face to face to digital did not have a significant detrimental effect on this research. However, on occasion, participant coaches did reference the fact that this research's observation element did not feel like a normal session, as they were being observed. In some instances, they reported technical difficulties with a drop in quality. It is acknowledged that online interviews and observations, while common in work-life, may have impacted the participants and encouraged them to act differently (Warren, 2002). As King and Horrocks (2010) described, video recording could signal to the participant the seriousness of the research and encourage them to act differently; for example, the participant might offer comment in line with what they feel the interviewer wants to hear, as opposed to their true opinion. King and Horrocks (2010) suggest that the researcher can mitigate participant fears by providing full disclosure of the data, its use, storage and the ability to edit the final transcript. These recommendations have been incorporated into this research design. The use of video recording and digital format to capture interviews and observations is acknowledged as a potential research limitation and included in this research section's limitations. However, it was deemed a suitable compromise.

4.8.2.3. *Participant interviews – The coach (The Case)*

Coaches participated in two semi-structured interviews, pre- and post-observation; each lasting between fifty and seventy-five minutes. The pre-observation interview explored the coaches' opinions on the EDP espoused approach to coaching. They were also asked to explore, with examples, their adopted coaching approach and its perceived challenges and benefits. Coaches were also asked to complete a photo-elicitation activity and the coaching style card sort (discussed below). Post-observation interviews sought to understand, reconcile, and

make sense of the pre-observation interview findings and the observation session. The semi-structured interview guide questions can be seen in Appendices 2 and 3.

Each semi-structured interview required the participants to explore questions about coaching styles in relation to their role as a coach. The semi-structured interviews were comprised of open-ended questions developed iteratively throughout several pilot tests with the target participant groups. Coach questions were pilot tested with six coaches who would not be involved in the main study. Following each pilot test, the questions were reflected upon and, where relevant, amended in line with the feedback. This quality check ensured that each question was related to the research's objectives (Rowley, 2012) and also understandable by comparable participants. These questions were then used as a guide (King and Horrocks, 2010) for the researcher allowing the interview to flow flexibly and naturally within the boundary of the research. At times this involved the paraphrasing or summarising of the answers to meet the need of the participant. I also used a probing technique to explore the coach's comments in deeper detail (King and Horrocks, 2010). After each interview and observation, I manually transcribed the video's audio file and sent a copy to each participant so that they could check for accuracy and consistency, and edit and/or amend (see extract transcriptions in Appendix 18). Only after confirmation of accuracy was the data processed. A distinctive feature of both the pre-observation and post-observation interviews was using a card sort to elicit information and explore narrative from all coach, entrepreneur and alumni participants.

Additionally, in the coach participants' case, a researcher generated photo-elicitation process was used to access the narrative. Goodman *et al.* (2012, p.179) consider card sort and photo-elicitation as 'generative tools for co-designing knowledge'. These tools can be useful in situations where participants might have difficulty putting their thoughts into words, organising information or recalling the information in a given situation (Goodman *et al.*, 2012). These tools were used to aid the participants in their thinking processes, creating dialogue for exploration during the interview. Table 4.5 provides an overview of how photo-elicitation and the card sort were used. Both topics are considered further below.

Table 4.5 Photo elicitation and card sort

Participant group	Method	Photo elicitation	Card sort – Question to be explored
Coach	Pre-observation interview	Generally, which photos best describe your coaching practice?	What coaching styles do you generally adopt when working with start-up entrepreneurs?
Coach	Observation	N/A	N/A
Coach	Post-observation interview	N/A	What coaching styles did you adopt during the session?
Entrepreneur	Observation	N/A	N/A
Entrepreneur	Post-observation interview	N/A	What coaching styles did you recognise the coach using in the session?
Alumni Entrepreneur	Interview	N/A	What coaching styles did you recognise the coach using during your time on the EDP?

1. Photo elicitation

Goodman *et al.* (2012) posit that photo-elicitation is a divergent dialogic technique that stimulates conversation. Photographs can be considered a research tool that delves deeper than the descriptive level (Synder and Kane, 1990). When using photos to explore a participant's opinion, Thomas (2011) states that it is a way of evoking an interviewee's response and an effective way of recording responses. It is particularly adept at gaining participants' beliefs and values in their own words (Richard and Lahman, 2015) and useful when looking for participants to analyse their own practices (Simons, 2009). An additional advantage is that it encourages the participant to take an assertive role in the interview – guiding the researcher through their choices (Richard and Lahman, 2015). Thomas (2011) and Simons (2009) also maintain it is a highly suitable method for inclusion in case study research.

In this study, a researcher generated photo-elicitation process was used to explore the coach participants' general coaching approach. The purpose of this was to aid the coach participants in thinking holistically about their coaching practice and its core components before focusing on their coaching approach when working with start-up entrepreneurs. This was important as it provided a self-generated comparison helping the coach to describe differences in their practice. Smith and Woodward (1998) suggest that the use of photographs

encourages the viewer to engage critically and reflexively with the photograph, in context and in a way that is unique to the viewer.

Following successful pilot tests with twenty coaches not involved in this study, before each coach pre-observation interview, the coaches were sent a zip file containing 52 numbered commercially available photo picture postcards from embracingmindfulness.com. The photos included in the pack had no particular focus. This process was important as I was interested in what a participant sees and how they construct their own reality. Participants were asked to select the pictures that best describe their 'general' coaching style. This could be any number from 1 to 52, or no selection at all. The participants were then asked to send the chosen numbers back to me before the pre-observation interview. At the start of the pre-observation interview, the picture postcards selected by the coach were then explored to aid the coach in articulating their general coaching style. This approach allowed the coach to think about how they operate when coaching, ask questions of themselves, such as "what is my general style of coaching?" and had the additional benefit of aligning the coaches' thoughts to the research interest.

Furthermore, on multiple occasions, the participants referred to the previously chosen photographs to describe their practice. For example, *"it's like the five doors; part of my role is helping them whittle it down to two"*. Also, it facilitated the transition from the general approach to their practice when working with start-up entrepreneurs, ensuring that time was being used effectively. Participants commented that the process was enjoyable. The divergent nature of photo-elicitation is suitable for this study. It explores what participants think, feel and know about their lives and aids their cognitive transition onto the subject of interest (Goodman *et al.*, 2012; Thomas, 2011).

2. Card sort

To aid the participants in discussing directive and non-directive conversational approaches, without prior knowledge of the approaches, a card sort was used based on a modified version of Downey's (2014) Spectrum of coaching skills. Card sorts can be described as an 'associative technique' useful in enabling participants to organise information (Goodman *et al.*, 2012). Rugg and Petre (2007, p.93) describe a card sort as *"getting respondents to categorise things"*. This process involves the 'convergent' grouping together of objects driven by participant decisions and provides a picture of the participants' thought processes (Goodman *et al.*, 2012; Rugg and Petre, 2007). These groupings can be a good basis for discussion, particularly when exploring how people organise information (Goodman *et al.*, 2012).

When constructing a card sort, Santos (2006) posits that the list generation can be achieved through literature review or explorative qualitative study. This study employed both approaches choosing to use adapted directive and non-directive coaching literature by Downey (2014), de Haan and Nilsson (2017) and Heron (2001) and added to by pilot tests with practicing coaches. As with the photo-elicitation, the card sort was extensively piloted and developed over several months; with feedback from twenty coaches and feedback from supervisors included - ensuring rigour. Similar to research conducted by Santos (2006), this study uses the participants' card sort to explore the rationale behind their decisions, encouraging deep discussion. The twelve cards participants were asked to sort are provided in Table 4.6.

Table 4.6 Card sort

Providing feedback	Inform – providing information	Making suggestions on possible options
Instruct – providing solutions	Asking questions to challenge opinion or beliefs	Asking questions to encourage a decision
Active listening	Give advice to provide direction	Asking questions to raise confidence or awareness
Referring to past experiences	Offering guidance	Paraphrasing and summarising

The card sort was an integral part of the semi-structured interview. Each coach, entrepreneur and alumni entrepreneur participant completed the same card sort, which generally took no longer than two minutes to complete. A different question was posed for each participant group (see Table 4.5). The card sort required the participant, when thinking about the posed question, to place the twelve cards in Table 4.6 under the headings in Table 4.7:

Table 4.7 Card sort questions

Coach		Entrepreneur	Alumni
Pre-observation interview	Post-observation interview	Post-observation interview	Interview
I tend not to do this	I did not do this	I do not recognise this	I do not recognise this
I sometimes do this	I did do this	I do recognise this	I do recognise this
I regularly do this	I am unsure	I am unsure	I am unsure

To facilitate the online data capture, this study employed the commercially available card sort software provided by optimalworkshop.com. A visual of the card sort is shown in Figure 4.3.

The screenshot displays the OptimalSort online card sort interface. On the left, a sidebar is labeled "Referring to past experiences". The main area contains three columns for sorting cards:

- I sometimes do this**: Contains 5 items: "Providing feedback", "Inform – providing information", "Making suggestions on possible options", "Instruct – providing solutions", and "Asking questions to challenge opinion or beliefs".
- I tend not to do this**: Contains 3 items: "Asking questions to encourage a decision", "Active listening", and "Giving advice to provide direction".
- I regularly do this**: Contains 3 items: "Ask questions to raise confidence or awareness", "Paraphrasing and summarising", and "Offering guidance".

Figure 4.3 Online Card Sort

Once completed, the results were made instantly available to me and the participant. Participants were then asked to explore their reasoning for their choices and to provide a narrative to support their selection. This facilitated exploration of the coach's practice and encouraged them to consider aspects of their practice from multiple perspectives. For example, the coach participant, following the card sort, could be asked: "why did you place 'providing feedback' under the heading of 'I sometimes do this?'"; used in this way, the card sort allowed for a rich discussion on a focused area of interest of this research.

Participant interviews – the Entrepreneurs and Alumni entrepreneurs

As in the case of the participant coaches, all entrepreneur and alumni entrepreneurs were interviewed by Zoom, with the participants' consent. The interviews were recorded. Entrepreneurs on the EDP attended one post-observation semi-structured interview, which included completing the card sort answering the question in Table 4.7. As recommended by King and Horrocks (2010) each interview was scheduled to take place within a reasonable time (i.e., three days) of the observed coaching session to aid the participant's recall of information. At the beginning of the interview, participants were once again introduced to the study and asked if they were happy to proceed. The interview explored their opinions and experiences as a receiver of their coach's style during the observation and more generally. Furthermore, it explored their rationale for the card sort selection, the researcher's objective being to encourage the entrepreneur in recounting their experience of the dyadic coaching session, and their impression of the EDP as a whole. EDP entrepreneurs were encouraged to discuss their experiences and relate them back to real-life situations, so they could be viewed in context. The initial

questions used during the entrepreneur interview can be found in Appendix 4. However, the interviews inevitably meandered to topics of interest that aligned with the research question.

In the alumni entrepreneurs' case, the semi-structured interview explored their opinions, experiences, and examples of coaching styles, along with any observations they have since leaving the EDP. Of particular interest were their opinions of the benefits the EDP had had on them and their ventures over time; e.g., what impact has this had on the way they practice as an entrepreneur and do they think the EDP is a positive or negative contributor to their performance? It also included completing the card sort and exploring the findings (see Table 4.4). Alumni entrepreneurs' initial interview questions can be found in Appendix 1. As with the coach and entrepreneur interviews, topics were explored that were in alignment with the research question.

4.8.3. Researcher Non-participant observation method

Non-participant observation involves observing participants without actively participating (Merriam, 2009). This research study used non-participant unstructured observations (Thomas, 2011; Bryman and Bell, 2011; Simons, 2009). Observations are generally considered an appropriate way to collect data in research (Eldh *et al.*, 2020) and particularly suitable for case study research (Yin, 2018; Thomas, 2011; Simons, 2009) where formal direct, or non-participant observations reflect real-world situations and contexts, and can be useful in providing additional information about the topic (Yin, 2018). However, Merriam (2009) warns that the amount to which those being observed are reflecting their true selves is unknown. Simons (2009), Yin (2018), and Eldh *et al.* (2020) propose that there are significant benefits of conducting observations alongside interviews. These include creating a sense of setting or context, providing rich-description, discovering the norms, values, and processes and capturing data. Both non-participant observations and interviews were central to this study. It created an opportunity for the coaches to reflect on their initial comments during the pre-observation interview compared to a true-to-life session. This added a rich texture to the data collected and contributed significantly to this comprehensive research study's findings.

In both EDPs, coaches are required to meet with entrepreneurs monthly. Due to the pandemic, all sessions were held online. After formal consent from all participants, I provided the Zoom platform at a time convenient to the participants, remaining online to introduce my role but then muted and turned the camera off solely to administer the audio recording process. Participants of each coaching session were given the same brief, received the same introduction, and I administered a Zoom call in the same manner on each occasion. This facilitated direct comparison between participant groups (Bryman and Bell, 2011). The non-participant

observation was an open-ended observation. The participants were aware that I was watching the session and that the session's content would be discussed at a follow-on interview.

Prior to each of the six non-participant observed sessions, I created an observation mind map from the coach's first semi-structured interview (see Appendix 8). This captured the points of interest from the first interview emphasising features to look out for during the observation. During the observation, as well as the audio being recorded, I made notes in the form of mind maps capturing participant behaviours, use of the language of both participants and anything else I deemed of interest. The observable aspects of interest to this study are verbal questions and statements made by the coach that direct, e.g., "I think you should do that" or are non-directive "how have you coped with that situation previously?" Another aspect of interest is whether the coach utilises tools, models or frameworks to aid the participant's understanding, e.g., GROW model (Whitmore, 2009).

Additionally, contextual information was also of interest as it provides a backdrop for discussion and inferences worthy of further investigation. The insights gained from the observation were used in the research to create examples for further exploration in the post-observation interview with the coaches and entrepreneurs. This is an important aspect of the research design, as a coach may, for example, perceive themselves as being directive, but can interact with a given entrepreneur mainly using a more non-directive approach.

4.9. Data Analysis Approach

This study is qualitative in nature. This method of research allows for the generation of knowledge formed by human experience. The study is interested in the social interaction between a coach and client. The method explores their chosen directive or non-directive conversational approach and why they have chosen it during a dyadic session. Qualitative techniques allow for a unique richness and depth that is difficult to replicate in quantitative research (Merriam, 2009). However, there are limitations with qualitative research leading to questions about the research's trustworthiness (Nowell *et al.*, 2017). To help understand and demonstrate rigour, I chose to systematically and transparently approach the data analysis, explaining tools and approaches adopted to increase trustworthiness and aid replication. The process of coding, theming, decontextualising, and recontextualising data is explained below (Starks and Trinidad, 2007). Thematic analysis is an appropriate method for analysing data and was used in this study (Nowell *et al.*, 2017).

Thematic analysis is often described as a process to reveal core consistencies and themes in the text by categorising and applying themes (Braun and Clarke, 2006; Buetow, 2010; King and Horrocks, 2010) and is commonly used in case study (Thomas, 2011). However, within the methodological literature, there is little agreement on what constitutes the term 'theme' or what the process of applying themes entails (Braun and Clarke, 2006; Buetow, 2010; King and Horrocks, 2010). According to King and Horrocks (2010), themes can be described as patterns in the data that reveal something of interest in relation to the research area. While thematic analysis is common in qualitative research and considered highly flexible (Braun and Clarke, 2006; King and Horrocks, 2010; Nowell *et al.*, 2017), there are what can be considered limitations in this process, such as ignoring data that does not occur multiple times which might be important (Buetow, 2010). This can be partly attributed to the complexities associated with the diverse range of qualitative approaches (Holloway and Todres, 2003). Appreciative of these complexities, thematic analysis seemed the best approach to this study, as it fits within the social constructivist/ interpretivist paradigm.

According to Thomas and Harden (2007), thematic analysis can be broken down into three main stages: Line by line coding, generation of descriptive themes, and analytical themes. King and Horrock's (2010) further break this down to: stage one - Identify parts of the transcripts' data that are aligned with answering the research question; stage two - Define codes that go beyond describing, concentrating on the interpretation of their meaning; and stage three - Identify overarching themes that are representative of concepts in the analysis.

King and Horrocks (2010) acknowledge, however, that the stages suggest a step by step process. In reality, the steps are non-sequential; the researcher moves in no particular order, adjusts or amends and then continues. Thus, following the stages/steps, and in no particular order, I abductively and inductively looked for patterns and themes across the data set, not solely that of the participant or case. (See Figure 4.7 for a visual representation of the process.) Data analysis employed during this study loosely followed King and Horrocks' (2010) suggested steps.

The software tools NVivo and Microsoft Excel were used to manage this study's voluminous data. NVivo software is a qualitative data tool that is used to organise, analyse and gain insight from unstructured data (Jackson and Bazeley, 2019). NVivo is widely used in qualitative and case study research (Jackson and Bazeley, 2019; Thomas, 2011; Yin, 2018). However, NVivo has been criticised as it can encourage the researcher to be remote to the data (Jackson and Bazeley, 2019). In the case of this study, this was not considered to be a problem as the data was captured and transcribed by me over eight months, allowing me adequate time to become extensively acquainted with the transcripts. NVivo aided the analysis by providing a clear structure to data allocation to themes, recording decisions made and ensuring that the data collected was handled according to the previously considered conventions. Additionally, I used manual mind mapping and separate excel spreadsheets throughout the data collection process to explore relationships between the themes and understand connections in the data. This approach ensured that all data was handled consistently throughout the data analysis process.

4.9.1. Data Analysis Process

Outlined below are the steps taken from data collection to data analysis. This process is presented in three phases. First, data preparation and interpretation. Second, abductive analysis of the observation data in answer to the first part of the research question, how coaches use directive and non-directive conversational approaches. Third, inductive analysis of all interviews, observations and documents leading to directive and non-directive themes, how EDP coaches facilitate an entrepreneur's development using directive and non-directive skills. An overview of the data collection and analysis process can be seen in Appendix 9.

4.9.1.1. Phase one (data preparation and interpretation)

Data analysis started following the first transcript with the creation of mind maps and continued over twelve months. This iterative process facilitated time to reflect on the data and supported the emergence of themes over time. As a researcher, I viewed the data through the lens of 'suspicious' interpretation, "*where the aim is to find out why someone said what they said*," as opposed to 'empathetic' interpretation "*where the aim is to*

understand better what the author wanted to express" (Ricoeur, 1970, 1996, cited in Willig, 2013, p.42). This is an important distinction to make when analysing data. The aim was to understand the truth from the participant's perspective rather than deeply explore a participant's experience.

Following each interview, or in the case of the observation – during the observation, I created mind maps capturing thoughts, observations and themes, collecting documents and noting research relevant discourses. As proposed by Miles and Huberman (1994), these mind maps were added to and updated as I transcribed the audio files. Mind maps included text comments, e.g., coach linked back to personal experience. These comments and reflections provided a useful point of reference when working with the data. This aided reflexive thinking about what was discussed or observed during the sessions. An example of a mind map can be seen in Appendix 10.

Using NVivo and later Excel, each transcript was coded holistically (Saldaña, 2016) to gain descriptive themes (further discussed in Section 7.3); the data was then further coded by chunks (Saldaña, 2016) to allocate descriptive codes; comments noted where the text was aligned to the research question. The descriptor codes were then reassessed through multiple iterations to refine them as representative of the subject (see Appendix 12). This process created the first data set.

4.9.1.2. Phase two (Directive and non-directive conversational approach)

After close examination of the observation data collected, it was apparent that this was best suited to address the research question's key aspects. Using NVivo software and excel spreadsheets, the collected data from interviews, observations and documents were inductively analysed thematically to generate an initial set of directive and non-directive skills (further explored in Section 7.3). These were compared and contrasted with the modified Downey's (2014) Spectrum of coaching skills continuum used for the card sort activity (as shown in Table 4.6). The research generated fourteen skills which were then used to create the Directive and Non-directive Observation Session Template (DNOST) (see Figure 4.6 and further explored in Section 7.3). The DNOST was then pilot tested with ten coaches to ensure that it reflected the acts of directive and non-directive practice and presented a fair representation of what may be expected in a session. The pilot tests recommended changes and included the addition of self-reflection as a separate skill and the splitting of 'raise confidence and awareness' into two separate skills (further explored in Section 7.2). The further modified Spectrum of coaching skills can be seen in Figure 4.4. Unlike Myers and Bachkirova's (2018) CPQS Q-set research that identified two types of coaching approaches during a coaching session - DNOST assesses the

observation data and highlights differences between non-directive and directive coaching practice(s) within the EDPs and within what context, i.e., identifying the focus area for discussion.

Using the DNOT template (see Figure 4.5) I abductively interpreted the six coaches' directive and non-directive conversational observational data into the fourteen skills and recorded real-world contextual elements (see Figure 4.5). This process gave indications of the coaches' focus and intent during the sessions and their overall directive and non-directive conversational approaches (further explored in Sections 7.4, 7.7 and 9.2). Additionally, supporting comments were recorded in Excel under the same fourteen descriptive codes, allowing for full analysis using the tools within Excel.

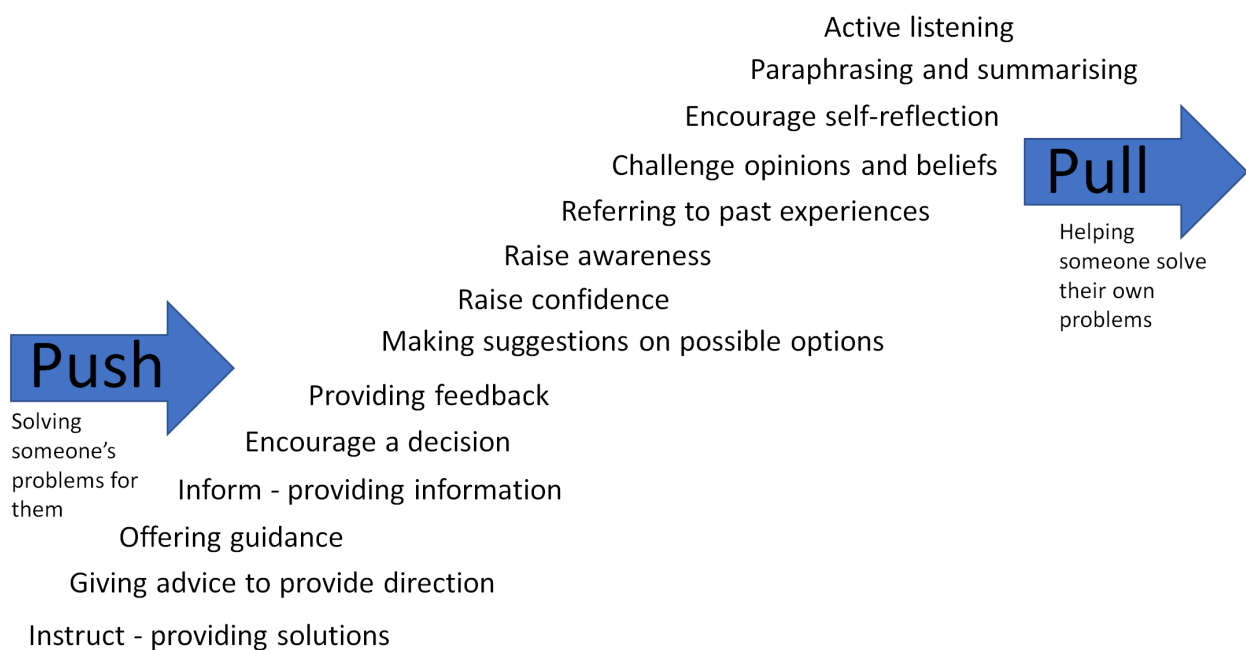


Figure 4.4 Modified from Downey's (2014) Spectrum of coaching skills

Using observation data in Excel spreadsheets, I analysed the DNOT data to identify the most commonly occurring skills within each EDP (explored in Section 7.6). This involved the iterative process of working through each skill to build descriptions and select quotes of each DNOT skill that represent the EDP coach's conversational approach (see Figure 4.5 for an example). In line with this interpretative stance, these DNOT descriptive themes are interpretations of how EDP coaches use DNOT skills in each EDP. This data also provided an indicator as to whether the coach was directive or non-directive during the observed session.

DNOST skill ND = Non-directive D = Directive	DNOST descriptive theme – interpreted from uEDP interviews and observation data	Quote or example
Active listening (ND)	A way of being present, listening intently and listening to understand, not to speak.	Noah: "You're a hundred percent present; you focus entirely on the individual talking. There's a lot of physical mirroring of your body. You definitely have eye contact. You're trying to listen to them without formulating a response. You are stopping your own mind from saying, 'okay, they said that, so, therefore, I can say this or go there.'"

Figure 4.5 DNOST skills descriptions and selected quote

4.9.1.3. Phase 3 (Thematic analysis of data set)

Using NVivo and Excel, all interviews, observations and document data were analysed and coded to the fourteen DNOT skills with an explanation and example of each DNOT skill. Data was managed so that it could be processed for each EDP and as a whole. I followed Patton's (2002) approach, which prescribes that the researchers should look for areas of agreement and divergence in the data, aiming to explore consistencies and inconsistencies. Based on my epistemological stance, theoretical perspective, alignment to the research question, and the study's research aims, data management choices were made. This approach minimised the potential for data misinterpretation and misanalysis, improving the quality of the findings (Nowell *et al.*, 2017; Braun and Clarke, 2006). This process continued until I recognised the law of diminishing returns, where a minimal change was being observed during each transcript pass (King and Horrocks, 2010).

I analysed each DNOT descriptive theme, looking to interpret its meaning to create a short-form description of each DNOT skill's purpose aligned to the DNOT skills, the EDP and answering the research question (see Table 4.8 for an example). This created a short description of each EDP DNOT skill - capturing the coaches' core purpose of using the DNOT skill (further explored in Table 7.3).

Table 4.8 DNOT short-form description

DNOT skills	EDP	DNOT Descriptive theme – interpreted from uEDP and aEDP interviews and observation data (from table 7.2)	Short-form DNOT descriptive
Directive (D) and Non-directive categories (ND)		How do coaches use the DNOT category in a dyadic coaching session?	Short-form interpretation of uEDP and aEDP coaches reason for using DNOT category.
<u>Raise awareness (ND)</u>	uEDP	Coaches use raising awareness to aid the entrepreneur in understanding their own thoughts and as an exploration tool with a view to understanding options and choices.	Understand the options
	aEDP	Coaches use raising awareness to understand the personal or business tasks or objectives in a balanced way to maintain a forward trajectory.	Creates understanding/ motivation

These processes were managed within Excel, and using mind maps to aid reflection on behavioural, situational, contextual and discourse factors. I continually analysed the interpretive data looking for overarching themes related to the research question and the wider analysis. Whiteley (2012) maintains that emergent themes become evident through a critical and repeated examination of codes.

To understand each coach's area of entrepreneur developmental focus, using Excel, I then inductively reanalysed the data set to identify those themes that represent the most important and dominant themes related to each DNOT skill. These ten researcher interpreted 'developmental areas' represent the area in which the coach is trying to create knowledge by using the DNOT skill; e.g., by using '*Raise awareness*' the coach aims to create knowledge in the developmental area of '*Becoming conscious of*' new information (see Table 4.9 for an example, and further explored in Sections 8.3 and 9.4).

Table 4.9 Developmental areas of focus

DNOT skill ND = Non-Directive D = Directive	Developmental area	Description of how EDP coaches facilitate knowledge creation in developmental area.
<i>Raise awareness</i> (ND)	Becoming conscious of	The coaches strive to increase an entrepreneur's understanding of the topic area, the rationale behind the current thinking and understand options in context. This leads to greater entrepreneur awareness, bringing the topic under discussion into clear focus and can create motivation towards the next steps.

Finally, the DNOT template data (see Figure 4.5) was exported into EXCEL, and thematically analysed to identify core 'coaching technique themes' (further explored in Section 8.4 and see Appendix 11 for an example). Inductive analysis identified three 'coaching technique themes' that are representative of the techniques used by the coach to facilitate knowledge created during a dyadic session into in-session and post-session actions or experiences (further explored in Sections 6.4, 8.4 and 9.2). The three coaching techniques were used to transition knowledge to an entrepreneurial learning (EL) experience promoting developmental opportunities for the entrepreneur (see Table 8.7 Example of EL opportunities during/following a dyadic coaching session). These coaching techniques were cross analysed with the developmental areas data to identify which DNOT skills are primarily used with each developmental area and how they are used (See Table 4.10 for an example). The interrelationship between coaching techniques and developmental areas are further explored in Section 8.3 (also see Table 8.4, Table 8.5 and Table 8.6). This analysis provides insight into how the EDP coaches use the coaching technique to effect the transition from knowledge creation to EL opportunities.

Table 4.10 Coaching technique alignment with developmental area

DNOST skills	DNOST Description theme – interpreted from uEDP and aEDP interviews and observation data (from table 7.2)	Coaching technique
Directive and Non-directive categories	How do coaches use the DNOST category in a dyadic coaching session?	Practices and strategies used by uEDP and aEDP coaches to facilitate knowledge to entrepreneurial learning (EL) opportunities
<u>(D) - Directive (ND) Non-directive</u>		
<u>Raise awareness (ND)</u>		
University EDP	Coaches use raising awareness to aid the entrepreneur in understanding their own thoughts and as an exploration tool with a view to understanding options and choices.	
Accelerator EDP	Coaches use raising awareness to understand the personal or business tasks or objectives in a balanced way to maintain a forward trajectory.	
<u>Encourage self-reflection (ND)</u>		
University EDP	Coaches use self-reflection to aid the entrepreneur in being aware of themselves, their abilities to perform more productively and aid alignment to their personal values.	
Accelerator EDP	Coaches employ self-reflection to build understanding, confidence in completing tasks and aid the entrepreneur in forming their own solutions to personal and business problems.	Stimulating self-efficacy
<u>Raise confidence (ND)</u>		
University EDP	Coaches adopt a supportive stance to positively explore knowns or facts, to aid the entrepreneur in their thought process(es) and gain confidence in their own ability.	
Accelerator EDP	Coaches help the entrepreneur build confidence through constructive challenge and positive reinforcement of the entrepreneurs self-set objectives and goals.	

4.9.2. Summary of data collection and analysis process

Figure 4.7 presents the steps taken from data collection to data analysis.

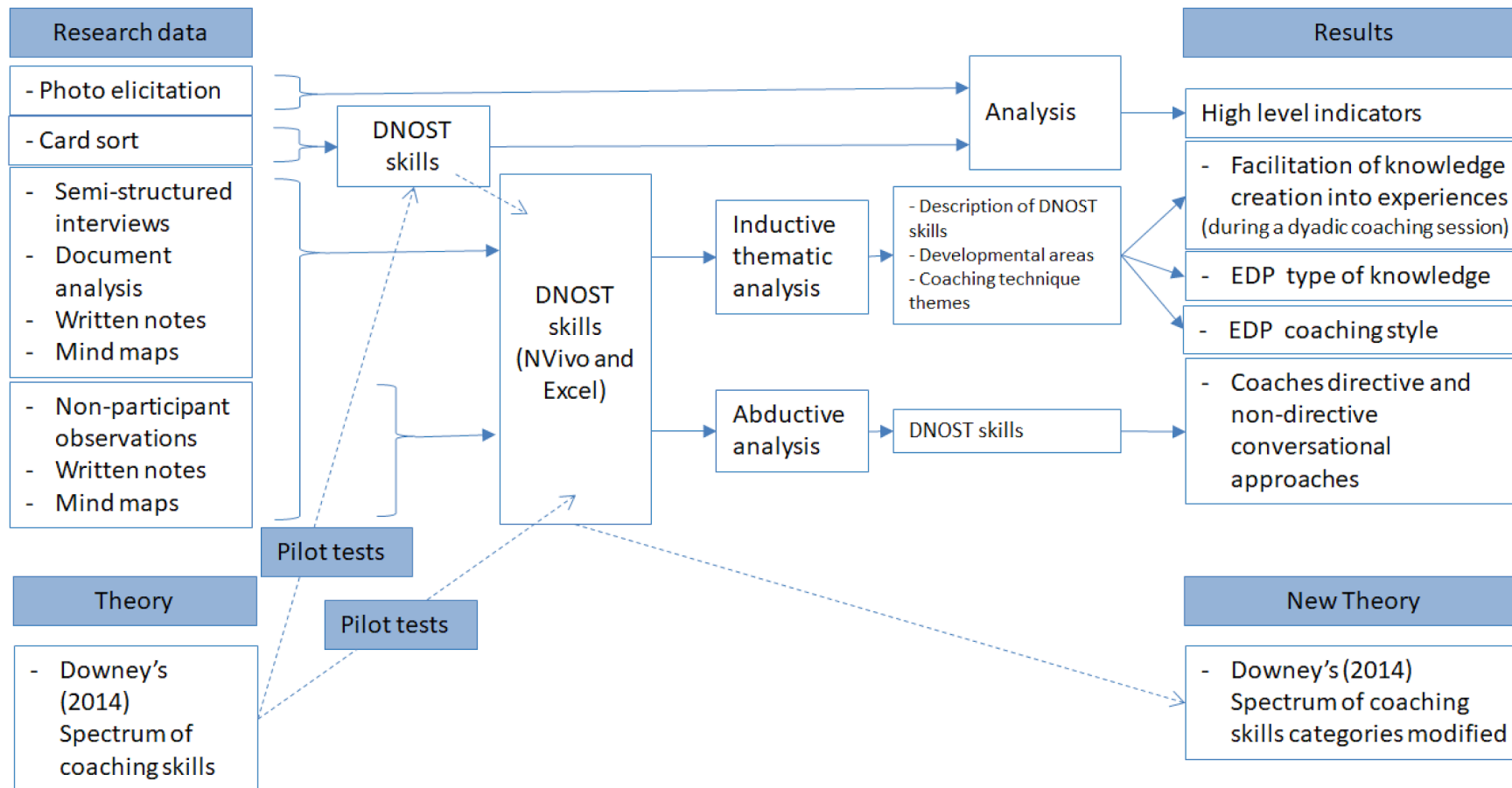


Figure 4.7 Data collection and analysis process

4.9.3. Criteria for assessing the quality of qualitative work

Miles *et al.* (2014) highlight the importance of integrity and quality in qualitative research, positing that poor process, false claims or 'poor science' fails those who read and trust the findings. As a researcher, I have made every effort to represent a true and honest picture of this study.

In this study, validity and reliability are better understood through the lens of Lincoln and Guba's (1985) trustworthiness criteria. The authors use the term trustworthiness to describe validity and reliability, and in so doing provide a framework that includes credibility, transferability, dependability and confirmability. Lincoln and Guba consider that credibility will be achieved where the methods and techniques used to achieve the results are accurately described and portrayed from participants' experiences. This requires the research design to allow adequate time for participant data collection, allowing participants to review and amend their responses and the use of data triangulation (Guba and Lincoln, 1989; Maughan, 2009). These are all features of this research design.

This research's credibility and quality has been carefully managed to ensure each research design stage is aligned to answer the research question. The Case EDPs selection, participant groups, and participants were all chosen as they are directly connected to the research phenomenon stated in the research question. The choice of methodology reflected the research design's aim of triangulating both methods and data collection to increase the accuracy of the results (Merriam, 2009; Thurmond, 2001; Yin, 2018; Guba and Lincoln, 1989) and the construct validity of the data (Yin, 2018). For example, the coach was involved in two methods and three research sessions: the first, an interview to explore their understanding of coaching style; the second, an observation of the coach using the espoused coaching style; and the third an interview to sense check what was recorded and observed in the previous session. Observation data from the observations was also further explored during the entrepreneur interview. Following each interview and observation transcription process, the participants were allowed to edit their transcript to ensure accuracy. Another important aspect of this research design is the use of data triangulation to improve richness and consistency in the quality of the results (Thurmond, 2001; Yin, 2018; King and Horrocks, 2010). This manifests in this study by the collection of data from multiple sources - EDP documents, coach, entrepreneur and alumni entrepreneur - providing a rich data set aligned to the research question. These multiple perspectives were then cross analysed, checking for themes and patterns representative of the data set. This data analysis approach looked to identify consistencies and inconsistencies to highlight the data that required further analysis (Patton, 2002).

Additionally, this research utilised multiple methods, or within-method triangulation, to collect data in different ways (Merriam, 2009), looking to crosscheck the representativeness of the narrative collected in the interviews with what was observed during the observation and then discussed in the follow-up interviews. Data were ultimately analysed within the context of the EDP documents. One challenge with the approach of data and method triangulation is that it can lead to too much data, creating problems with designating dichotomous responses to a large data set and disregarding potentially important responses and the opportunity for false interpretations (Thurmond, 2001). These data triangulation features were managed by keeping accurate records and following written guidelines on the decisions made, complemented with regular discussions with supervision to discuss the most appropriate course of action.

Also, as recommended by Bryman and Bell (2011) this study's methods were extensively pilot tested during each step of the design. This involved multiple pilot tests – interview questions, card sort, photo-elicitation and DNOST template, i.e., the coaching-style card sort and DNOST were created using literature appropriate to the phenomenon. They were tested and iteratively developed with input from eleven coaches improving the card sort process' overall functionality and minimising unconscious researcher bias. Furthermore, before any case interviews or observations were undertaken, the interview and observation methods were pilot-tested in entirety with one coach, one entrepreneur and one alumni entrepreneur on another EDP. None of the coaches in the pilot tests were included in this study as participants.

The transferability of this research, or how generalisable the results are to another context or setting (Merriam, 2009), is facilitated by the research giving a thick description (Denzin, 1989) of the setting, interactions and processes enabling researchers to assess the suitability of research or findings to another context or setting. The very nature of qualitative research is that data collected in this way are a participant-specific depiction of their world view (Lincoln, 2010), in that data collected from the participants are rich with thick description and specifically related to the participants and their description of the setting (Merriam, 2009; Lincoln, 2010). Hence this unique personal perspective is difficult to replicate in other contexts or settings. However, study findings can arguably be compared to a similar prevailing environment (Lincoln and Guba, 1985), where conditions are comparable. For example, research conducted in a university programme with similar participants might be compared with a business training course with similar participants. To aid the transferability of this study's findings to other contexts, thick descriptions are provided detailing the participants, settings, interactions and the processes used - to facilitate a researcher in assessing the justifiability of this study's results and/or methodology being applied in another context (Houser, 2008).

The dependability of research describes multiple researchers obtaining similar results when using the same coding (Maughan, 2009). This is considered difficult to administer in qualitative research, since qualitative research generally deals with a small sample with the data researcher's interpretation forming part of the findings. While this is problematic the chances of achieving consistency across researchers can be improved by the study providing a thorough account of the context and setting in which the research occurs (Guba and Lincoln, 1989), and ensuring that any changes are documented, along with their implications on the research (King and Horrocks, 2010). Houser (2008) suggests that researchers should aim for 80% agreement when applying this rule. Another important aspect of dependability is the management of data collection and data analysis. This should be "logical, traceable and clearly documented" (Tobin and Begley, 2004). Great effort has been made to provide clear instructions on the process of the data collection and thematic analysis methods applied to the data collected. These instructions include the order in which the data were collected, thematic coding applied, context, setting and methods used, ensuring that important features of the research are recorded. This transparency in research design, process and how it is implemented, will aid other researchers in establishing clear like-for-like practice increasing the probability of similar results.

The confirmability of this research, defined as the degree to which the results could be confirmed or corroborated by others (Merriam, 2009; Maughan, 2009) is facilitated by the clearly documented procedures and the participant auditing the transcript for accuracy and quality (Guba and Lincoln, 1989; Maughan, 2009). These aspects of the research design provide clear definitions and boundaries, enabling researchers to follow the flow of the research and arrive at comparable conclusions.

4.10. Ethical Considerations

The ethics of this study have been considered extensively in its design. Kjellström *et al.* (2010) observed that there are seven ethical topics for consideration. These include: 1) ethical approval; 2) information and informed consent; 3) confidentiality; 4) ethical aspects of methods; 5) principles and regulations; 6) rationale for the study; and 7) fair participant selection. These are all prominent features within this research. They are discussed below.

Oxford Brookes University's ethics committee approved this study (see Appendix 13), which was ratified by the uEDP case ethics committee (see Appendix 14), and permission to conduct this study was authorised by both EDPs and both EDP senior management (see Appendix 14).

Ethical considerations heavily influenced this research design (Yin, 2018, Thomas, 2011). I was ever vigilant that the organisations, EDPs and participants be cared for and protected at each stage of this study. This strong personal duty of care guided the decision process at each step and ensured that I limited any potential risk to the participants involved in this study. In line with Pillow's (2003) recommendations that a researcher be non-exploitative and compassionate toward subjects, I made strenuous efforts to remain outside the recruitment process and not intervene. As advised by Bryman and Bell (2011) I was attentive to participants' needs during the interviews and observation process and always adapted the process to their needs.

Each participant was handled with special care and sensitivity as set out in Yin's (2018) guidelines drawing from the National Research Council's guidelines (2003). These stipulate that participants provide informed consent, be protected from harm and deception, protect their privacy and confidentiality, protect vulnerable groups, and complete equal selection. In line with Oxford Brookes' ethics approval, all participants were informed of the study's rationale, its methods, provided with a written data privacy notice and asked to sign a consent form. Each participant group received participant information sheets tailored to their specific need and involvement in the study and were informed of all researcher intentions (see Appendix 5). Furthermore, before commencing each interview or observation participants were provided with a copy of the Oxford Brookes Universities GDPR privacy notice and verbally reminded of how data would be used during this study (see Appendix 6). Participants were informed of the intended researcher's actions and any possible implications were discussed at every stage.

Due to this research design's interconnectedness, all participants were informed that I could not guarantee complete anonymity. This was primarily due to the small sample size, inclusion of the organisational context, and the observation aspect of the research, requiring a coach and entrepreneur to meet digitally by video conference and be observed. These features predetermined that while anonymity could not be provided, participants would be pseudonymised to hide their identity externally, be offered the opportunity to edit transcripts before data analysis and could withdraw from this study at any time without fear of reprisal. Another aspect of this study that required clear and specific ethical standards was the potential for dependency between the participants. This was particularly evident in the recruitment phase, where participant groups could potentially interact. For example, an entrepreneur's coach could influence her or him to be involved in the observed coaching session element of this study. The choice to conduct initial recruitment and phased communication through a gatekeeper allowed participants to apply to be involved and not feel coerced.

Overall, I have followed suggested best practice guidelines (Bryman and Bell, 2011; Pillow, 2003; Yin, 2018) and been ethically vigilant in my role as a researcher, ever mindful of the organisations' multifaceted needs and participants involved in this research. Through reflexivity, I have aligned my behaviour to maintain a professional yet caring stance when conducting this research, taking steps to respect and mitigate any affects this research might have on those involved. Where areas were identified as potentially high risk, I implemented a structure to ensure that participants were protected at all times.

4.11. Reflexivity

It is widely acknowledged that a researcher's background and position will affect their chosen research design. Their position, informed by past and current experiences, influences their investigation, methods, findings and conclusions (Berger, 2015; Willig, 2013; McLeod, 2011). Reflexivity is widely presented in the literature as a systematic process of self-examination that is informed by the researcher's actions. Strategies for increasing awareness of reflexivity include being aware of goals and biases, keeping reflective logs, diaries and notes. Davies *et al.* (2004, p.360) suggest that "*Reflexivity involves turning one's reflexive gaze on discourse—turning language back on itself to see the work it does in constituting the world*". McLeod (2011) suggests that good qualitative research is only possible with informed awareness. Reflexive influencing factors are considered within this section, looking to provide a researcher context and framing for the research design, findings and conclusions.

I am an entrepreneur with over 20 years of experience in starting and running organisations. I hold a Master's Degree in Business Administration with distinction (specialist stream entrepreneurship) and have an Institute of Leadership Management L7 in Executive Coaching and Mentoring. I run a coaching and mentoring practice, lead the Mentor in Residence programme voluntarily at a university and have previously held a coach's position on their academic EDP. This involved working in partnership with the business EDP in this research. I am also an entrepreneur in residence at the Royal Agricultural University. From my world view as coach, mentor, entrepreneur, doctoral student and researcher, I see my research position as an insider rather than an outsider; insider, or familiar (Berger, 2015), as I have experience and knowledge of both organisations, their culture, working practices, type of entrepreneurs, and EDP expectations. With this level of insider knowledge, it is not possible to describe me as an outside researcher. On closer examination, it's more of a half-way house role or an expert witness. I know about both EDP programmes, have previously practised as a coach on the academic programme, continue to conduct pro-bono mentoring support to entrepreneurs on the uEDP academic

programme and have been a partner to the business programme. Furthermore, as an experienced entrepreneur who has successfully created a seed-funded start-up and grown it to a multi-million-pound organisation operating in six countries, I appreciate that I hold strong tacit knowledge that has enabled me to be successful in this role.

Given my previous involvement and current voluntary role in the academic EDP, I acknowledge that I am known to coaches, some of the alumni and entrepreneurs, but do not influence any aspect of the cases' EDPs. Having worked in the academic EDP and in partnership with the business EDP, I have an understanding of the working practices, the terminology used, understanding of the cultures, historical events, and internal current political debates. As posited by Berger (2015), I feel that my experience and background enable me to better capture and analyse the data to answer the research question. Likewise, my background as an entrepreneur enables me to empathise with the challenges associated with starting a business, talk their language, appreciate the importance of a high standard of coaching support to entrepreneurs and bring a unique feature of coaches' and entrepreneurs' world views to the analysis. This wealth of insider knowledge and EDP awareness gives me a distinct advantage in understanding how the cases operate (Berger, 2015). However, as Drake (2010) highlighted, I understand and I am ever mindful that this is a tightrope balancing act; I have made a conscious effort not to make assumptions and explore why I have arrived at these opinions. As recommended by Berger (2015), I created a reflexive journal where I captured the thoughts from events during the entire research to help me with this. This journal enabled me to reflect on situations, challenge my assumptions and biases. It has facilitated deep reflection and personal challenge. I believe this has enabled me to articulate this thesis more explicitly.

In conducting this research, I aim to provide understanding and increased awareness of how coaches influence an entrepreneur's development within two specific EDP contexts; and, by so doing, aid entrepreneurs on their journey of development and venture performance. Being a pragmatist, a person who claims that an ideology or proposition is true if it works satisfactorily (Gray, 2014), I tend to focus on practical application of the knowledge I acquire and how it might be used in aid of others and myself. This created some interesting challenges when conducting this study through the lens of social constructivism. At the heart of social constructivism is the premise that human development occurs in social settings and that knowledge is constructed through these social interactions (Crotty, 1998). From this stance, I abandon the position that actual truth exists. Rather, I adopt the position that each individual has their own truths built on prior knowledge (Krahenbuhl, 2016). This was challenging, as it required me to negate my own pragmatic view in favour of the data but retain a voice in

the narrative. In line with Bryman and Bell's (2011) recommendations, I managed this through a constant process of thinking and reflexive practices. The reflexive practices include attendance to a peer study group, monthly doctoral supervision and mentoring with two academics external to Oxford Brookes. The opportunity to discuss and be challenged on my thoughts, rationale and findings led to a deeper understanding and more considered presentation within this thesis.

I have approached this research in an open, honest and considered manner looking to create an accurate view of this study from my standpoint. I have made every attempt to remain neutral and unbiased, ensuring an exceptionally high standard of rigour, and have utilised available resources to make accurate and informed decisions. However, it is important to appreciate that another person from a different background might arrive at a different research design and different conclusions based on their worldview. To ensure clarity on my world view and actions taken, I have gone to great lengths to provide transparent processes, procedures and standards adopted so that other researchers can test this research and achieve comparable results. I believe I have managed a healthy reflexive relationship with this research ever in the pursuit of excellence. Each aspect of this research has been challenged to ensure consistency and quality.

4.12. Summary

This chapter described how the research design has been constructed effectively to answer the research question. It defended the choice of social constructivist ontological/ epistemological stance and the theoretical perspective position of interpretivism. These world views require that this research be qualitative in nature and look to understand individuals, groups, and cultures' social reality as they live and feel it within their natural setting. The EDP contexts are particularly important, as this feature could be highly influential on participants' actions; hence, the choice of comparative case study effectively facilitates the exploration within the confines of two similar EDPs. Semi-structured interviews, non-participant observation, and document analysis were used as the data capture methods, as they are appropriate to answer the research question and fit the philosophical stance (McLeod, 2011; Thomas, 2011; Yin, 2018). The practice derived theoretical card-sort and photo-elicitation (based on Downey's (2014) skills) aided the participants in producing their narrative aligned to the research question. Thematic analysis was selected as an ideal tool to make sense of the data, ensuring consistency and quality of the findings. Downey's (2014) skills were modified to create a directive and non-directive observational session template (DNOST) to abductively analyse data from the observation sessions. Other themes were then identified through an inductive approach, allowing themes to emerge while being

continually assessed for their appropriateness within the context of the research question. The quality of this research was then defended, presenting a robust case for its quality. Ethical implications were discussed, and my role as the insider researcher was considered in-depth. This chapter presented a comprehensive methodological approach to answering the research question.

In the next chapter, I present case orientation findings outlining case specifics and contextual issues important to understanding the findings of this study.

Chapter 5 Contextual overview of University and Accelerator EDPs' operation and coaching role

5.1. Introduction

In the previous chapter, I presented the philosophical stance, epistemology, methodology and methods used in this study.

In this EDP case background chapter, I present both EDP programmes highlighting similarities and differences in operation and practice. This is based on an analysis of interviews, observational and documentary data with the view to identifying key differences between the programmes. I then provide a description of the EDP coach's role, training sessions, dyadic coaching sessions, community involvement and specific tasks. In line with good case study research (Thomas, 2011; Yin, 2018), this information provides situational and contextual information building a picture of the uEDP and aEDP coaches and serves as a platform for further analysis in the subsequent findings and discussion chapters.

5.2. Comparison of the two EDPs

In this section, I introduce both EDPs, present a high-level comparison and outline organisational and EDP influences on the coaches and process. EDP influences are described as the key features and functions of the programme that contribute to making the programme what it is, i.e., educational approach.

In Table 5.1, I highlight important characteristics and functions of both EDPs. This table was created from data collected in interviews, observations and document analysis. These important aspects are core to understanding the coach's role in context. These are considered further in the University EDP (uEDP) and Accelerator EDP (aEDP) sections below.

Table 5.1 Comparison of uEDP and aEDP

	University EDP (uEDP)	Accelerator EDP (aEDP)
	Similarities and differences:	
EDP Design	Structured EDP for a set duration.	
Core teaching approach	Coaching is a core component of EDP delivery.	
Support functions	Experience-based mentoring provided by entrepreneurs and alumni - at no cost.	
Location	Located in the United Kingdom	
EDP emphasis	Academic performance, individual development and entrepreneurship as a tool.	Entrepreneur development to accelerate business growth.
Education approach	Teaching: generally delivered in workshop style by module leaders, not coaches.	Teaching: generally delivered in workshop style by coaches, network events and community peer to peer learning.
Facilitated learning	Team company (peer to peer) and individual self-directed learning facilitated by coaches.	Individual development supported by coaches and community.
EDP focus - Know-why, know-what or know-how?	<i>Know-why</i> (science) - the understanding of the reasons underlying something, i.e., gained from previous experiences.	<i>Know-what</i> (facts) - appreciation of what is worth pursuing, i.e., recognition of a course of action.
Type of entrepreneur	Nascent to novice entrepreneur.	Novice to established entrepreneur.
EDP duration	Cohort intake: Yearly, three-year Bachelor of the Arts BA (Hons) degree.	Cohort intake: Six-monthly, with the opportunity to extend to eighteen months.
Cost	Standard university fees.	Fully funded by the accelerator organisation. Free to the entrepreneur.
Assessment of performance	Assessment: Evidence-based assignments and presentations. No exams.	Assessment: Community involvement, progress towards business goals and objectives, and being coachable.
EDP outcomes	Entrepreneurs/ Intrapreneurs and highly versatile individuals who are career ready.	Entrepreneur knowledge development, strong support and business network, and venture growth.

5.3. University EDP (uEDP) overview

Since its launch, the uEDP has become an established programme with consistently high levels of enrolment. At the time of writing [19.07.21], each student pays a university tuition fee of £9,250 per year. Criterion for entry is previous academic performance achieving a minimum UCAS score of 112 points; however, there is no

requirement for the student to have a business idea or venture to start the uEDP. The self-taught, self-directed pedagogy encourages the nascent or novice entrepreneur (referred to hereafter as entrepreneurs) to control their learning and decide the areas of focus.

There are three strands of the uEDP - individual, venture and team, each strand has a particular focus each year. Taking the venture strand as an example, in year one students focus on creating a venture and developing a venture; in year 2, growing a venture; and in year 3, sustaining a venture. The uEDP assesses the learning through evidence-based assessments, i.e., assignments and presentations, where the entrepreneur must draw on their experiences internal and external to the uEDP and reflect on what they have learnt. The uEDP advocates that this approach is the most appropriate way to support and educate entrepreneurs. The entrepreneur can tailor the uEDP experience to their need as an individual, team member, entrepreneur, or intrapreneur. The EDP claims that the flexible programme design is particularly suited to individuals looking to challenge their thinking, develop their personal brand and skill set, and explore the role of an entrepreneur within a safe and supported environment.

Following the induction, coach observation and psychometric tests are appraised. The entrepreneurs are then brought together into a group of approximately twenty individuals called a 'team company'. The team company is supported by a coach, who attends the sessions, conducts dyadic sessions, and marks assignments. Entrepreneurs from the team company attend two training sessions per week for three hours. The entrepreneurs host and are responsible for each session's agenda, format, content, delivery and peer involvement. The EDP's design requires the team company to operate as a start-up company. The entrepreneurs agree on a company name, vision, mission, values, how it operates, etc. They are responsible for defining what is important, i.e., charitable (not for profit) or commercial. Throughout the three-year uEDP, the entrepreneurs navigate and are responsible for every aspect of the team company's performance. While it is not compulsory, entrepreneurs are encouraged to start a venture or get involved with another uEDP entrepreneur's venture and/ or participate in a uEDP assignment led venture. This is important as the entrepreneur is required to evidence this learning at every stage of the programme. Together, the entrepreneurs learn and develop through assignments, project tasks associated with running a team company and can also get involved within the wider UK and international EDP community.

The uEDP is positioned as an incubator of people, with the espoused position of aiming to prepare individuals for a successful career as an employee or entrepreneur. During the entrepreneur's time on the uEDP, they follow a structured self-taught, self-directed learning pedagogy designed to build an understanding of

themselves, work within teams, and run projects or ventures. Liam, the uEDP programme lead and coach, describes the aim of the uEDP as:

"To enable and empower individuals to be ready and able team players, capable of managing themselves and supporting, developing and creating value-generating ventures of the future."

(Liam, programme lead)

Tools used to achieve this aim include structured assignments, team company tasks, measurement of adherence to EDP standards as a team company, access to entrepreneur boot camps, uEDP organised projects, formal presentations, interactions with the mentors in residence and running own ventures. An important aspect of the assessed work is the learning contract, an online document continuously updated and shared with other entrepreneurs during the three years. The learning contract captures goals, plans, and agreed standards; this generally follows the SMART objective format and is a key element of assessment at the end of the uEDP. Additionally, entrepreneurs are expected to engage with the community through formal presentation events, such as the monthly team update presentations. This gives the entrepreneurs opportunities to learn from others and receive financial reward for their team company by providing well-executed presentations of their previous month's performance. It is experiences and actions like these that coaches judged as allowing them to develop highly transferable skills useful for an entrepreneur or a successful employee within an organisation. Benjamin, an alumnus of the uEDP and successful entrepreneur, discusses a sentiment representative of the community:

"A phenomenal accelerator of interpersonal skills where entrepreneurship is a learning tool."

(Benjamin, alumnus entrepreneur)

In the course handbook, a stated expectation of the uEDP is not to produce entrepreneurs but to use entrepreneurship to develop individuals with entrepreneurship skills. The uEDP website maintains these skills are also highly transferable to mainstream employment. Coaches on this programme claim that the uEDP's primary emphasis is the creation of *know-why* knowledge, understanding the principles for why you do something. Noah, a coach, commented:

"The 'why' is important because 'why are they doing it? Why is that important to them?'. This will give me, as a coach, more hooks and suggest possible tools to get them moving in the right direction."

(Noah, coach)

During interviews, coaches emphasised, as an entrepreneur, understanding *why* you are doing something, being committed to it, and making associated decisions, are considered facilitators of greater self-awareness. Being self-aware is something core to the uEDP's design. The entrepreneur's ability to self-reflect was considered by coaches as a notable outcome of the EDP, as Oliver, a coach, highlighted:

"The programme heavily looks at self-reflection to understand and to build up some data from what you've done... asking that why question enables [coaches] to give them direction - moving forward."

(Oliver, coach)

For uEDP coaches, knowing why you are doing something is an important feature of decision making. This approach was described as supporting the entrepreneur's self-directed learning, a feature of the uEDP pedagogy. Self-directed learning and the entrepreneurial decision making process is assisted by the free internal Mentor in Residence (MiR) programme. The MiR programme is staffed by volunteer entrepreneurs who give their time to encourage entrepreneurs and is separate from the EDP coaches. Coaches signpost entrepreneurs to MiRs when experience or specialist knowledge-based directive approach is required.

The uEDP website claims that the programme outcomes include confident, motivated and resilient graduates aware of their strengths, interests, and aspirations, who are prepared for a career upon leaving university. However, tensions do exist within the uEDP design, i.e., between the time entrepreneurs allocate to academic work and uEDP attendance vs the time entrepreneurs spend on their ventures. This scenario can lead to tensions between the entrepreneurs and their fellow entrepreneurs, coaches, and the university. The excerpt below illustrates how one coach – Noah - seeks to gain commitment from an entrepreneur to attend more sessions:

"I just want to sum up. One thing I want to ask you about is the situation with the conflicting time management thing. This is the challenge of balancing your work time within the [start-up], which is a great thing, and your commitment to the team, including your presence in training sessions... What can you dedicate to the training sessions [moving forward]?"

(Noah, Coach)

Coaches commented that uEDP's structured academic learning requirement can create friction between the freedom necessary to be an entrepreneur and compliance to academic requirements, including training session

attendance, community involvement, and assignment completion. While coaches report this aspect as manageable, coaches state that it does require them to deviate from their usual uEDP coaching style. The EDP provides clear boundaries to aid the coaching process. Liam recounted a story where he described the uEDP as a glass - the transparent 'edges of the glass is' there. The glass has space inside where anything goes and that there are no expectations there, but there are very clear boundaries with expectations, i.e., assignments and attendance. He described the space inside as the place to work with entrepreneurs on the demands and challenges of the uEDP.

Another boundary identified during interviews with coaches is that coaches do not teach. Instead, the teaching approach adopted on the uEDP is a mixture of academic material delivered by module leaders, peer content delivered within training sessions, presentations delivered by the resident mentors and external guests and community events. Self-taught and self-directed learning is facilitated by team company training sessions, interactions with peers, evidence-based assignments, boot camps with external organisations and working with the coaches and mentors.

Teaching and learning are located within a university campus with dedicated office space, office equipment, access to training and meeting rooms and other university resources, i.e., a library, access to online databases and online productivity tools like Microsoft Office 365. The physical environment is designed to stimulate and aid the entrepreneur in their choices while building relationships within the community. Noah, a coach, describes the uEDP and its environment as:

"a place where you can experiment, and the worst that can happen is you get labelled a student. So, it's all forgiven in that respect. You can try lots of stuff; that's what you are expected to do."

(Noah, Coach)

Coaches assert that while the uEDP is deemed beneficial in achieving the stated outcomes at an individual level, coaches' and entrepreneurs' comments during interviews suggest that the uEDP could be a bubble. Everything is safe and not fully representative of a start-up entrepreneurial environment, where risk is considered a key feature.

As it is a BA (Hons) undergraduate degree, the uEDP's primary focus is the individual's academic performance, development of the individual with entrepreneurship as a tool for learning. The EDP website states that the EDP is intrinsically interconnected to develop highly versatile individuals, some of whom will be entrepreneurs. Others will show characteristics of entrepreneurship considered beneficial to a career in an organisation. From

the alumni EDP entrepreneurs' perspective, there are significant benefits of the uEDP's approach associated with personal development, increased skills and capabilities. Whether you choose to be an entrepreneur or find a job on exit, Lucas, an alumnus uEDP entrepreneur, commented:

"My own expectation, I wanted to be an entrepreneur... [however,] the skills you learn are equally related to employment... [I know of alumni] who have gone into great jobs because of the skills they've learned and how they conduct themselves."

(Lucas, uEDP)

Entrepreneurs on the uEDP and alumni equally felt that they were better equipped for post-university challenges on exiting this course. However, no alumni uEDP entrepreneurs were interviewed who had gained employment outside of entrepreneurship, so this claim could not be substantiated. All interviews with entrepreneurs and alumni entrepreneurs on the uEDP reported a positive and supportive experience beneficial to their entrepreneurial endeavours.

5.4. Accelerator (aEDP) overview

The aEDP was one of the first in the UK, formed in 2012 in a collaboration that included partners in the banking sector. Document analysis indicates that the vision of the aEDP is to focus on the entrepreneurial mindset and the behaviours of running a venture rather than focusing on business growth. The syllabus documents posit that by adopting this approach, business growth is achieved through the increased skills and capabilities of the entrepreneur with more chance of continued growth than those entrepreneurs not on an accelerator. In 2018, the aEDP was transferred in its entirety to a banking partner. Today, the aEDP is one of the largest free accelerators globally, operating from eleven sites across the UK. The aEDP states that the accelerator has supported tens of thousands of entrepreneurs and continues to develop its core services in support of enrolled entrepreneurs.

At the time of writing, the aEDP is free to the entrepreneur, funded by the aEDP's organisation to aid entrepreneurs at the early stage, start-up and scale-up of their businesses. It also offers a bespoke fintech accelerator supporting ventures in the finance technology ecosystem. The criteria for acceptance onto the aEDP are passion and commitment to join the aEDP, engagement with the community and a judgement of the entrepreneur's ability to finish the minimum duration of the programme: six months. To enrol, individuals do not need to be a business owner but should be a significant decision-maker. There are no explicit written criteria stated for entry. Both novice and established entrepreneurs are accepted onto the aEDP. At the time of writing

[15.03.21], it is not a requirement that the entrepreneur or his/her business be a customer of the accelerator's organisation at the outset. Following the initial six months, the aEDP can extend the entrepreneur's attendance a further two times to a maximum of 18 months. The only stipulated requirement is that the entrepreneur's organisation must become a banking client of the accelerator's organisation after the initial six months. Criteria for continuing the aEDP are assessed based on the entrepreneur's need and reassessment of observational entry criteria.

The primary stated aim of the aEDP is to empower young and established businesses to grow through the development of the entrepreneur. In documents provided by the aEDP's manager, who was not a participant in this research, it was stated that:

"We build great people that build great businesses - Our focus is on developing individuals to become a better version of themselves."

(aEDP Manager)

To achieve this aim, the aEDP offers a structured teaching programme reflective of the entrepreneur's declared intentions through coaching. Typical educational support services include workshops – focused on the business' performance stage, six dyadic coaching sessions, access to specialist mentors, organised events, pitch events, community-driven events and networking opportunities. Workshops cover multiple topics like strategic visioning, selling with confidence and mindset, and are held monthly. Additionally, each month there is *an audience with...* event, a networking event and specialist cohort event, peer to peer coaching sessions - facilitated by the accelerator coach and entrepreneur peer to peer self-help sessions. All are designed to supplement formal learning on the aEDP. Alumni entrepreneurs of the aEDP attest that it is focused on developing individual skills and capabilities to enhance business performance. Mia, an alumna entrepreneur, described the aEDP as:

"A people accelerator to drive business performance ... It was about making you the best that you could be to run your business and that is exactly what I got from it."

(Mia, alumna entrepreneur)

According to interview and website data, the aEDP provides services aimed at facilitating business growth through a structured support programme designed to educate, nurture, and support the entrepreneurs during the duration of the programme. During interviews, aEDP coaches stated that primary emphasis of the aEDP is the creation of *know-what* knowledge, being aware of and understanding the kinds of activities worth pursuing.

Daniel, a coach, asserts that when the *know-what* is clear, you have a better understanding of why things happen:

"You know that those things are really important, you know-what needs to be done, and you know why it's important that those things happen, but how is not as important as recognising that you need somebody in there that is knowledgeable [in the know-what] to do the how".

(Daniel, coach)

Daniel explains that by placing an emphasis on and taking action with *know-what* knowledge, you create momentum towards something, i.e., a goal. This is an important feature of the aEDP. The primary structure for education revolves around the series of workshops and webinars exploring aspects of entrepreneurship and coaching provided by acceleration professionals (coaches). The entrepreneur has access to their designated coach for up to an hour a month for a dyadic coaching session, either in person or over a conference call. The aEDP coaches state that they promote a strong emphasis on the entrepreneur taking action, goal orientation and improved business performance; this expectation is discussed and agreed with entrepreneurs entering the aEDP. While on the aEDP, the entrepreneurs can access free office space, office equipment, business advice, knowledge and expertise and a black book of network contacts. In addition to these core support services, the entrepreneur also can meet with external specialist mentors and network contacts to gain specific knowledge on a task or problem they or their venture might be experiencing.

Another important feature of the aEDP is community involvement, with both coaches and entrepreneurs claiming that non-involvement can introduce tensions into the EDP. However, this is generally associated with entrepreneurs prioritising time on their ventures over that of the community. Coaches commented that they expect entrepreneurs to be actively involved in the community and consider this when deciding on EDP enrolment extensions. This study suggests that those who are involved attend most of the workshops, events and coaching sessions. However, some only use the resources available, i.e., office space. Ryan, an alumnus entrepreneur, commented:

"there was always so many different perspectives on the accelerator from the people inside the accelerator... some people used to worship it, like, we would comment on the fact that there were some people who would praise the process because it really suited them, but then some people who are just like, we are just here because of the free space... we turn up, we do as little as possible, and we focus on our own business".

(Ryan, alumnus entrepreneur)

Interviews with aEDP entrepreneurs and alumni entrepreneurs indicate that the accelerator is seen as an appropriate step for both a new and established business as it is reported to bring a new perspective to one's entrepreneurial journey. Along with access to coaching, training, and other supporting features, entrepreneurs report that access to other business owners and sharing experiences are very useful to an entrepreneur's development. Sophia, a coach, asserts:

"The accelerator is a great place to come. Not only do you get the coaching and that sort of support, you are surrounded by around 80 other businesses who have the experience of their business, but they all [can relate this to] their previous lives as well."

(Sophia, coach)

The community workspace facilitates a collaborative working environment where peers and coaches interact. This can take many forms, e.g., organised events, meeting rooms, ideation walls, social areas and working desk space. A common coach expectation from the interviews was the importance of being present in the EDP for fellow entrepreneurs and learning. Coaches posit that important developmental learning can be experienced by being in attendance. For example Jeffrey, an alumnus entrepreneur, described an incident when he was asked to deliver a presentation with three minutes notice. His talk was delivered to a group of entrepreneurs on the aEDP. Sharing knowledge, helping others and taking the time to support peers was regarded by coaches and entrepreneurs as an important factor of the entrepreneur's development on the aEDP. Jeffrey reported this potentially stressful situation as commonplace, reflecting that:

"... they're trying to get you to a place where it's about being comfortable being uncomfortable."

(Jeffrey, alumnus entrepreneur)

Mia, an alumna aEDP entrepreneur, recalled a similar scenario concerning 'comfortable being uncomfortable', where you could be asked to deliver a sixty-second pitch at any given moment. This scenario can be considered quite daunting and wasn't for everyone, she recalls. However, Mia considered this an important aspect of entrepreneurial learning contributing to her entrepreneurial development.

Coaches stated that the aEDP is designed to accelerate entrepreneurial learning that stimulates business growth, in line with this research's findings. With its structured design, the EDP provides teaching, learning opportunities, coaching, and community support that it is considered beneficial to the entrepreneurs' development and increases the ventures' performance. All entrepreneurs and alumni entrepreneur participants reported a positive effect of being on the aEDP and an increase in venture performance. The aEDP alumni entrepreneurs reflecting on their time on the aEDP recount a fundamental change in how they view themselves and how they want their businesses to grow. Mia commented:

"In the time that I was there, my mindset changed hugely, and I was able to work on myself, whether that was confidence, or recognising... like, really looking at who I was and what my values were as an individual, and what did I want to bring into my business"

(Mia, aEDP alumna entrepreneur)

This study suggests that entrepreneurs on the aEDP benefit from a cumulative effect of learning interventions that support each other in their application. In all cases, the aEDP entrepreneurs and alumni entrepreneurs stated that the aEDP positively influenced them and their businesses' performance. At the time of writing [19.05.21], in addition to participant recounted views, noted measurable outcomes described by aEDP documents include average business turnover of over £240,000, inward investment raised by entrepreneurs £129 million and the creation of 2200+ jobs.

5.5. Analysis of the EDP coaches' role

In this section, I provide a high-level comparison of both EDP's coaches. Table 5.2, gives an overview, comparing coach roles and emphasising important characteristics and functions of both EDP's coaches. These data were collected through interviews, observations and document analysis. These important aspects are aligned to achieving the EDP's learning outcomes and are core to understanding the coach's role. In the following sections, I review the coaches' roles in order to create a contextual basis for the analysis of dyadic coaching sessions.

Table 5.2 Comparison of EDP coach roles

	uEDP Coach	aEDP Coach
Role description	Coach	Acceleration coach and trainer
Coach's function	Team coach, Dyadic coach, Assessor, EDP facilitator	Accelerator facilitator, Coach and Trainer
General coaching qualifications	Team mastery or equivalent	Completion of internal training programme
Coach position within EDP	Facilitators of self-directed learning, academic requirement and entrepreneur self-awareness - a facilitator	Expert of the EDP's business content and guide to learning - a trusted advisor
Number of coaches in EDP	Nine in total	Approximately two per accelerator hub
Ratio coach to entrepreneur	One coach between fifteen and twenty entrepreneurs (i.e., a Team company)	One coach between thirty and forty entrepreneurs

5.5.1. uEDP coaches' role

The uEDP has three team companies (TC) cohorts each year, totalling nine across the three years of the programme. Each TC is allocated a specific coach who is therefore responsible for between fifteen and twenty entrepreneurs and their development.

Identified from interviews with coaches and document analyses, the coach's role in the uEDP is to facilitate learning within the training sessions, support each entrepreneur with dyadic sessions, mark the individual entrepreneur and TC assignments, and to facilitate learning within the uEDP's academic framework. They also support community events for the wider uEDP community; these might involve running assignment related projects and supporting university initiatives, i.e., dragon's den style pitch events. Liam, a coach, comments:

"[Our] job is to support and enable a team and the individuals collectively, to be able to make decisions and adopt behaviours that enable them to learn and develop and achieve the trajectories that they want to achieve for themselves."

(Liam, coach)

In practice, the coaches' adopted approach is agreed upon collectively by all nine coaches of the uEDP during fortnightly meetings. Approaches are agreed within the predefined academic boundaries of the uEDP. As Liam observed:

"I think it looks for the emergence of best practice, but it doesn't narrowly prescribe what that practice is."

(Liam, coach)

This collective approach to engaging with entrepreneurs is intended to provide consistency across coaches. In addition, individual coaches are peer assessed by other coaches to ensure their approach reflects consistency and the needs of the entrepreneurs and the uEDP more generally. Coaches meet weekly in a peer-group supervision session to discuss challenges, discuss options, or share new learning; they also have monthly supervision with a qualified coach external to the uEDP.

The findings suggest that coaches are positioned as facilitators within the uEDP, seeking to aid the entrepreneur in self-directed learning, academic requirements, and individual self-awareness. During interviews, coaches explain that they support entrepreneurs in a non-directive way and avoid providing answers - to help the entrepreneur work out an answer best suited to them. The only exception to this is an academic requirement, where the coach can give direction, i.e., "the hand-in dates are x and have you thought about looking at book y". Coaches are not expected to have in-depth business knowledge or experience but rather work with the entrepreneurs at an individual developmental level. Coaches maintain that conversations with entrepreneurs tend to be explorative, looking to aid the entrepreneur in understanding their thoughts. Coaches report that a concrete outcome from a discussion or session is not required.

The coaches are expected to hold the knowledge and understanding of the uEDP, tools, techniques and module objectives. However, any modules teaching is conducted by module leaders. As previously stated, Module leaders provide the academic expectation on the assignments providing briefings and support to entrepreneurs. Coaches also co-mark specific assignments. They are there to facilitate and support entrepreneurs and their TC in achieving their collective goals. As highlighted in the uEDP's handbook, the coach is not there to teach or tell the entrepreneurs what to do. The coach's role is more nuanced and interpretative. Liam, a coach, explains:

"The space inside [the glass] is for [the entrepreneur] to work out how they're going to respond to the demands and constraints and the opportunities provided by the programme; your role as a coach is to help them navigate that."

(Liam, coach)

Being responsive to the needs of the entrepreneurs at the individual and collective level, who are learning by doing, is an important part of the uEDP design. While there are tools for the coach to use in each setting, most are highly tailorable to the entrepreneur's needs, i.e., a weekly dyadic or TC leadership sessions. The negotiation between the coach and the entrepreneur is considered part of the learning. However, there are clear boundaries as well. These include academic deadlines, marking criteria, the number of training sessions per week and how those training sessions are held, i.e., part of the pedagogical approach requires the training session to be held in a specific format – a circle of chairs with check-in and check-out questions. What the entrepreneurs do within this framework is agreed with the coach.

All three coach participants have achieved the Tiimiakatemia's (the uEDP's governing body) team mastery qualification or equivalent. Two coaches have experience running a business. However, this is not a requirement of the EDP. While uEDP entrepreneurs stated in interviews that coaches with relatable experience were beneficial, it was not an important characteristic. Emma, a uEDP alumna entrepreneur, commented about her coach who has had the experience of running his own business before becoming a coach:

"...he gave us tips and suggestions as to what we should be doing and where we should be going. I think his guidance was a lot better because he'd done it."

(Emma, alumna entrepreneur)

While entrepreneurs did not believe it was important to have run a business or to have been an entrepreneur previously, they felt it added a contextual dimension that made the discussion more relatable to the entrepreneurs' needs, a useful attribute. In part, the coach's role is to fulfil the function of role model embodying the values and expectations of the uEDP, collective coaches' standards and TC's agreed values while supporting the entrepreneurs. While the previous experience of being an entrepreneur may have had an effect in this regard, it was not commented upon further in the findings.

Interviews with coaches, entrepreneurs, alumni entrepreneurs, and document analysis, including the uEDP programme guide, revealed three main contact points between the coach and the entrepreneurs. These are TC training sessions, dyadic sessions, and the community, which will be discussed below.

5.5.1.1. Training sessions, dyadic session and community

In training sessions, the coach fulfils a hybrid role of a coach and a team member; they aim to support the entrepreneurs in finding their own way through the challenges of running their TC projects and ventures. Coaches are not told how to interact within training sessions but formally agree with the TC on how they will operate. However, one of the uEDP's boundaries is that the coach will not teach. In this respect, the coach's role is highly customised to the TC. It is not uncommon for a coach to sit through a session with little involvement where things go to plan. However, they will take the lead to stimulate the entrepreneurs, to gain traction or intervene where quieter voices are getting lost in the melee of a session. Where conflict happens, they mediate and aid the entrepreneurs in mapping a route through the situation. An important feature of the coach's role is to ensure that entrepreneurs are always in control of their own decisions; this is believed to be where the learning happens.

The dyadic coaching sessions or coach to multiple entrepreneurs venture sessions support the entrepreneurs in whatever way the entrepreneur chooses to use them. There is no prescribed format or structure to them. While it is a courtesy to provide the topic for discussion before a session, this is not compulsory. The entrepreneur is empowered to bring any topic for exploration; however, there are topics outside of the coach's remit, i.e., well-being issues. Here, the coach would signpost to a support service. There is no prescribed number of one-to-one sessions per academic year, but there is an expectation that there will be a minimum of two or three per term, each lasting between thirty minutes and one hour. The onus is on the entrepreneur to request a session when they require support.

Coaches play an active role within the entrepreneurship community. They act as facilitators of the EDP process by supporting monthly uEDP specific events, helping entrepreneurs organise local and international events and organising assignment-based projects. The coaches are easily accessible, having desk space in the entrepreneur's working hub and making themselves available to attend TC meetings when requested.

In addition, the coach is responsible for marking and grading individual entrepreneur, TC and wider uEDP community assignments and assessments. They are directly responsible for their own TC entrepreneurs and act as a second marker for other TCs to ensure consistency. This introduces a dynamic not generally associated with coaching where the coach holds a position of power. While not raised as an issue in participant discussions, the introduction of this dynamic might have influential factors, i.e., whether an entrepreneur chooses to discuss a topic with a coach.

5.5.2. aEDP coaches' role

The aEDP UK based hubs have approximately twenty-four acceleration coaches, split into twenty acceleration coaches and four growth scale-up acceleration coaches: approximately two per acceleration hub. Each acceleration coach is responsible for between thirty and forty entrepreneurs. Their main duties include dyadic and peer-group coaching, running training workshops and engaging and supporting the accelerator ecosystem.

The acceleration coach/trainer has multiple tasks within the acceleration hub. From data collected from interviews with coaches and document analysis, their role involves hosting training workshops, conducting dyadic sessions, facilitating community events, supporting and assessing continued entrepreneur involvement in the aEDP. Coaches report their overall aim is to help entrepreneurs develop skills and capabilities to accelerate business growth through goal orientation and decision making. Daniel, a coach, describes his role:

"My ultimate intention and my drive, my motivation for doing this [role] is to help people to grow and develop ... We are directing people to be able to do things if it's associated with clarity and focus and learning ... and entrepreneurial principles, but if it's to do with the strategic development of their business or specific decisions, they need to make within their business, we can't get involved ..."

(Daniel, coach)

This clear divide between giving direction on learning and entrepreneurial principles but not on business strategy or decisions is a key aspect of the acceleration coaches' interventions. This is due to the aEDP operating in a highly regulated environment, where coaches cannot give business advice. Sophia, a coach, expands on Daniel's comments highlighting the importance of not giving advice:

"We don't give any advice whatsoever. That is not what we are there to do. We are here to help people make better decisions, but we also run a number of workshops to help people with those kinds of tools ... where are my gaps?"

(Sophia, coach)

In contrast to the uEDP coaches who do not provide entrepreneur skills training or business tools, aEDP coaches report that providing tools and techniques to identify gaps and then aiding the entrepreneurs in making better decisions aligned to their goals are key features of their coaching role. Coaches voiced that the aim is to facilitate business growth through skilled and capable entrepreneurs. Daniel, a coach, explains:

"we're not a [generalist] coach [as such], we're acceleration coaches. That's our role."

(Daniel, coach)

The differentiation draws on utilising coaching to aid the entrepreneur in accelerating their development and their businesses growth. Coaches maintain that this is achieved through holding entrepreneurs accountable for their agreed actions. During the first coaching session, the contracting process facilitates the setting of expected standards and boundaries; entrepreneurs agree to be held to account for goals and objectives they set themselves. This foundation of the relationship provides a clear reference point in the conversation and clarity for both the coach and entrepreneur, i.e., only the entrepreneur sets the goals, so they have agreed to be challenged if it is not completed. This point of certainty is referenced through interactions between the coach and entrepreneur and a key feature of the dyadic coaching sessions.

As the aEDP expert, utilising business tools, techniques, and models like the business model canvas and the lean start-up, the coach is highly influential in the entrepreneur's development. During coaches' interviews, several coaches used the term 'trusted advisor' to describe the coaches' professional relationships with the entrepreneurs. The Trusted Advisor role, described as one of the aEDP's critical people capabilities that the coach works within, was evident in each coach's sessions. The confidence of the entrepreneur to bring issues and problems to the session and explore them openly was considered highly important by the coaches. For example, Thomas, an aEDP coach, associated the need for trust in the relationship and the entrepreneur being coachable as linked, suggesting an interrelationship. The coach is there as an expert of the aEDP's knowledge and imparts it in a challenging way conducive to building the entrepreneur's trust.

Concerning entrepreneurial experience, none of the participant coaches had direct experience of being an entrepreneur previously. This was not deemed a significant issue by entrepreneurs; however, entrepreneurs felt that it might help the coaches relate to the entrepreneurs' challenges with more empathy if they had. For example, George, an aEDP alumnus entrepreneur, felt that it would be beneficial if aEDP coaches had entrepreneur experience:

"I think it would help rapport building and that they would be able to better relate to some of your challenges that you face when running a business. Also, understand your challenges a little bit better. So, ultimately it would enable them to be a better coach having some foundation level or experience of what they're coaching."

(George, entrepreneur)

The coaches themselves do not see their lack of direct entrepreneurial experience as a blockage. Instead, what coaches consider more relevant is the knowledge of how you can help the entrepreneur to help themselves. This is achieved through clear aEDP guidelines, structured content and continued reinforcement of business themes delivered in the workshops. Thomas, a coach, commented on the need for entrepreneurial experience:

"I don't think it matters... I think you need credibility, and that comes from business acumen, and do I think I don't have that credibility because I haven't run a business? No. I don't think so."

(Thomas, coach)

aEDP entrepreneurs reinforce the notion that a coach with no previous entrepreneurial experience is not seen negatively by entrepreneurs; however, Ava, an aEDP entrepreneur, reinforced George's comments stating that it would make them more aware and possibly better equipped to relate to the entrepreneur's need. Where entrepreneurs require specific or experience-based knowledge associated with their business's performance, the entrepreneur is encouraged to engage with the in-house mentors who can help them in solving specific problems, drawing on the mentors' previous experiences.

5.5.2.1. Workshop sessions, dyadic sessions and community

The aEDP coaches are responsible for delivering monthly workshops designed to enhance the entrepreneurs' development or directly related to improving their businesses performance. The workshops are varied in content and cover many disciplines, including building a team, financial planning, and accessing new markets. It is also common practice for the workshop content to be reintroduced into coaching sessions as a refresher or to aid the entrepreneur in identifying the questions they need to answer to move forward. Consequently, the coaches are the experts of the aEDP's material and highly knowledgeable in the best way to impart the information.

The workshops were regarded as highly beneficial by entrepreneurs and alumni entrepreneurs. An observation from the interviews is that an additional benefit of attending the workshops is the shared knowledge that facilitates a common language between the coach and entrepreneur. This is seen as enhancing conversation and understanding of the topic under discussion, as both parties draw from the same experiences. It is also thought to encourage better comprehension of the task, as Mia, alumna entrepreneur, recounted:

"[Coach] would then bring [workshop] snippets into our sessions... [this aided me to] come up with some new theories and some different thinking. He would also introduce some new knowledge and ideas based on his perspective."

(Mia, aEDP alumni entrepreneur)

The workshops are not considered separate from the dyadic sessions but intertwined with content flowing from the workshops and applied to the problems being experienced during the entrepreneur's day to day activities.

Interviews with coaches and the observed sessions disclosed that coaches provide a structured approach to the dyadic session. Before each dyadic session, the entrepreneur completes an online process that captures their businesses performance and sends it to the coach, i.e., financial performance information and topic for discussion within the session. The dyadic sessions are structured in a format with clear outcomes at the end of the session. Observation insights revealed that the core components include a review of performance against past objectives, an exploration of topic and objectives, and a future objective/goal setting element. The coaching session lasts approximately one hour, with the coach being responsible for movement through the process. This was witnessed during the observed sessions with the coach encouraging the entrepreneur to set targets. Entrepreneurs can bring any topic they choose to the session. Within the observed sessions, the topics were primarily related to their businesses' performance, i.e., recruitment of a new position or anxiety associated with poor business performance. However, the atmosphere of the sessions was friendly and encouraging. Entrepreneurs stated that the structured format is consistent, and they knew what to expect. This enabled them to organise themselves to gain the most from the coaching session. Additionally, they reported that following each session, they had greater clarity of the subjects discussed and a list of tasks, objectives or goals to complete.

The community is an important feature of the aEDP. Coaches maintained that one of the responsibilities of the coach is to create an engaged and supportive community. This initiative includes promoting engagement with entrepreneurs and encouraging supportive traits, including working in the hub, attending events and workshops, stimulating peer-to-peer events, and cross-collaborating ideas and projects. The importance of community was echoed by George and Ava, entrepreneurs on the aEDP. One aspect singled out in the findings is the potential for cross-learning. The sharing of knowledge and experiences of peers on the aEDP was considered equally beneficial to learning through workshops and dyadic sessions. Sophia, a coach, commented:

"We help facilitate those conversations to ensure that people do get the benefit of other people's experiences. And that's good and bad. We really encourage sharing the bad."

(Sophia, coach)

During interviews, coaches highlighted the importance of sharing good and bad experiences. Entrepreneurs described the usefulness of hearing that someone else had had the same problem or that something had not gone to plan. It allowed them to reflect and share learning with colleagues to avoid making the same mistake again. The coach's role is central to motivation within the community, acting as a catalyst and promoter and facilitating the aEDP process.

5.6. Summary

In this case overview chapter, I have compared both EDPs presenting a representation of each for contextual reference. I identify that the uEDP and its coaches primarily focus on the development of *know-why* knowledge. In contrast aEDP and its coaches primarily focus on the creation of *know-what* knowledge. I have identified differences in each EDP's approach considering relevant implications on the coach's role. I have compared and contrasted EDP coach roles and conclude that they differ in many areas and relate this to the EDPs' type of knowledge to be created. This includes the uEDP coach being required to conduct academic assessment, whereas aEDP coaches assess individuals and venture progress. Additionally, aEDP coaches provide tools and techniques; uEDP do not. This detailed review of the EDPs and coaches' roles enable the reader to see how the coach's role is situated within the context of the EDP.

In chapter six, I present analysis of the coach's coaching style, type of knowledge created and dyadic coaching session.

Chapter 6 Coaching Styles, EDP knowledge creation and EDP dyadic coaching sessions

6.1. Introduction

In the previous background chapter, I presented and compared data from interviews, observations, and document analysis to create a clear representation of each EDP and the EDP coach's role (as per Table 5.1 and Table 5.2).

In this chapter, I discuss coaching styles, identifying that uEDP coaches adopt a person-centred coaching style and aEDP coaches adopt a solution-focused coaching style. I explore the type of knowledge created in each EDP, suggesting that the uEDP and its coaches' coaching style aim to create *know-why* knowledge, while the aEDP and its coaches' coaching style aim to create *know-what* knowledge. Finally, I explore observation data associated with uEDP and aEDP dyadic coaching sessions, concluding that they differ in focus, format, and learning outcomes. This study suggests that the structure of the dyadic coaching session, coaching style, and type of knowledge to be created are linked, indicating these three elements contribute to an entrepreneur's development.

6.2. Comparison of EDP Coaches during dyadic coaching sessions

This section presents findings collected through interviews, observations and documents inductively analysed. This study shows that the coaches in the uEDP adopt a different coaching style to the coaches of the aEDP. Findings indicate that the choice of coaching style has implications for the type of knowledge created and the format of the dyadic coaching session. This section outlines a high-level comparison between the EDP's coaching style adopted during the dyadic coaching sessions and associated observations from the session.

Table 6.1 provides an overview, comparing EDP features with an emphasis on the important characteristics and functions of both EDPs. As shown in the table, both dyadic coaching sessions differ significantly in approach, coaching style, type of knowledge to be created, coach's focus during the session and EDP learning outcomes. Important aspects of particular interest when answering the research question are the coaching style, the knowledge to be created as a result of the coaching sessions, the purpose of the dyadic coaching session, and learning outcomes following the intervention. An experienced coach, considering the observations/analysis documented in the previous chapter, including the presence of *know-why* and *know-what*, might intuitively recognise the presence of person-centred and solution-focused approaches as characterised in Table 6.1.

Table 6.1 Comparison between dyadic sessions

	uEDP dyadic coaching session	aEDP dyadic coaching session
Coaching style adopted by coach	Person-centred approach	Solution-focused approach
EDP – Type of knowledge created	<i>Know-why</i> -, i.e., why do you think that is the case?	<i>Know-what</i> -, i.e., what are the objectives and tools needed to achieve the goal?
The focus of the coach in session	Individual exploration, personal development, academic compliance and venture discussion.	Individual development fuelling business performance and entrepreneur accountability.
Purpose of the dyadic coaching session	To increase consciousness and self-awareness through discussion and self-reflection.	Individual development, improved business performance through decision making and commitment to objectives and goals.

In the following section, I review each of these EDP characteristic functions and describe their importance, creating a contextual basis for the coaches' use of directive and non-directive conversational approaches.

6.3. EDP Coaching styles - defined

In the context of this research, the coaching style is defined as the coach's way of working with another individual (e.g., person-centred) to help him or her improve performance and reach his or her potential. There are many types and styles of coaching, each with its own defining characteristics and nuances; for example, Cox *et al.* (2018) provide twenty-six examples of coaching styles. Each is informed by the situation, context and worldview of the coach (Starr, 2016). This study found that each EDP's choice of coaching style influenced many factors leading to different kinds of entrepreneur development.

Analysis of the three observed coaching sessions' data suggests that all uEDP coaches adopt a person-centred coaching style. Joseph (2018) describes the person-centred coaching style as having three distinctive features designed to aid client 'optimal functioning' (see Table 6.2). These features represent a coaching style where the client is the expert of themselves, and the coach is non-directive towards the client. The non-directive stance does not mean that the coach does not provide any direction, but they respond to the clients' chosen direction, stimulating discussion around the topics raised by the client. This process is managed positively, not dwelling on distress or dysfunction but positive aspects. Table 6.2 provides examples of uEDP coaches using the three person-centred distinctive features during the observed dyadic coaching sessions. These are discussed further below.

Table 6.2 Distinctive features of person-centred uEDP coaching style (adapted from Joseph, 2018)

Distinctive Feature		Example coach questions during the dyadic coaching session
1	Trust in the client to be the expert of themselves and that they will find next steps.	"Yes, touching on the fear and jumping in. You've had three years' experience of doing this stuff. Have you ever had setbacks that have brought you to this point? - I'm a bit fearful, and I'm not sure that this is a good idea? What did you do?" (Oliver, uEDP Coach)
2	The coach applies non-directivity towards the client.	"What do you say is the thing that's holding you up on that journey? Or the rock that is on the road ahead of you that needs moving?" (Liam, uEDP Coach)
3	A positive psychology approach to optimal function.	"Sounds good. You've thought about it. You've really thought about it. I can see that from what you are saying. My curiosity is around - sounds all good to me, so what's the challenge that you're facing right now? What's holding you back?" (Oliver, uEDP Coach)

In Table 6.2, for distinctive feature 1, Oliver examines the concept of fear and its impact on the entrepreneur's decision-making process. In this instance, Oliver is not telling the entrepreneur how to feel or act; he asks him to consider how he has dealt with a similar situation before and overcame it, suggesting that the entrepreneur holds the answer to his question. For distinctive feature 2, Liam has identified that there is a blockage stopping the entrepreneur from moving forward. The question is asking the entrepreneur to consider the situation and identify what the problem is. Once identified, the conversation can progress. Note that the coach is not saying "this is what I think or feel" or "have you thought about...?" He has asked the question that allows the entrepreneur to decide the direction of the discourse. For distinctive feature 3, Oliver positively reinforces the entrepreneur's position and previous comments leading to – what's stopping you? He approaches challenges positively as if it is just a minor inconvenience. The coach's assumption is – you can do this. Results indicate all

three features were consistent with the uEDP coaching sessions, suggesting the uEDP coaches adopt a person-centred approach.

In contrast, analysis of the aEDP observation data indicates that all three aEDP coaches adopt a solution-focused coaching style. Grant and Cavanagh (2018) describe the solution-focused coaching style as having two distinctive features (see Table 6.3). The key principles of solution-focused style are a focus on solutions. Topics are explored collaboratively in a pragmatic and flexible manner, assuming that positive change is necessary and that a different perspective will change how the entrepreneur does things. Examples in response to the distinctive features are provided in Table 6.3.

Table 6.3 Distinctive features of solution-focused aEDP coaching style (adapted from Grant and Cavanagh, 2018)

Grant and Cavanagh's (2018) Distinctive Feature		Example coach comments during the dyadic coaching session
1	It adheres to a constructionist philosophy; the coach and client construct the topic's discourse in context.	"Okay. You say you're on par, maybe a little bit cheaper. You could look at those areas. I think one of the things you've already highlighted is that your cost structure, not your running costs but your goods process cost, is not robust enough for you to keep track of it properly and understand where you could make savings. If there were savings to be made?" (Sophia, aEDP coach)
2	The client is fundamentally capable of solving their own problems and has all the resources to develop a solution.	"What's achievable then? If we're going to put an action around this, how long do you want the video to be? What's the subject going to be? What's the purpose of it? How are you going to measure the success of this video? Is that with engagement? Is it with feedback from other people? Is it from other people on the programme? And when do you want to do it? Because I think you do work well to deadlines." (Thomas, aEDP coach)

Table 6.3 describes the two distinctive features of solution-focused coaching and provides example comments to support the claim that aEDP adopts a solution-focused coaching style. Distinctive feature 1 suggests that solution-focused coaching styles co-construct knowledge with the entrepreneur. The example given illustrates the proactive nature of Sophia (coach) to challenge and build on previous information given by the entrepreneur. This iterative process builds towards increased information and the identification of further opportunities or decisions. Distinctive feature 2 suggests that the client is capable and has the resource to solve their problems. The example comment provides situational and contextual information associated with the task to be completed. Thomas, however, does not provide the answers to questions but aims to help the entrepreneur understand how the task can be made manageable and achievable. The entrepreneur's response to these questions led to the entrepreneur setting an objective. This study indicates that both distinctive features were consistent with the aEDP coaching sessions, suggesting the aEDP coaches adopt a solution-focused coaching style.

Furthermore, analysis of photo-elicitation data, used to obtain the coach's approach to coaching was captured during the coaches' interviews, and interview card sort data support the assertions that uEDP coaches adopt a person-centred and aEDP coaches adopt a solution-focused coaching style (see Appendix 15 and Appendix 16).

6.4. EDP Knowledge creation

After establishing the coaching style adopted by each EDP, I now examine the types of knowledge created. Garud (1997) describes three categories of knowledge creation: *know-why*, *know-what* and *know-how*. In the context of this study, *know-why* can be understood as to why we do something, *know-what* is the recognition of the goal and action, and *know-how* is the knowledge we have to complete the task effectively, i.e., expertise.

During all the EDP coaches' interviews, they were asked, "If you were to look at the coaches and programme emphasis, would it be to focus the entrepreneur's development in terms of the *know-what* - all the financial structures and EDP knowledge etc., the *know-how* - how they go about doing and using it all or the *know-why* – understanding the rationale for why they do it? Could you put them in order of priority, *know-what*, *know-how* or *know-why*?" Table 6.4 provides the results.

Table 6.4 Types of knowledge created in uEDP and aEDP

	Know- why Knowledge	Know-what Knowledge	Know-how Knowledge
uEDP	The primary focus of the EDP and coach's practice.	Self-directive and peer learning.	Mentor in Residence (MiR) programme.
aEDP	A secondary focus of the EDP and coaching practice.	The primary focus of the EDP and coach's practice.	EDP mentors.

The three uEDP coaches stated that *know-why* knowledge was their primary focus. *Know-what* knowledge is created by entrepreneur self-directed and peer learning in the uEDP. The uEDP's MiR programme enables the creation of *know-how* knowledge. In contrast, all aEDP coaches stated their primary focus is creating *know-what* knowledge, followed by *know why* knowledge. As with the uEDP, *know-how* knowledge is assisted by the aEDP mentors. The different emphases are possibly due to the EDP coach's role in the context of their EDP; i.e., uEDP coaches do not teach, whereas this is part of the coach's role in the aEDP (see Chapter 5, p.84). It is also probable that the coaching style is selected to create the type of knowledge required by the EDP. This current study suggests that a uEDP coach adopting a person-centred coaching style is likely to concentrate on the entrepreneur's personal development, working on the entrepreneur's self at a cognitive level. Coaches believe

that an entrepreneur knowing why they are doing something or why they are making the decision is an important feature of the process. This claim corresponds with the suggestion that uEDP dyadic coaching sessions aim to increase consciousness and self-awareness through discussion and self-reflection.

In contrast, aEDP coaches primarily concentrate on *know-what* co-creating knowledge to complete the task, objectives and goals. Sophia (aEDP coach) commented

"I think first of all you've got to know-what because if you don't know-what you can't do the rest..."

(Sophia, coach)

However, aEDP coaches also spend some time on the *know-why* knowledge to support the entrepreneurs in building understanding and creating rationale behind their decisions. So, there are several reasons why *know-what* knowledge might be a focus. The most likely is connected to the aEDP coach's role (see Chapter 5, p.84), adopting a solution-focused coaching style with the overall aim of improving individual performance to enable improved business performance through entrepreneur accountability. The aEDP coach's role requires them to conduct training, as well as to coach entrepreneurs. These requirements position coaches as the 'aEDP knowledge specialist' and creates a hybrid role, where coaches educate and facilitate the entrepreneur's development. Therefore, it is conceivable that *know-what* is the primary type of knowledge creation on the aEDP. This claim supports the suggestion that aEDP dyadic coaching sessions aim to facilitate individual development, improved business performance through decision-making, and commitment to objectives and goals.

Both groups of EDP coaches introduced and discussed the use of mentors as part of the EDP programme design. Thomas (aEDP coach) describes how he uses the mentor support service:

"They help when I have a situation like, I have an entrepreneur who is really struggling with their paid advertising or marketing, then I can refer them through to speak to that specific mentor on that issue."

Thomas (aEDP coach)

Analysis of the coach's interview data suggests that mentors create *know-how* knowledge; they provide specialist *know-how* expertise and relatable business experience aligned to the entrepreneur's individual and venture needs. Daniel (aEDP coach) explains how the mentoring support function is used:

“... if it's to do with the strategic development of their business or specific decisions, they need to make within their business. We can't get involved in that because it's just inappropriate to do so, that's where community and mentoring comes in.”

Daniel (aEDP coach)

Within both EDPs, mentoring was positioned as a support function to the coaching and highly relevant to an entrepreneur's personal and business development.

These findings suggest that the two EDPs and their corresponding coaching practices concentrate on different kinds of knowledge creation. Analysis suggests this is directly linked to the EDP coaching role (see Chapter 5, Table 5.2, p.94) and the coaching style adopted during the dyadic coaching session. It would appear that the focus of each coaching style links to the type of knowledge to be created and influences the entrepreneur's learning outcomes of the dyadic coaching session.

6.5. EDP dyadic coaching session: coach and entrepreneur interaction

The observed coaching sessions were held via Zoom due to the Covid-19 Pandemic restrictions but are reported by the coaches as representing the format and structure of a dyadic face-to-face session.

Inductive analysis of the observed dyadic coaching session and post-observation interview data found that the structure and format of the coaching sessions were significantly different between the uEDP and the aEDP. This study found that each of the six dyadic coaching sessions in both EDPs lasted approximately one hour. Comparing the time coaches spent talking, the three uEDP coaches spoke marginally more during the session than the aEDP coaches. When considering the number of topics discussed during the session, the uEDP coaches covered one or two topics, whereas the aEDP coaches tended to cover three or four. Topics covered by the uEDP coaches were inclined to focus on increasing consciousness and self-awareness through discussion and self-reflection, emphasising *know-why* knowledge creation (Garud, 1997). In contrast, the aEDP coaches were focused on Individual development and improved business performance through decision-making and commitment to objectives, focusing on *know-what* knowledge creation (Garud, 1997).

Analysis of the observed dyadic coaching session indicates that the structure of the uEDP sessions was fluid with minimal boundaries. In all instances observed, the entrepreneurs did not provide a topic for discussion before the start of the session; the topic was agreed upon at the outset of the session. However, coaches commented that this was not always the case; sometimes, the entrepreneurs would provide a topic before the session or meet to further a previous dyadic conversation. The coaches followed the discussion's ebb and flow

in the session, allowing the entrepreneur to decide the direction and depth. For example, Liam's observed session with Elijah explored whether reflection is inhibitive to personal developmental progress. This session might be described as meandering, exploring ideas and concepts; however, the questioning technique was structured and focused on the topic area. The session's outcome concluded with Elijah opting to remain aware of his thoughts but taking no decision. During the coaching session, Liam summed up the session with the following comment:

"I think there is always a pressure on these kinds of conversations to come up with some insight or some sort of revelation! I suppose in a way, what I'm talking about is that we can give ourselves permission to finish this without a goal or objective, and that is okay; it's choosing how we frame these things."

(Liam, uEDP coach)

Elijah reported in the post-observation interview that the session was useful and it enabled him to think about the topic differently.

In opposition to the observed person-centred coaching style, during another uEDP observed coaching session, there were periods where the coach provided clear direction; this approach was evident when discussing an academic requirement only, i.e., "the team will need to sign off your updates to your learning contract" (Noah, uEDP coach). When discussed in the post-observation interview, this approach was considered appropriate and acceptable by the uEDP coaches as it is in line with the EDP functions of promoting academic progress.

In contrast, all the aEDP observed coaching sessions were grounded in real-life scenarios: they were experience-based, working with facts, knowns and delivered a tangible outcome, i.e., an objective. The aEDP's session had a clear structure with expectations set and managed by the coach. This structure required the entrepreneur to provide information before the session, including sales information, progress towards objectives and goals, and topics for discussion, creating a starting point. The central part of the session concentrated on reviewing past objectives and identifying new ones. The topics covered tended to follow venture performance, e.g., social interaction via Facebook, and/ or individual development, e.g., "I am having trouble finding the time to do everything" (George, aEDP entrepreneur). All the aEDP observed sessions culminated in the entrepreneur deciding what objectives or goals they wanted to be held accountable to - moving forward. These would be uploaded to a database and reviewed during the next coaching session.

The differences between the two EDP's coaching sessions are clear; the uEDP coach adopts a less structured approach, explores the topic area, relates it back to the entrepreneur, and is not concerned with a specific

outcome. In contrast, the aEDP coaching sessions were structured, have a clear step-by-step process and aim to conclude with a defined outcome. These findings suggest that the uEDP is exploratory while the aEDP is expository. This study further suggests that these three elements – the structure of the dyadic coaching session, the coaching style and type of knowledge to be created interlink as contributing factors in an entrepreneur's development.

6.6. Summary

In this chapter, I have presented analysis of each EDP's coaches' coaching style, identified the types of knowledge created by each EDP and provided an insight into the content of the dyadic coaching session. In conclusion, this chapter demonstrated that uEDP coaches adopt the coaching style of person-centred, have the aim of developing *know-why* knowledge and focus on personal development of the individual during the dyadic coaching session. The aEDP coaches adopt a solution-focused coaching style, are primarily focused on developing *know-what* knowledge and are generally focused on performance and venture improvement through tasks, objective and goals.

In the next chapter, I present the analysis of how the uEDP and aEDP coaches use directive and non-directive conversational approaches to enable the process of entrepreneur development.

Chapter 7 Observed Directive and Non-Directive Conversational Approaches

7.1. Introduction

In the last chapter, I presented the analysis of the coach's coaching style, the types of knowledge created by EDP and coaching practice and discussed the dyadic coaching session, concluding that each of these influences an entrepreneur's development.

To help the reader in understanding the data management process adopted, this chapter outlines the process of converting raw data, transcripts of the dyadic coaching sessions, into DNST skills and directive and non-directive conversational approaches; the directive and non-directive data is then used to compare conversational approaches between EDPs and also within EDPs.

7.2. Analysing a coach's directive and non-directive conversational approaches

As mentioned in the literature review, Downey's (1999, 2014) Spectrum of coaching skills continuum was used as the basis for data capture of the observed dyadic coaching sessions. Following two pilot tests, the first to create the card sort cards and the second to create the directive and non-directive observation session template (DNST), fourteen skills and their relevance to directive and non-directive conversational approaches emerged as representative of coaching approaches used during a dyadic coaching session. This is further discussed in Section 7.5.

Following robust pilot testing and reviewing process with experienced coaches not participating in the case study, a list of DHOST skills was compiled which extended Downey's (1999, 2014) original model (see Figure 3.1). The skills grew from ten to fourteen. Some skills merged, others were fine-tuned to be more explicit, and five new skills were formed. However, none of Downey's (2014) original skills was removed. These set of skills worked well during the DHOST process and would not require a high level of training for fellow researchers or practitioners to replicate in a similar dyadic coaching session. The new skills added to Downey's (2014) Spectrum of coaching continuum (See Table 7.1) could be argued as an evolutionary step. Between 1999 and 2004, minor iterations or tweaks have been made to wording in the model to emphasise features. This includes the removal of 'Telling' as the most directive skill and the renaming of the descriptive term 'Non-directive' to 'Following interest'. 'Following interest' seemed less transparent and is less well known in practice than Non-directive, so I opted to use Downey's original term. The data found that the modified Spectrum of coaching skills (DHOST skills) presented in Table 7.1 is a good indicator of directive and non-directive conversational approaches with each skill contributing to the overall significance of this study. The new/extended skills are shown in grey.

Table 7.1 Development of DHOST skills

Directive or non-directive	Downey's (2014) Spectrum of coaching skills continuum	Similarities	DHOST skills chosen for inclusion in this study
Non-directive	Listening to understand		Active listening
	Reflecting		Paraphrasing and summarising
	Paraphrasing		Encourage self-reflection
	Summarising		Challenge opinions and beliefs
	Asking questions that raise awareness		Referring to past experiences
	Making suggestions		Raise awareness
	Giving feedback		Raise confidence
	Offering guidance		Making suggestions on possible options
	Giving advice		Providing feedback
	Instructing		Encourage a decision
			Inform - providing information
			Offering guidance
			Giving advice to provide direction
Directive			Instruct - providing solutions

Another important aspect of Downey's Spectrum of coaching continuum is that no literature was found either testing this model or supporting its empirical research use, something confirmed by Downey in a LinkedIn message and subsequent telephone call (see Appendix 17). Therefore, the directive and non-directive observation session template (DNOST) contributes to methodology, and the skills contribute to theory proving an empirically tested model suitable for future research.

7.3. Comparing DNOST skills use between EDPs

Using the NVivo qualitative data analysis software and Excel, data collected from interviews, observations and documents were inductively analysed thematically to generate an initial set of directive and non-directive skills, which were reviewed and improved upon in conjunction with a group of experienced coaches. This led to amendments to the directive and non-directive skills, resulting in the ordered list of fourteen Directive and Non-Directive Observation Session Template (DNOST – see Figure 4.4) skills shown in Table 7.1 and used during subsequent analysis.

Using DNOST, the collected data were then abductively mapped to the new fourteen skills. This process provided uEDP and aEDP coaches' illustrative quotes for each of the fourteen directive and non-directive skills, and a researcher interpreted descriptive theme for each quote (See Table 7.2). The DNOST provides a researcher interpreted view of the coach's directive and non-directive conversational approaches during the session. Table 7.2 provides a comprehensive description, with supporting coach's quotes of DNOST skill from two aspects, the uEDP and the aEDP. It also provides insight into the coach's style and the type of knowledge the EDP is trying to create.

Table 7.2 DNOT descriptive themes from the Data (Coaches' Quotes)

DNOT skill ND = non-directive D = Directive	DNOT descriptive theme – interpreted from uEDP interviews and observation data	Quote or example, person centred coaching style	DNOT descriptive theme – interpreted from aEDP interview and observation data	Quote or example, solution-focused coaching style
Active listening (ND)	A way of being present, listening intently and listening to understand, not to speak.	Noah: "You're a hundred percent present; you focus entirely on the individual talking. There's a lot of physical mirroring of your body. You definitely have eye contact. You're trying to listen to them without formulating a response. You are stopping your own mind from saying, 'okay, they said that, so, therefore, I can say this or go there.'"	Listening to understand and to guide the conversation.	Daniel: "are we active listening? Are we asking questions? Are we doing those kinds of things within a particular structure? Yes." Sophia: "... and the one I do all the time, you wouldn't believe it from this conversation today, but my active listening is quite good. I'm very good at the silence and pauses - believe it or not.
Paraphrasing and summarising (ND)	To increase and demonstrate the coach's understanding of the topic and aid further exploration by presenting data in an alternative way.	Liam: "I'm sort of hearing two things. I hear on one side, you're a traveller and being on the journey is where you will always be, and that it's not always enjoyable. But if you're not travelling, you're not learning, and you're not developing. On the other hand, I hear you say - if I don't get there soon, you're worried about whether you'll get there [at all] and whether you'll arrive on time."	To review, consolidate thinking and maintain momentum toward a decision or goal.	Daniel: "So, if the practice is something that you feel is worthwhile building because of the service to the clients, and you know you want to build it, and it makes sense to bring a practice manager in ... If we were to think forward 12 months or 15 months ... what is it that you want the organisation to be, to look like? How do you want it to operate?"

DNOST skill ND = non-directive D = Directive	DNOST descriptive theme – interpreted from uEDP interviews and observation data	Quote or example, person centred coaching style	DNOST descriptive theme – interpreted from aEDP interview and observation data	Quote or example, solution-focused coaching style
Encourage self-reflection (ND)	Coaches use self-reflection to aid the entrepreneur in being aware of themselves, their abilities to perform more productively and aid alignment to their personal values.	Liam: "Can you think of the times when you felt stuck or bogged down in this reflective process, and can you think of times when you've been feeling more productive?"	Coaches employ self-reflection to build understanding, confidence in completing tasks and aid the entrepreneur in forming their own solutions to personal and business problems.	Sophia: "You've been quite good at giving control to the team ... [but when] you start to get a bit worried, or a bit fearful, you tend to grab [control] back... Have you noticed yourself starting to do that? [and] How do you know if it's proportionate and right to do it?"
Challenging opinions and beliefs (ND)	Asking emotion-based questions, or making statements to encourage reflection, solicit active thoughts on the topic and create dialogue around the topic.	Liam: "If I said to you that the journey is like walking towards the horizon, and the horizon is so many miles away, and you are walking towards it. The only thing is, every time you walk a mile towards the horizon, it's a mile further away. How would that feel?"	Challenging the preconceived ideas and assumptions held by the entrepreneur, primarily in relation to blockages associated with personal learning or business performance.	Sophia: "If you're saying that following a very successful first crack at making Sunday dinners, you're counting everything up afterwards and wondering how you're going to pay for it. Does that mean that you didn't really do the costings beforehand to understand how much an individual meal was actually costing you?"

DNOST skill ND = non-directive D = Directive	DNOST descriptive theme – interpreted from uEDP interviews and observation data	Quote or example, person centred coaching style	DNOST descriptive theme – interpreted from aEDP interview and observation data	Quote or example, solution-focused coaching style
Referring to past experiences (ND)	Sharing personal experiences that led to self-learning and/or routes to possible success or failure avoidance.	Liam: "I'll give you an example from my own experience. I got in a real bind with my boss at one point. It was a relationship that got pretty bad; I started to think he always wants to have the last word. I then realised that I always wanted to have the last word. I started having a bit of fun, at the end of each conversation, I'd say, and is there anything else you want to say? and it kind of changed the whole dynamic of everything because I was having fun ..."	Experiences shared leading to improved performance (business or personal) by removing blockages and prompting new thinking.	Sophia: "[Ref. Repeat custom] I used to drive to London every day, and I would stop at the McDonalds for a coffee every morning ... it wasn't because they had the best coffee. It's because I didn't have to get out of my car. It's as simple as that. And then I got into the habit of - that's just what I did ... I am not saying that's something that you should consider ... but if you do anything like this, what's the thing [that you would do]?"
Raise awareness (ND)	Coaches use raising awareness to aid the entrepreneur in understanding their own thoughts and as an exploration tool with a view to understanding options and choices.	Liam: "I suppose I was trying to see if there were any connections between what you were talking about, in terms of being reflective, looking at things, thinking about things, and how that can be positive and lead you forward but can also lead you back, or to have more negative feelings."	Coaches use raising awareness to understand the personal or business tasks or objectives in a balanced way to maintain a forward trajectory.	Thomas: "I think it'd be good to research other people ... In your mind, what does good look like for you when you look at video content. So, when you go on LinkedIn, and you see a good video. Why is it good?"

DNOST skill ND = non-directive D = Directive	DNOST descriptive theme – interpreted from uEDP interviews and observation data	Quote or example, person centred coaching style	DNOST descriptive theme – interpreted from aEDP interview and observation data	Quote or example, solution-focused coaching style
Raise confidence (ND)	Coaches adopt a supportive stance to positively explore knowns or facts, to aid the entrepreneur in their thought process(es) and gain confidence in their own ability.	Oliver: "so you've got the security of the part-time job, and your savings, and you have got the security of knowing that if you can get these [products] that it will financially workout, and you can sustain."	Coaches help the entrepreneur build confidence through constructive challenge and positive reinforcement/ strengthening of the entrepreneurs self-set objectives and goals.	Daniel "[Post Covid] - Ultimately, it is just reframing what the environment is all about and then saying - right, how do we move forward within this environment? It looks like you're going great guns... How was business last month?"
Making suggestions on possible options (D)	Suggesting an idea to stimulate further thought on the subject.	Noah, "... most the time not to do that, but occasionally I will, when they're really stuck, or when there's real barriers going up, these psychological barriers. I know they're not real. They're the ones that are not based on any facts."	Providing an opinion to maintain momentum towards a personal or business objective, generally within EDP taught material.	Daniel: "I put this under 'I do not do this' [card sort] but do I ask those directive questions, in terms of, would you find benefit in... for example? I wasn't sure if I did it [making suggestions during the observation], but did I steer him with my questions? <u>and</u> would that then be down to 'making suggestions on possible options?' I don't think so because I don't make suggestions. It was more of asking a question."

DNOST skill ND = non-directive D = Directive	DNOST descriptive theme – interpreted from uEDP interviews and observation data	Quote or example, person centred coaching style	DNOST descriptive theme – interpreted from aEDP interview and observation data	Quote or example, solution-focused coaching style
Providing feedback (D)	Offering observational comments with justification on personal or academic performance to aid understanding.	Liam: "My feedback - how can you make this journey as fulfilling as possible ... I am almost asking you to think about not driving yourself. What can you think of that would not be the normal Elijah way of doing things?"	Bringing corrective or positive personal and business comment to bear in order support or improve performance.	Thomas: "I think you've got to have a really good relationship with the client to be able to do it [provide feedback], and you've got to contract that upfront. Providing feedback is never an easy thing to do ... if your coachee turns up to the session 20 minutes late and doesn't apologise, and it's a regular theme throughout all their meetings, delivering personal feedback is harder, but I think it's really important to create self-awareness..."
Encouraging a decision (D)	The iterative act of encouraging decisions to increase one's consciousness or further exploration culminates in a higher level of understanding of oneself.	Liam: guess the question for me is, is there anything that you can do to make the journey more satisfying?	The iterative act of removing blockages, nudging towards an answer and providing guidance culminating in commitment to the entrepreneur's chosen outcome and forward momentum.	Thomas: "How far away is the job advert? Are you going to wait until the business is in a financial position so that you can recruit? Or are you going to look sooner?"

DNOST skill ND = non-directive D = Directive	DNOST descriptive theme – interpreted from uEDP interviews and observation data	Quote or example, person centred coaching style	DNOST descriptive theme – interpreted from aEDP interview and observation data	Quote or example, solution-focused coaching style
Inform - provide information (D)	Reinforce the academic requirements of the EDP by providing academic instruction, information or provide clarity around a topic.	Noah: "The issue is, from my observations at least, with your workload, it's just recording and reviewing [results] with the team. That's the extra bit you have to do ... because that's always a chunk of the marks in both the projects and the learning contracts."	Provide previously taught material from workshops and/or the coach's tacit knowledge learnt from doing the role to support an entrepreneur's forward trajectory.	Daniel: - reviewing the previously taught strategy training slides to improve the clarity of the coach's message. Sophia - reviewing the course material delivered in a workshop emphasising a particular sales approach.
Offering guidance (D)	Offering a perspective: this is my thoughts, or this is what I would do based on my experiences - what does that mean to you?	Noah: "There is one thing to bear in mind, for me at <u>least</u> , it's about trying not to spread myself too thinly. This comes from practice and the discipline of being aware of how much I can stretch myself, and the potential limitations of doing so ... If I spread myself too thinly, I become a lot less effective – I drop things, and I miss stuff ...	This is what we know (facts), and this seems a logical step toward achieving your goal (EDP tacit or coach's previous experience).	Daniel: "The infrastructure basically comes down to people, simplistically ... and then, of course, the cash. How much cash do you need to pay everybody to implement the systems and processes you want to achieve? So, that's basically the back-casting process ... I know you're familiar with the basics of that."

DNOST skill ND = non-directive D = Directive	DNOST descriptive theme – interpreted from uEDP interviews and observation data	Quote or example, person centred coaching style	DNOST descriptive theme – interpreted from aEDP interview and observation data	Quote or example, solution-focused coaching style
Giving advice to provide direction (D)	Providing opinion to aid an entrepreneur in academic studies but not personal developmental or business venture.	Liam: "[ref academic work] I'm not wanting to kind of tell them what to do, but I will be willing to provide them with some advice and some guidance because they often come to me and say, "how should I handle this assignment?", and I've got data, and I have information that is helpful to them. I won't hold that back because adding value to them in that context is often needed."	Providing an opinion to maintain momentum towards a personal or business objective, generally using EDP taught material, but not providing strategic advice.	Thomas: "... or asking for top tips, that's always a good shout and stuff like these videos, or share your thoughts - that's the creating engagement by tagging other people on the programme. That's how the algorithms work; that's how you're going to get an engagement in the beginning, isn't it?"
Instruct – providing solutions (D)	Failure if you resort to instructing, even though the coachee [entrepreneur] wants you to. The only exception is academic, i.e., assignments	Noah: "The only time when I might instruct is, for example, when it's stuff they asked me - you've got a background in design or product design, [can you give] feedback on a logo, on the branding, feedback on what best software packages to use. "	This should not happen; however, in the right situation coaches might help build a solution, but not instruct.	Daniel: "That's not something that I would do by default. But again, there is a little bit of contextualisation in that, so I would instruct somebody to do something, or I would provide a solution for a particular thing if it were to do with learning. If it were to do with them developing their own awareness. But as a default, I wouldn't instruct somebody to do anything. That is not my role."

Analysis of the data from Table 7.2 indicates EDP coaches use the same DNST skills (discussed later in Section 7.6), only differently; which suggests that DNST skills are understood differently by different coaching styles. This is shown in Table 7.2 with examples from each EDP. This insightful data allows direct comparison between EDP coaching styles and enables a greater understanding of how the EDP coaches use each DNST skill.

As previously outlined in Chapter 6, there are distinct differences between the two EDP coaching practices, including the coach's coaching style, type of knowledge created, the session's format and the EDP learning outcome(s). Table 7.2 above offers a unique insight into how EDP coaches use directive and non-directive conversational approaches (DNST skills) to create knowledge aligned with the adopted coach's style, EDP type of knowledge and EDP learning outcomes. Furthermore, Table 7.2 addresses a gap in the literature, offering insight into how coaches construct directive and non-directive conversational approaches.

An example of this can be observed in analysing *raising awareness*, the most dominant DNST skill observed during all coaching sessions. Liam's comments (uEDP coach – see Table 7.2, Row 6 – *raise awareness*) connected previous discussion topics and asked the entrepreneur to interpret the impact – positive or negative. Liam commented:

"I suppose I was trying to see if there were any connections between what you were talking about, in terms of being reflective, looking at things, thinking about things, and how that can be positive and lead you forward but can also lead you back, or to have more negative feelings."

(Liam, uEDP coach)

Liam implies that his aim was to support the entrepreneur in understanding their own thoughts through exploration and considering how their choices might affect them personally. This is consistent with the uEDP's person-centred coaching style and aligned with the EDP's learning outcomes, i.e., highly employable individual with a general entrepreneur skill set.

In contrast, analysis suggests that *raising awareness* is interpreted differently in the context of the aEDP. Thomas' comments (aEDP coach – see Table 7.2, Row 6 – *raise awareness*) suggest a different focus, one that is aligned with decision making and performance. Thomas stated:

"I think it'd be good to research other people ... In your mind, what does good look like for you when you look at video content. So, when you go on LinkedIn, and you see a really good video. Why is it good?"

(Thomas, aEDP coach)

Thomas aims to compare short video tutorials with best practices and encourages the entrepreneur to understand what might be achieved. This approach is compatible with the aEDP's coaching style of solution-focused and aligned with the aEDP's learning outcomes, i.e., an entrepreneur with specialist knowledge of personal and venture performance. This study suggests that the act or process of *raising awareness* is important in both EDPs. However, how coaches *raise awareness* is dependent on the coaching style adopted which in turn is aligned to the EDP's knowledge to be created and the EDP's learning outcomes.

Table 7.2 highlights these differences between both uEDP and aEDP directive and non-directive coaching approaches and how they translate into practice (the quotes), draws a comparison and demonstrates differences in EDP and coaching style perspectives. Table 7.2 also shows that uEDP and aEDP coaches use the full range of DNOT skills - except for instruct-providing solutions. This analysis supports the argument that the EDP's coaching style influences the coaches use of the DNOT skills, and in turn, directive and non-directive conversational approaches, to achieve the EDP's learning outcomes.

7.4. Short-form description: DNOT skills

Each DNOT skill was described (DNOT descriptive theme) in the context of the uEDP and the aEDP, with supporting coach's quotes (see Table 7.2). These DNOT descriptive themes provide insight into the coach's style, use of DNOT skill and the type of knowledge the EDP is trying to create. These longer DNOT descriptive themes were further analysed to create a short-form description for each EDP (see Table 7.3). These short-form descriptions can be described as the EDP coaches' overarching core purpose during the coaching session. For example, for the DNOT skill of *raise awareness* the uEDP coach aims to 'understand the options' open to the entrepreneur. In contrast, the aEDP coach aims to 'create understanding and motivation' towards tasks, objectives or goals. This example implies that coaches have aims for each coaching session that are aligned to the coaching style outcome.

Analysis of the short-form DNOT descriptions data indirectly highlights the difference in the EDP's coach's reason when using DNOT skills. Analysis and interpretation of short-form DNOT descriptions (see Table 7.3) against coaching style descriptions in Chapter 6 (see Section 6.3, page 104) affirms that uEDP coaches follow the person-centred coaching style supporting the entrepreneur in making their own decisions. Additionally, it

highlights the uEDP coaches focus on the development of the entrepreneur personally by understanding the options, exploring thoughts, being supportive, stimulating thinking, etc. In contrast, aEDP coaches follow the solution-focused coaching style, creating understanding and motivation, learning from experience, encouraging a forward momentum, decision-making, etc. Additionally, the coaching style is aligned to achieving the learning outcomes of the EDP.

This data suggests that the coaching style can have significant consequences for the way the DNOST skill is implemented. This analysis is important, as it demonstrates a DNOST skill administered by different coaching styles during a dyadic coaching session can lead to the creation of different kinds of knowledge and hence, different learning outcomes.

Table 7.3 Short-form DNST skills descriptions

Conversational Approach	EDP	DNST Descriptive theme – interpreted from uEDP and aEDP interviews and observation data (from table 7.2)	Short-form DNST description
Directive (D) and Non-directive skills (ND)		How do coaches use the DNST skill in a dyadic coaching session?	Short-form interpretation of uEDP and aEDP coaches' reason for using DNST skill.
Raise awareness (ND)	uEDP	Coaches use raising awareness to aid the entrepreneur in understanding their own thoughts and as an exploration tool with a view to understanding options and choices.	Understand the options
	aEDP	Coaches use raising awareness to understand the personal or business tasks or objectives in a balanced way to maintain a forward trajectory.	Creates understanding/ motivation
Encourage self-reflection (ND)	uEDP	Coaches use self-reflection to aid the entrepreneur in being aware of themselves, their abilities to perform more productively and aid alignment to their personal values.	Explore thoughts
	aEDP	Coaches employ self-reflection to build understanding, confidence in completing tasks and aid the entrepreneur in forming their own solutions to personal and business problems.	Learn from experience
Raise confidence (ND)	uEDP	Coaches adopt a supportive stance to positively explore knowns or facts, to aid the entrepreneur in their thought process(es) and gain confidence in their own ability.	Supportive
	aEDP	Coaches help the entrepreneur build confidence through constructive challenge and positive reinforcement/ strengthening of the entrepreneur's self-set objectives and goals.	Encourage
Referring to past experiences (ND)	uEDP	Sharing personal experiences that led to self-learning and/or routes to possible success or failure avoidance.	Stimulate personal thinking
	aEDP	Experiences shared leading to improved performance (business or personal) by removing blockages and prompting new thinking.	Introducing new concepts
Inform - provide information (D)	uEDP	Reinforce the academic requirements of the EDP by providing academic instruction, information or provide clarity around a topic.	Create clarity
	aEDP	Provide previously taught material from workshops and/or the coach's tacit knowledge learnt from doing the role to support an entrepreneur's forward trajectory.	Signposting and focus
Paraphrasing and summarising (ND)	uEDP	To increase and demonstrate the coach's understanding of the topic and aid further exploration by presenting data in an alternative way.	Explore comments
	aEDP	To review, consolidate thinking and maintain momentum toward a decision or goal.	Maintain momentum

Challenging opinions & beliefs (ND)	uEDP	Asking emotion-based questions, or making statements to encourage reflection, solicit active thoughts on the topic and create dialogue around the topic.	Encourage reflection
	aEDP	Challenging the preconceived ideas and assumptions held by the entrepreneur, primarily in relation to blockages associated with personal learning or business performance.	Challenging preconceived ideas
Offering Guidance (D)	uEDP	Reinforce the academic requirements of the EDP by providing academic instruction, information or provide clarity around a topic.	Opinion orientated
	aEDP	This is what we know (facts), and this seems a logical step toward achieving your goal (EDP tacit or coach's previous experience).	Logical tacit knowledge
Encourage a decision (D)	uEDP	The iterative act of encouraging decisions to increase one's consciousness or further exploration culminates in a higher level of understanding of oneself.	Encouraging own decisions
	aEDP	The iterative act of removing blockages, nudging towards an <u>answer</u> and providing guidance culminating in commitment to the entrepreneur's chosen outcome and forward momentum.	Gaining commitment to decisions
Giving advice to provide direction (D)	uEDP	Providing opinion to aid an entrepreneur in academic studies but not personal developmental or business venture.	EDP measurement criteria
	aEDP	Providing an opinion to maintain momentum towards a personal or business objective, generally using EDP taught material, but not providing strategic advice.	Maintain momentum

7.5. Analysing coaching sessions' data into DNOT skills

To provide clarity and aid understanding of how the DNOT skills were captured abductively from the main data set, a full description is provided below. The DNOT data set is a series of transcribed audio recordings of six dyadic coaching sessions. The data points are distinct elements of the audio recording, each of which can be classified as belonging to one of the fourteen DNOT skills.

To enable further analysis, the classification process is documented in a DNOT, a template designed to capture the directive and non-directive conversational approaches used, plus situational and contextual data of a dyadic coaching session. The DNOT takes a form of a graph, with time on the horizontal (or X) axis and DNOT skills on the vertical (or Y) axis.

Figure 7.1 shows a partially completed DNOT of aEDP coach Daniel's observed session with two data points plotted.

Having completed a DNOT for all coaching sessions, it was then possible to analyse the research data in terms of DNOT skills. The first level of analysis aimed to determine the range of DNOT skills present in the coaching sessions and the number of occurrences within each DNOT skill. This analysis is recorded in Table 7.4, together with the ranking of each DNOT skill, in terms of the number of its occurrences.

This analysis assumes that each occurrence of every DNOT skill has equal value in terms of desired coaching outcome. The corollary of this assumption is that the skills with the greatest quantity of occurrences are the most important; that is, they make the greatest contribution to the desired coaching outcomes.

Table 7.4 Dominant DNOT skills in a dyadic session across all coaches

		uEDP – 3 dyadic sessions		aEDP – 3 dyadic sessions	
Directive and Non-directive Observation Session Template (DNOT) skill		Occurrences (total = 610)	Rank order	Occurrences (total = 603)	Rank order
	Active listening	Evidenced in session		Evidenced in session	
↑ More Non-Directive	Paraphrasing and summarising (the act of paraphrasing and summarising)	64	3	56	5
	Encourage self-reflection (asking questions/ making statements to encourage self-reflection)	124	2	61	4
	Challenge opinions and beliefs (asking questions/ making statements to challenge opinions and beliefs)	42	5	22	11
	Referring to past experiences	16	10	26	10
	Raise awareness (asking questions/ making statements to raise awareness)	171	1	103	1
	Raise confidence (asking questions/ making statements to raise confidence)	41	6	52	6
	Total	458		320	
← More Directive	Making suggestions on possible options	16	11	38	7
	Providing feedback	29	7	36	8
	Encourage a decision (asking questions/ making statements to encourage a decision)	52	4	92	2
	Inform - providing information	22	9	64	3
	Offering guidance	24	8	18	12
	Giving advice to provide direction	9	12	35	9
	Instruct - providing solutions	0	13	0	13
	Total	152		283	

Replotting the data from Table 7.4 into Figure 7.2 allows a simple comparison between EDPs.

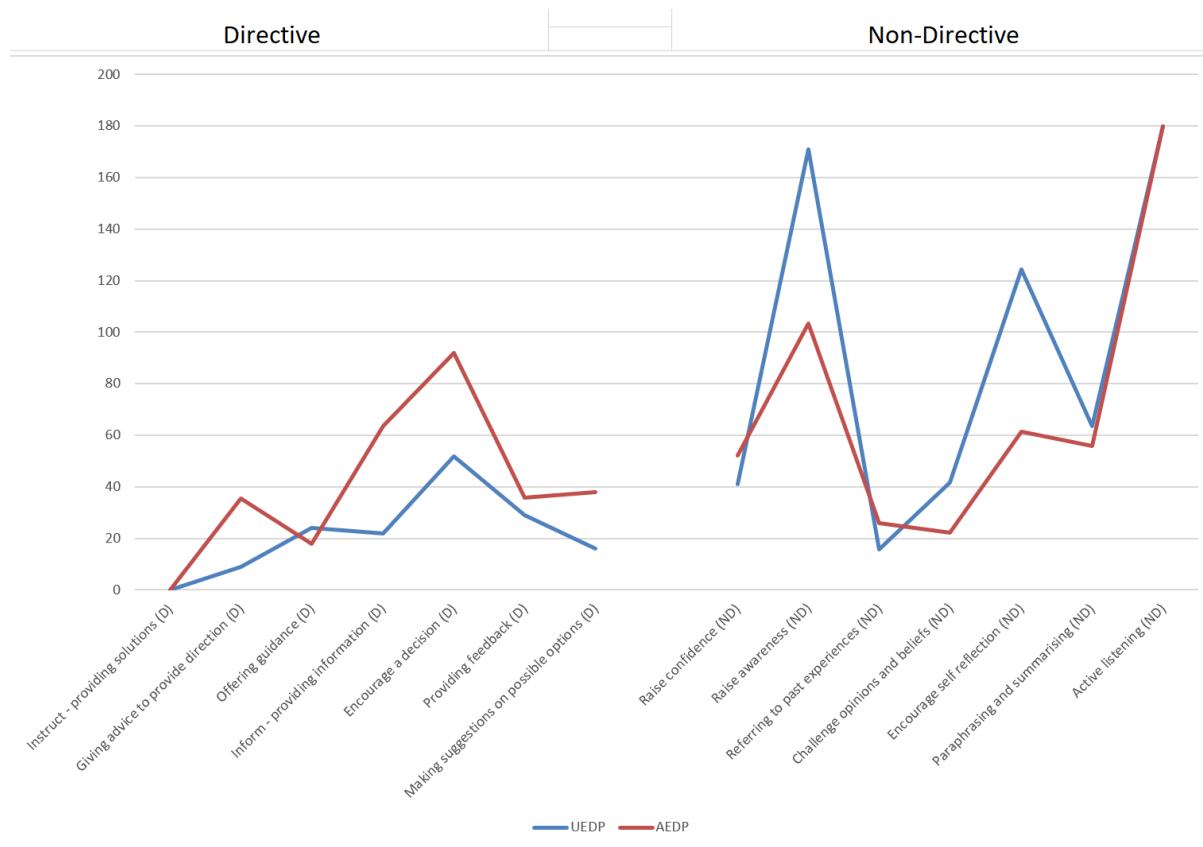


Figure 7.2 Quantity of observed DHOST skills during dyadic sessions

7.6. Comparison of directive and non-directive conversational approaches between EDP coaches

Observations revealed that – for the two EDPs – there are similarities and differences between the coaches' directive and non-directive conversational approaches to entrepreneur development.

Analysis of the DHOST data represented in Table 7.4 and Figure 7.2 indicates that coaches from both EDPs use all the DHOST skills in varying amounts during the dyadic coaching sessions. The exceptions here are *Active listening*, which was observed as being used too frequently to 'count', and *Instruct - providing solutions* which was not observed at all. That is, all EDP coaches used thirteen of the fourteen DHOST skills at least some of the time during a dyadic session - a finding supported by the card sort data from the interview process (see Appendix 16) where all coaches self-selected all skills, except again for *Instruct - providing solutions*. The card-sort was used in interviews to aid the coach in describing their coaching style using an electronically modified version of Downey's (2014) Spectrum of coaching skills continuum. The absence of *Instruct - providing*

solutions was not a surprise, as this was not identified as a characteristic of either EDP coaching style (see Chapter 6, Section 6.3). Likewise, it was not a surprise that the remaining thirteen skills featured in the dyadic coaching sessions, as I expected that the differences would be witnessed in the number of occurrences of each skill rather than their presence or non-presence during the coaching session.

Analysis of the data in Figure 7.2 highlights that uEDP coaches predominantly use more non-directive skills during dyadic coaching sessions (75% of the time). This is demonstrated by the uEDP blue line (the number of DNOT occurrences used) being higher in the non-directive skills than the directive DNOT skills. In contrast, aEDP shows a balanced non-directive and directive conversational approach (use non-directive 53% of the time). This is represented by the aEDP red line being relatively consistent across both directive and non-directive skills. All coaches from both EDPs used *Active listening* as a key tool during sessions. However, it is difficult to quantify because of its nature but was observed to be pervasive throughout both the aEDP and uEDP sessions.

The number of occurrences (the number of times) the DNOT skills were used during the coaching session is of interest in answering the research question, as it indicates the importance the coach places on the skill. Table 7.5 presents the ranking of DNOT skills, the highest rank being assigned to the skill with the most occurrences. Analysis of all fourteen skills shows that most of the occurrences appear in the top six DNOT skills of each EDP, which are indicative of directive and non-directive conversational approaches (see Figure 7.3). Each of the remaining DNOT skills were observed less than 40 times across the six observed sessions and so are considered secondary observations (see Table 7.4).

Table 7.5 Ranking of DNST skills by EDP by the number of occurrences

uEDP (ND = Non-directive, D = directive)	Descending rank order	aEDP (ND = Non-directive, D = directive)	Descending rank order
Active listening	Observed throughout	Active listening	Observed throughout
Asking questions/ making statements to raise aware- ness (ND)	1	Asking questions/ making state- ments to raise awareness (ND)	1
Asking questions/ making statements to encourage self-reflection (ND)	2	Asking questions/ making state- ments to encourage a decision (D)	2
The act of paraphrasing and summarising (ND)	3	Inform - providing information (D)	3
Asking questions/ making statements to encourage a decision (D)	4	Asking questions/ making state- ments to encourage self-reflection (ND)	4
Asking questions/ making statements to challenge opinions and beliefs (ND)	5	The act of paraphrasing and sum- marising (ND)	5
Asking questions/ making statements to raise confi- dence (ND)	6	Asking questions/ making state- ments to raise confidence (ND)	6
Providing feedback (D)	7	Making suggestions on possible op- tions (D)	7
Offering guidance (D)	8	Providing feedback (D)	8
Inform - providing infor- mation (D)	9	Giving advice to provide direction (D)	9
Referring to past experi- ences (ND)	10	Referring to past experiences (ND)	10
Making suggestions on pos- sible options (D)	11	Asking questions/ making state- ments to challenge opinions and be- liefs (ND)	11
Giving advice to provide di- rection (D)	12	Offering guidance (D)	12
Instruct - providing solutions (D)	13	Instruct - providing solutions (D)	13

This study found that when comparing the top six uEDP and aEDP DNST skills, the directive and non-directive conversational approach adopted in the uEDP is heavily weighted toward being non-directive. For the aEDP a more balance directive and non-directive conversational approach was adopted, although the non-directive style is more prevalent.

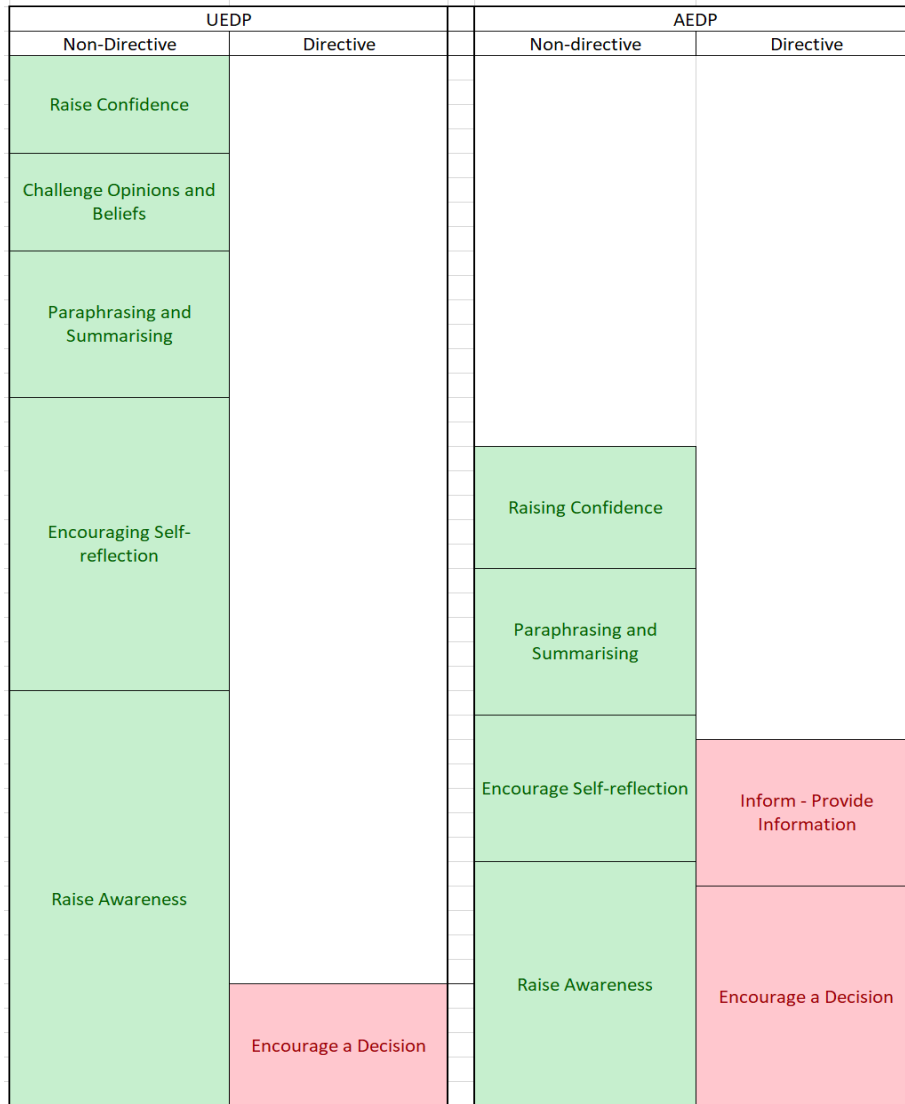


Figure 7.3 The six most dominant DNST skills in each EDP (Key: Green = ND; Red = D)

Analysis of Figure 7.3 provides insight into the use of directive and non-directive conversational approaches. The area of the rectangles reflects the number of times the DNST skill occurred during three uEDP and three aEDP dyadic coaching sessions; six dyadic coaching sessions in total.

7.7. Comparing the EDP coach's use of the top six DNST skills

The top six DNST skills descriptions for each EDP, along with the pervasive *active listening* and the unused *Instruct - providing solutions* are provided in Table 7.6.

Analysis of Table 7.5 and Figure 7.3 indicates that uEDP coaches focused heavily on *raising awareness* and *encouraging self-reflection* as a priority. In contrast, the aEDP coaches focused on *raising awareness* and *encouraging a decision*. *Raising awareness* was expected to be a high priority, as it is considered a generalised

outcome of coaching along with increased responsibility and self-belief (Brinkley and le Roux, 2018, Whitmore, 2009). However, *raising awareness* was used more extensively by uEDP coaches than aEDP coaches. Similarly, uEDP coaches used *encouraging self-reflection* nearly twice as much as the aEDP coaches, while aEDP coaches used *encouraging a decision* nearly twice as much as the uEDP coaches. These findings are aligned with uEDP's coaching role (see Chapter 5, Section 5.5.1) and adopted coaching style being person-centred, exploratory with more focus on the entrepreneur's self-development and the aEDP's coaching role (see Chapter 5, Section 5.5.2) and coaching style being solution-focused and more task, objective, and goal-oriented (see Chapter 6, Section 6.3).

Table 7.6 Descriptions of top DHOST skills for both EDPs (including active listening and instruct - providing solutions)

DHOST skill (ND) – Non-directive and (D) - Directive	uEDP description	aEDP description
Active listening (ND)	A way of being present, listening intently and listening to understand, not to speak.	Listening to understand and to guide the conversation.
Raise awareness (ND)	Coaches use raising awareness to aid the entrepreneur in understanding their own thoughts and as an exploration tool with a view to understanding options and choices.	Coaches use raising awareness to understand the personal or business tasks or objectives in a balanced way to maintain a forward trajectory.
Encourage self-reflection (ND)	Coaches use self-reflection to aid the entrepreneur in being aware of themselves, their abilities to perform more productively and aid alignment to their personal values.	Coaches employ self-reflection to build understanding, confidence in completing tasks and aid the entrepreneur in forming their own solutions to personal and business problems.
Paraphrasing and summarising (ND)	To increase and demonstrate the coach's understanding of the topic and aid further exploration by presenting data in an alternative way.	To review, consolidate thinking and maintain momentum toward a decision or goal.
Encourage a decision (D)	The iterative act of encouraging decisions to increase one's consciousness or further exploration culminates in a higher level of understanding of oneself.	The iterative act of removing blockages, nudging towards an answer and providing guidance culminating in commitment to the entrepreneur's chosen outcome and forward momentum.
Challenge opinions and beliefs (ND)	Asking emotion-based questions, or making statements to encourage reflection, solicit active thoughts on the topic and create dialogue around the topic.	Not a top six DHOST skill
Raise confidence (ND)	Coaches adopt a supportive stance to positively explore knowns or facts, to aid the entrepreneur in their thought process and gain confidence in their own ability.	Coaches help the entrepreneur build confidence through constructive challenge and positive reinforcement/ strengthening of the entrepreneurs self-set objectives and goals.
Inform - providing information (D)	Not a top six DHOST skill	Provide previously taught material from workshops and/or the coach's tacit knowledge learnt from doing the role to support an entrepreneurs' forward trajectory.
Instruct - providing solutions (D)	Failure if you resort to instructing, even though the coachee wants you to. The only exception is academic, i.e., assignments.	This should not happen; however, in the right situation coaches might help build a solution, but not instruct.

In addition to *active listening* being present in all coaching sessions and *Instruct - providing solutions* not being evidenced, similarities between EDP coaching practices include *raising awareness* as the most dominant skill used in both EDPs; additionally *encourage self-reflection*, *paraphrasing and summarising*, *encourage a decision* and *raise confidence* were all evidenced in both EDPs. Their presence suggests that these DHOST skills are core features of the EDP conversational approach during an EDP dyadic coaching session. While other DHOST skills are present in both coaching sessions, they are less pervasive. The minimal use of the remaining DHOST

skills (Ranked 7-13, see Table 7.5) could be related to the topics or subjects under discussion at the time of observation, or a characteristic of the EDP's coaching style.

Noticeable directive and non-directive differences between EDP coaching practice include the occurrence of *challenge opinions and beliefs* during the uEDP sessions and *inform – providing information* during the aEDP sessions. Analysis of *challenge opinions and beliefs* and *inform - providing information* suggests that these findings align with each EDP's coaching style. For the uEDP *challenge opinions and beliefs* is described as 'asking emotion-based questions, or making statements to encourage reflection, solicit active thoughts on the topic and create dialogue around the topic.' This fits with the person-centred coaching style of the uEDP. For the aEDP *inform – providing information* is described as 'Provide previously taught material from workshops and/or the coach's tacit knowledge learnt from doing the role to support an entrepreneurs' forward trajectory' and fits with the solution-focused coaching style.

Analysis of the top six DNOT skills shown in Table 7.5 and Figure 7.3 demonstrate that in the case of the uEDP coaches, five of the six most dominant skills are non-directive, with the top three skills being considered non-directive, supporting the analysis that uEDP coaches adopt a coaching style of person-centred. This study indicates that the coaching style of person-centred, explorative and self-reflective discussion is non-directive in the conversational approach. In contrast, for the aEDP coaches, four of the six most utilised skills are non-directive. However, two of the top three are directive suggesting a higher level of directive conversational approach consistent with the coaching style of solution-focused, goal-orientated and encouragement of performance improvement. This current study suggests a dynamic link between the coaching style and the use of directive and non-directive conversational approaches.

DNOT data provides insight into the use of directive and non-directive conversational approaches during a dyadic coaching session. This data can be used to establish whether the coach is inclined toward more directive, balanced or non-directive DNOT skill use. It can also be used hierarchically to understand the coach's focus during the session and connection to the EDP's learning outcomes. These findings indicate a dynamic link between the coach's directive and non-directive conversational approach and the coaching style, including the type of knowledge to be created (*know-why* or *know-what*), the topic for discussion (entrepreneur's needs) and the learning outcome of the EDP coaching session.

7.8. Summary

This chapter has shown how the collected data (transcribed from audio records) was converted into DNST skills. Examining the number of occurrences of the DNST skills revealed that the uEDP coaches were more non-directive than the aEDP coaches, and that aEDP coaches adopt a more balanced directive and non-directive approach. None of the coaches observed can be considered fully directive in approach. Furthermore, uEDP and aEDP coaches use the DNST skills in different ways. While there were similarities, i.e., *raising awareness* was apparent in all observed coaching sessions, the number of times a DNST skill occurred differentiated EDPs and indicated the coaches' foci. To ensure consistency in analysis, each of the DNST skills is described using coach participant quotes, and then researcher interpreted to provide a clear description of each EDP directive and non-directive conversational approach use in context.

This current study found that there is a dynamic link between the coaches' directive and non-directive conversational approach and coaching style, and subsequently, the types of knowledge to be created, EDP learning outcomes and the topics discussed during a dyadic coaching session.

In the next findings chapter, I analyse how EDP coaches facilitate an entrepreneur's development during an EDP dyadic coaching session using directive and non-directive conversational approaches.

Chapter 8 How do coaches use developmental areas and coaching techniques to facilitate entrepreneur development?

8.1. Introduction

In the previous chapter, I analysed and presented findings that describe how both cases' EDP coaches use DNOT skills and directive and non-directive conversational approaches during a dyadic coaching session.

This third findings chapter explores how the coach supports the entrepreneur to promote their development. I contend that EDP coaches facilitate an entrepreneur's development during an EDP dyadic coaching session using directive and non-directive conversational approaches that create emergent knowledge – emergent knowledge which the coach facilitates the entrepreneur in transitioning to entrepreneurial learning (EL) experiences - promoting development. I present data and analysis that establishes that while coaches from each EDP adopt different coaching styles and use directive and non-directive conversational approaches differently, EDP coaches facilitate entrepreneur self-directed knowledge creation and create entrepreneurial learning opportunities in a similar way. This chapter discusses how EDP coaches facilitate the creation of emergent knowledge in ten *developmental areas* (these were first introduced in Section 4.9.1.3 and Table 4.10). It then explores how the EDP coaches use *three coaching techniques* to support the entrepreneur in transitioning knowledge into acts, activities, cognitive tasks or experiences during and/or post-session. These actions encourage completion of EL opportunities that promote an entrepreneur's personal and professional development and venture improvement.

8.2. EDP coaches use DNOST skills to achieve entrepreneur development by co-creating emergent knowledge

In Chapter 7, a dynamic link was made between the coaches' directive and non-directive conversational approach and coaching style, and by extension, the type of EDP knowledge to be created, EDP processes, EDP learning outcomes and the topics discussed during a dyadic coaching session. The use of DNOST skills was explored, identifying that EDP coaches use 13/14 DNOST skills. However, uEDP and aEDP coaches discern them and apply them differently (see Chapter 7, Table 7.2). For example, uEDP coaches use DNOST skills aligned to the person-centred coaching style, i.e., they use *raising awareness* to understand the options available; while aEDP coaches use DNOST skills in alignment to the solution-focused coaching style i.e., they use *raising awareness to create understanding/ motivation*. I now explore how EDP coaches use DNOST skills to create emergent knowledge in *developmental areas* (See Table 8.2).

8.3. EDP coaches aim to facilitate emergent knowledge creation in ten developmental areas

Inductive analysis of all interview and observation data cross-analysed with the fourteen DNOST skills identified ten developmental areas. These ten developmental areas are where EDP coaches aim to support the entrepreneur in knowledge creation. Each developmental area is aligned to a DNOST skill, indicating a link between the DNOST skill and the creation of knowledge in that developmental area (these are summarised in Table 8.1).

Table 8.1 DNOT skills and their relationship with the ten developmental areas

DNOT skills	Developmental area
Directive (D) and Non-directive skills (ND)	High-level interpretation of the <i>developmental area</i> that uEDP and aEDP coaches focus on when using the DNOT skill.
Raise awareness (ND)	Becoming conscious of
Encourage self-reflection (ND)	Improving personal performance
Raise confidence (ND)	Positive strengthening
Referring to past experiences (ND)	Stimulating ideas or reference point
Inform - provide information (D)	Clarity of topic
Paraphrasing and summarising (ND)	Developing ideas and planning
Challenging opinions & beliefs (ND)	Reflective lateral thinking
Offering Guidance (D)	Introduce new perspectives
Encourage a decision (D)	Decision making
Giving advice to provide direction (D)	Maintain momentum

This study suggests that the developmental areas are the focus areas of the EDP coach and are, therefore, a primary function of the dyadic coaching session – the creation of emergent knowledge in the *given* developmental area. For example, this study found that EDP coaches' aim of *raising awareness* was to facilitate the entrepreneur in *becoming conscious of* their topic or subject under discussion. This was achieved in different ways aligned to the EDP's chosen coaching style (e.g., person-centred), which influenced the way the DNOT skills were used. However, for all EDP coaches observed, their overarching aim – *raising awareness* - was the same. This suggests that coaches within both EDPs, irrelevant of university or business focus, intend to facilitate the entrepreneur in *becoming conscious of* - information that the coach believed important during a dyadic coaching session. These *developmental areas* can be described as the competency framework – a framework to help entrepreneurs develop skills.

At the time of this study, no uEDP or aEDP competency framework was available for analysis. However, the expected outcomes of the uEDP are 'entrepreneurs/intrapreneurs and highly versatile individuals who are career ready'; for the aEDP it's 'entrepreneur knowledge development, strong support and business network, and venture growth'. Therefore, it is feasible to contend that the use of the ten *developmental areas* support development towards achieving these EDP learning outcomes.

This study suggests that these ten *developmental areas* are important features of EDP dyadic coaching sessions. They reveal the areas that EDP coaches have identified for emergent knowledge development. They determine areas where the EDP entrepreneur might benefit from increased understanding and awareness. Inductively analysed from interview/observation data and cross analysed with the DNOST skills descriptions (see Table 7.2), Table 8.2 provides a detailed description of how the coaches facilitate emergent knowledge creation using each DNOST skill.

Table 8.2 How EDP coaches facilitate the creation of emergent knowledge in the ten developmental areas

DNOST skills Directive (D) and Non-directive (ND) skills	Developmental area	Description of how EDP coaches facilitate knowledge creation in the ten developmental areas
Raise awareness (ND)	Becoming conscious of	The coaches strive to increase an entrepreneur's understanding of the topic area, the rationale behind the current thinking and understand options in context. This leads to greater entrepreneur awareness, bringing the topic under discussion into clear focus and can create motivation towards the next steps.
Encourage self-reflection (ND)	Improving personal performance	The process of exploring thoughts and learning from the discussion. This might involve the reviewing of past experiences and relating them to current challenges. i.e., how an individual has successfully coped with a challenge previously, and how can learning be applied to the current challenge? These discussions support improved personal performance as the entrepreneur makes the topic relatable to his/her current situation and is better placed to find a way through the challenge, and better equipped for future challenges.
Raise confidence (ND)	Positive strengthening	Involves using experiences or shared knowledge to raise confidence in the entrepreneur's intention or ability. This is applied in a supportive or encouraging manner aligned to task, objective or goal. Positive reinforcement/ strengthening aids the entrepreneur's motivation as another person's belief in their ability can encourage new activities and is energising. This can lead to the repositioning of a goal as achievable.
Referring to past experiences (ND)	Stimulating ideas and reference points	Encouraging new thinking and new ways of thinking about a problem or situation. Once experiences have been introduced, they can be referenced to reiterate a point or reflect on a developing topic. The neutrality of sharing past experiences seems to remove boundaries and encourage a deeper dialogue. This aids the entrepreneur as the experiences can lead to new learning opportunities, the removal of blockages through a deeper exploration of the topic and failure avoidance.
Inform - provide information (D)	Clarity of topic and signposting	Aiding the entrepreneur in gaining clarity of the topic under discussion and signposting to further resources. The process of giving information to the entrepreneur with an intention, i.e., a slide of previously taught material or information on an assignment to aid clarity about a topic or how to approach a specific challenge. This supports the entrepreneur in achieving the next steps by providing a possible solution, being signposted to an alternative source or solution, or meeting an expectation.
Paraphrasing and summarising (ND)	Developing ideas and planning	Developing ideas and planning, used by the coaches to explore comments, prompt further exploration, understand thinking, and encourage forward momentum. This forward momentum iteratively builds understanding, clarity and consensus between the coach and entrepreneur, enabling planning and decision-making. The entrepreneur benefits from a better understanding of his or her own position, improved clarity from discussing the topic in detail and iterative planning towards resolving the challenge.

Challenging opinions & beliefs (ND)	Reflective lateral thinking	Thinking laterally and encouraging the entrepreneur to explore alternative perspectives, analyse personal views in context, and think through underdeveloped ideas or concepts. During this process, the coach seeks to support the entrepreneur in their thinking. Reflective lateral thinking is not used to criticise but to understand and determine a way through. This aids the entrepreneur in reconciling or resolving inhibitive blockages to personal or venture development, leaving the way open to gaining commitment.
Offering Guidance (D)	Introduce new perspectives	Exploring new perspectives - help or advice given by the coach to aid the entrepreneur in managing a course of action. This process can take the form of sharing specific experiences, i.e., I was in a similar situation, and I dealt with it this way. Or the process of applying a logical framework to work through the problem, i.e., we do not know about x, so we need to find out about it; a mentor could help with that. Introducing new perspectives can be explicit, or an indicative intention and is generally aligned to a coach's world view, the course of action they would adopt themselves or from past experiences. This approach aids the entrepreneur by introducing new information into discourse and can highlight a new path or a possible solution.
Encourage a decision (D)	Decision making	Making decisions - the coach's iterative process to encourage the entrepreneur to decide a course of action. This can be either personal developmental or venture related. The coach intends to maintain a forward motion towards the entrepreneur's aspirations or self-set goals. This aids the entrepreneur as it encourages them to commit to a course of action, avoiding procrastination or analysis paralysis.
Giving advice to provide direction (D)	Maintain momentum	Maintaining momentum, coaches aim to situationally support the entrepreneur in achieving a learning or venture objective, i.e., academic studies requirement or advice aligned to information originating in a workshop. Its function is to aid a forward motion towards completing the task, <u>objective</u> or goal. Entrepreneurs benefit from increased awareness through greater clarity aligned to the task, objective or goal and thus are more likely to complete it.

Analysis of Table 8.2 highlights alignment between ten DNOT skills and ten developmental areas. An example of the coaches using DNOT skills to facilitate cognitive processes that lead to emergent knowledge creation was witnessed in the coaching session between Liam (uEDP coach) and Elijah (uEDP entrepreneur). Elijah was struggling with the concept of reflection and whether it was beneficial for an entrepreneur. The premise of the discussion was that reflecting on a subject can lead to dwelling on it and it becoming an inhibitor to entrepreneurial progress. So, for the developmental area *Reflective lateral thinking*, and using the non-directive DNOT skill *Challenging opinions and beliefs* (see Table 8.2) Liam challenged Elijah's preconceived beliefs by asking emotion-based questions, encouraging reflective thinking and soliciting Elijah's thoughts. Through the cognitive process of thought, and an increased understanding of his problem, Elijah repositioned his thinking to - how can I manage reflection, so it is useful. During the session, Elijah talked through several options. Liam did not give an answer. However, he made sure all the options were there to be considered, i.e., reduce or increase reflective usage or learn to be comfortable with being reflective. Elijah opted to take the topic away for further consideration, to be discussed further during another session. While Elijah did not resolve his problem, through the coaching process, he increased his understanding and created knowledge in the developmental area for further consideration. This study suggests that Liam sought to support Elijah by providing personal developmental support that was specific to Elijah's need.

Findings suggest that the creation of entrepreneur contextual and situational emergent knowledge is an important feature for both EDP coaching practices. Observation data indicate that supporting the entrepreneur's needs was a core feature of the dyadic session with the entrepreneur guiding the overarching topics under discussion. So while the uEDP and aEDP coaches' aims might be using DNOT skills the topic or subject matter is provided by the entrepreneur. This suggests that while the coach may influence the direction of conversation to varying degrees, the entrepreneur is primarily responsible for the discussion's content and the area of personal, professional or venture development.

Table 8.2 provides insight into how EDP coaches use DNOT skills to create entrepreneur self-directed knowledge. It indicates the developmental areas of focus important to the coach when facilitating emergent knowledge creation and suggests that focus on these areas leads to achieving the EDP's learning outcomes. Findings indicate that during an EDP dyadic coaching session, a key function of the EDP coach is to co-create knowledge - and that the knowledge created is primarily focused on ten developmental areas (see Table 8.1 and Table 8.2).

The ten developmental areas are considered further in Section 8.4.

8.4. EDP coaches primarily use three coaching techniques to create EL opportunities

Inductive analysis of DHOST discussion data collected during the six observed coaching sessions and captured in the DHOST (see Table 4.10, page 73) identified three core coaching techniques used by coaches as part of their process to turn knowledge created in the ten developmental areas into cognitive or objective-driven commitments to act. This study indicates that these acts, activities, cognitive tasks or experiences during and/or post-session are entrepreneurial learning (EL) opportunities that promoted an entrepreneur's personal and professional development and improved venture performance. EL focuses on behavioural change, knowledge creation, skills development and attributes (Boyd and Apps, 1980; Knowles *et al.*, 2005). EL might be better understood through the lens of Kolb's experiential learning cycle (1984). This model suggests that individuals learn through a cyclical process of concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Kolb (1984) claims that these steps lead to learning and developmental opportunities. In the context of this study, EL is the process of turning co-created entrepreneur self-directed knowledge into learning opportunities that are then completed, leading to an entrepreneur's development. New knowledge is then transferable to other instances (Politis, 2005). I now explore how EDP coaches facilitate this transition from knowledge to EL opportunities.

Thematic analysis of the DHOST observation discussion data (cross-analysed with the ten developmental areas (see Section 4.9.1.3 and Table 8.2) indicates that EDP coaches use *stimulate self-efficacy*, *exploring and planning* and *gaining commitment* to facilitate the entrepreneur in transitioning knowledge to acts, activities, cognitive tasks or experiences during and/or post-session. Hereafter, these will be referred to as 'coaching techniques' - a particular method of doing an activity, usually a method that involves practical skills.

As can be seen in Table 8.3, all three coaching techniques were observed during the six coaching sessions. The results suggest similarities in *exploring and planning* between both EDPs. However, aEDP coaches use *stimulating self-efficacy* and *gaining commitment* slightly more than uEDP coaches. Also, aEDP coaches used all three coaching techniques more during the coaching session.

Table 8.3 Coaching techniques occurrences during a coaching session

Coaching Technique	Number of occurrences during the six dyadic coaching sessions	Number of occurrences during the six dyadic coaching sessions	Total number of occurrences (n = 6 dyadic sessions)
EDP	uEDP	aEDP	uEDP & aEDP
Stimulate self-efficacy	18	24	42
Exploring and planning	65	56	121
Gaining commitment	32	52	84
Total	115	132	247

Table 8.3 indicates that EDP coaches use three coaching techniques during a dyadic coaching session, and this forms an important element of the EDP coaching session process. The discovery that EDP coaches use three *coaching techniques: stimulating self-efficacy, exploring and planning and gaining commitment* is interesting. It highlights that EDP coaches use multiple methods to facilitate an entrepreneur transition from knowledge to EL opportunities rather than ‘goal setting’ being the normal coaching outcome, as business coaching theory generally suggests (Gallwey, 2001; Garvey *et al.*, 2014; Whitmore, 2009). This finding suggests that a valid outcome of a coaching session can take multiple forms, i.e., cognitive processes – thinking about a task where learning might be achieved or objective-driven acts – to complete a task. Analysis of interview and observation data shows that the EDP coaches use these three coaching techniques to facilitate the entrepreneur's transition from knowledge to EL opportunities. These EL opportunities promote entrepreneurs’ personal and professional development and can lead to improved venture performance.

I now outline how EDP coaches use these three coaching techniques to facilitate entrepreneur knowledge to EL opportunities.

8.4.1. Creating EL opportunities by stimulating self-efficacy

Thematic analysis of interview and observation discussion data indicates that the coaching technique of *stimulating self-efficacy* is primarily associated with emergent knowledge creation in the *developmental areas* of *becoming conscious of, improving personal performance and positive strengthening* (see Table 8.4).

Table 8.4 Developmental areas relationship with *stimulate self-efficacy*

Developmental area	Coaching technique
Becoming conscious of	Stimulate self-efficacy
Improving personal performance	
Positive strengthening	

This current study indicates that EDP coaches aim to *stimulate self-efficacy*. Self-efficacy, an individual's belief in their capacity to execute behaviours necessary to produce specific performance attainment (Bandura, 1977, 1986, 1993), is considered an important component of entrepreneurship (Chen *et al.*, 1998). It refers to the extent that the entrepreneur is confident to complete the entrepreneurial task or objective.

Analysis of interview and observation data suggests that the EDP coaches aim to facilitate the entrepreneur in creating emergent knowledge by *becoming conscious of, improving personal performance and positive strengthening*. Both uEDP and aEDP coaches developed knowledge in these areas. However, different coaching styles, DNOST skills use and EDP learning outcomes have implications for the kind of entrepreneur emergent knowledge created.

Findings suggest that uEDP coaches aim to stimulate self-efficacy by working with the entrepreneur at an individual and personal developmental level. This is completed in a non-directive and supportive way that promotes self-awareness and generates motivation towards the entrepreneur's needs. Consistent with the person-centred coaching style, uEDP coaches build confidence in the entrepreneur's own ability to make decisions cognisant of the entrepreneur's personal values and worldview. Being mindful of the university context, the coach is conscious of mental health, wellbeing and building self-worth. However, uEDP coaches encourage acts that might fail. Interview data suggests that uEDP coaches consider this an opportunity to learn. In fact, it is acknowledged within the uEDP as an important factor in the entrepreneur's development. uEDP coaches stimulate self-efficacy to encourage personal confidence and motivation towards the entrepreneur's objectives.

In contrast, aEDP coaches aim to stimulate self-efficacy by working with the entrepreneur's confidence and motivation towards task completion and performance improvement. This can be personal, professional or venture related. Consistent with the solution-based coaching style, aEDP coaches encourage a 'can do' attitude towards progress and often co-create when problem solving. While the aEDP coaches do not aim to direct the entrepreneur to an answer, they will actively challenge the entrepreneur by remaining true to the facts of the

situation. This could involve learning from similar past experiences where they have succeeded and applying it to current challenges. aEDP coaches regard 'effort maximisation' as an important criterion of performance on the EDP and a factor that is reviewed every six months. While none of the aEDP coaches have been entrepreneurs, they can be seen as experts of the EDP's knowledge and practice. In this regard, they are seen as role models. aEDP coaches aim to increase the entrepreneur's control of their situation by providing entrepreneur knowledge, co-creating solutions and stimulating confidence and motivation towards the entrepreneur's needs.

Thematic analysis of interviews and observation discussion data indicate that uEDP coaches aim to help the entrepreneurs understand the options available to them, explore thoughts and alignment to oneself and support the entrepreneur in a positive way to encourage self-confidence and motivation. Oliver, a uEDP coach, discusses the building of *self-efficacy* by facilitating the entrepreneur in finding their own answers and learning together within the EDP community.

"It's around the entrepreneur deciding their own direction. As a collective [Team company], they are supported to discuss [entrepreneurship and challenges] with their peers ... I would say that we subtly guide them and subtly challenge them [asking] what is it that you are going to do, and that's through assignments."

(Oliver, uEDP coach)

In contrast, the aEDP coaches *stimulate self-efficacy* by aiding understanding and encouraging motivation around a task or objective, by encouraging the entrepreneur to learn from experiences – what has come before and how can we reapply that learning to the current task. Coaches adopt a stance of positive encouragement and an emphasis on gaining commitment to completing the task, goal or objective. The focus of *stimulating self-efficacy* is captured in a comment by Daniel, aEDP coach:

"My responsibility [in the accelerator] is very much around - what are you all about? And how can I help you to clarify and focus on the things that you need to do, and then - how can we find support for you to be able to do what you need to do."

(Daniel, aEDP coach)

The positive stance towards encouragement and forward momentum is evident. aEDP coaches view the building of *self-efficacy* as the removal of blockages, the learning from past successes and encouragement towards the next goal, learning from past failures but not dwelling on them.

This study supports the finding that the EDP coaches *stimulate self-efficacy* to inspire personal development through increased understanding and awareness within a positive, supportive and encouraging intervention,

which leads to improved entrepreneur understanding, motivation and the confidence to take the next steps. In this regard, the coach facilitates the creation of entrepreneur self-directed knowledge specific to the entrepreneur's needs and aligned to the EDP's dyadic session learning outcomes.

8.4.2. Creating EL opportunities through exploring and planning

Thematic analysis of interview and observation discussion data indicates that the coaching technique of *exploring and planning* is primarily associated with emergent knowledge creation in the *developmental areas* of *stimulating ideas or reference points*, *clarity of topic* and *signposting and developing ideas and planning* (see Table 8.5).

Table 8.5 Developmental areas relationship with *exploring and planning*

Developmental area	Coaching technique
Stimulating ideas or reference point	Exploring and planning
Clarity of topic and signposting	
Developing ideas and planning	

As observed in general coaching practices (Cox *et al.*, 2018; McLean, 2012; Whitmore, 2009), this study indicates that *exploring and planning* are coaching techniques that coaches use to aid an entrepreneur's personal development. This *exploring and planning* process reduces the chances of planning fallacy - the underestimates of task and completion times (Buehler *et al.*, 1994). It supports the entrepreneur in forming plans aligned to their values, needs and aspirations (Fellnhofer, 2017). Consequently, the plans have a better chance of being achieved (Brodie *et al.*, 2017).

The way in which uEDP and aEDP coaches approach *exploring and planning* have different perspectives. The uEDP coaches' approach is to aid the entrepreneur's development by *stimulating ideas and reference points* by sharing positive and negative past experiences, and creating clarity by providing academic information to aid understanding of the academic requirement. aEDP coaches facilitate entrepreneurs' understanding of self by *developing ideas and planning*. This approach is primarily achieved by exploring and understanding the entrepreneur's own comments and reframing them back to the entrepreneur to enable the ideas and thoughts to form into a plan.

Interview data suggest that uEDP Coaches are not looking to influence but to aid the entrepreneur in finding a way through their own thoughts. Liam (coach) describes his experiences of this area as:

"In one-to-ones, I will get to the end of the conversation and say, well - so where are we now, is this right? - you've been saying this, and we've agreed that. You identify these as your options, and you seem to be saying that you're going to go down this road. Is that right?"

(Liam, uEDP coach)

The process of discussing widely and then narrowing the conversation brings *clarity* to the discussion. The reframing of the conversation reduces the voluminous information into manageable chunks for the entrepreneur's further consideration or to decide the next steps. This can be used at any stage of the conversation to aid focus and support the entrepreneur in finding clarity within their topic.

In contrast, aEDP coaches explore and support planning by sharing experiences to provide an example to remove self-inhibiting blockages and/or introduce new thinking. The coaches provide and reference previously taught material to encourage the entrepreneur to act or plan and use the *development of ideas and planning* to help the entrepreneur understand, consolidate thoughts, and bring scattered thoughts together to help the entrepreneur with *clarity of topic* and develop their next step. Thomas (coach) described his reason for sharing workshop slides and the subsequent discussion in session:

"Part of what I help people with is the structure and planning so that they're working a particular plan towards specific goals ... now these aren't necessarily anything that is unfamiliar to [them] ... [the conversation] was very much around reviewing and reminding, and then reminding [the entrepreneur] that it's useful to think along particular lines."

(Thomas, aEDP coach)

Thomas reintroduced workshop slides to establish a new line of enquiry into the entrepreneur's area of focus or problem. The aEDP coach's goal was not to instruct the entrepreneur but to help them solve the problem by creating clarity, i.e., discussing an EDP taught approach; or to create a plan to solve the problem by exploring the focus area, i.e., generating a new idea or signposting the entrepreneur to someone who might help, thus facilitating the forward momentum towards creating a new task, objective or goal.

Findings suggest that EDP coaches aim to aid the entrepreneurs by stimulating ideas or reference points, creating clarity of topic within the discussion, signposting and developing ideas and planning. The exploring and planning stages are an important function of both EDP's coaching approaches within a dyadic coaching session. The development of an entrepreneur's ability to explore options and plan the next steps was identified as an EDP coaching session outcome and important for creating learning opportunities.

8.4.3. Creating EL opportunities by gaining commitment

Thematic analysis of interview and observation data (see Figure 4.5) indicates that the coaching technique of *gaining commitment* is primarily associated with knowledge creation in the *developmental areas* of *reflective lateral thinking*, *introduce new perspectives*, *decision making* and *maintain momentum* (see Table 8.6).

Table 8.6 Developmental areas relationship with gaining commitment

Developmental area	Coaching technique
Reflective lateral thinking	Gaining commitment
Introduce new perspectives	
Decision making	
Maintain momentum	

Gaining commitment to next steps or goal setting is a common feature of coaching (Grant, 2003; Garvey *et al.*, 2014; Whitmore, 2009). In the context of this study, gaining commitment is the coaching technique used to aid the entrepreneur's development by positively challenging ideas, exploring their rationale, considering alternatives, inspiring decisions, and then aiding the entrepreneur in visualising and committing to how they might be completed. This process enables the entrepreneur to own their choices and commit to reviewing them, i.e., reflect on the topic discussed in session or taking the next steps.

Gaining commitment is primarily where the coach supports the entrepreneur to gain their commitment to self-set tasks, objectives and goals going deeper than compliant agreement. It is the process of the entrepreneur achieving alignment in attitudes, beliefs, values and marshalling the confidence to embrace the challenge and commit to completing it. Research conducted by Esfandiar *et al.* (2019) posits that the primary determinant of entrepreneurial goal intention (EGI) is the desirability to be an entrepreneur. It places this ahead of self-efficacy, feasibility, opportunity, attitude and collective efficacy. Esfandiar *et al.*'s (2019) study suggests that a key ingredient to EGI is a high propensity to act, associated with both EDP coaching dyadic interventions. This study suggests that *gaining commitment* is a key feature of the coaches' approach, even when the gained commitment is to reflect upon the discussion. While the aEDP coaches had a more explicit approach to *gaining commitment*, i.e., formally recording tasks, objectives or goals set and reviewing each session, the uEDP coaches also sought to *gain commitment* to less tangible objectives, e.g., thinking about what motivates you. The process of *gaining commitment* gave the session focus and enabled the entrepreneur to maintain a forward momentum between sessions.

The uEDP coaches' approach to *gaining commitment* was to aid the entrepreneur's development by encouraging reflection using *reflective lateral thinking* - soliciting thoughts on the topics and exploring new ideas associated with the topic area. When *introducing new perspectives*, the coach referred to their own experience of this situation, offering their knowledge associated with the topic. The coach sought to encourage the entrepreneur to make their own decisions aligned to their values through explorative self-reflective conversation and only gave advice to provide direction when discussing academic requirements of the EDP. Noah (coach) explored *gaining commitment* during his interview:

"It's that contracting thing; we aim to get them to commit to their clients, their team, themselves and to propose a way forward. We encourage them to commit to something they can keep to. It's not me saying, 'look, I want you to come to every training session from now on, and this is what we are going to do'. They might say, 'I'm going to come to one session or I'll try to come to two or I will send apologies [when I can't attend] ...' whatever, but it's their decision."

(Noah, uEDP coach)

Gaining commitment by encouraging the entrepreneur to self-review or be reviewed by their peers is central to entrepreneurial learning on the uEDP. According to the course guide and coach interviews, the coaches are there to aid the entrepreneur in developing their thought processes, exploring ideas, and *making decisions* aligned to their values, the idea being, a well thought through decision aligned to the entrepreneur's values is more likely to be achieved.

In contrast, the aEDP coaches looked to *gain commitment* by removing blockages to learning and business performance by challenging preconceived ideas and generally using explorative dialogue to unpick the entrepreneur's thinking. During the three observed aEDP coaching sessions, coaches aided the entrepreneur's development by applying a logical approach to finding a way forward. This might involve – what are the facts or trending data, what else do we know, what can we do now? When encouraging a decision, coaches provided a structure of nudging to facilitate the entrepreneur in *making a decision*. It involved generating awareness, creating clarity, and then focusing to a point where the next natural step is apparent. An observed downside to this approach was that the coaching session can be formulaic and predictable, even cyclical.

It was observed that *Giving advice to provide direction* is only used when referring to workshop material, developmentally or to generate *forward momentum*. As Thomas (coach) highlights in his comment below, there is a strong emphasis on *gaining commitment*:

"If we've talked around something and they've got more clarity on it, and then we've discussed it in-depth, then I'm keen to know what are you going to do ... I think action is really important; otherwise, things won't move along ... Yeah, understanding the pros and cons, looking at all that and then - What are you going to do?"

(Thomas, aEDP coach)

The *gaining of commitment* to a task, objective or goal is an important aspect of the solution-focused coaching style and the EDP coaching session process of setting targets. It is expected by aEDP entrepreneurs and contributes to personal and venture performance improvement, aligned to the learning outcomes of the aEDP.

This study suggests that EDP coaches aim to aid the entrepreneurs by *gaining commitment*. However, the EDP's coaching style aligned with the EDP's learning outcome influences how they achieve it. The uEDP coaches expect the entrepreneur to commit to themselves and their fellow university entrepreneurs who are expected to hold them to account. uEDP coaches do not actively hold the entrepreneur to account; this is considered the learning choice of the individual.

In contrast, the aEDP coaches expect the entrepreneur to set their own tasks, objectives and goals, and sometimes co-create a solution with the coach, holding them to account. As Sophia (coach) asked an entrepreneur at the end of the observation coaching session, "Do you want to give me the actions that you want me to hold you accountable for now [or after the call]?"

Furthermore, it is acceptable for the aEDP coaches to challenge non-compliance with self-selected tasks, objectives and goals. This formal part of the relationship is a contractual norm, agreed at the beginning of the EDP. In the context of both EDP's coaching dyadic sessions, *gaining commitment* is not about the outcome of a commitment or decision made but the commitment to something the entrepreneur believes to be worthwhile. This study implies that the gaining of commitment is an important feature of the coaching process leading to entrepreneurial learning opportunities.

8.5. Entrepreneurial learning (EL) leads to entrepreneur's development

As discussed, analysis of interview and observation data demonstrates that EDP coaches aim to create emergent knowledge aligned to the entrepreneur's needs and the EDP's learning outcomes. This knowledge is then acted upon in-session or post-session to facilitate EL opportunities. Findings indicate that these EL opportunities create experiences that promote an entrepreneur's personal and professional development and improved venture performance.

As this study has shown uEDP and aEDP coaches use the dyadic coaching session in different ways, influenced by the coaching style, EDP processes and EDP learning outcomes. However, they have the common features of promoting self-improvement towards the entrepreneur's needs. A key feature of the coaching session is to encourage adoption of EL opportunities that promote an entrepreneur's development. For example, when reviewing the session, aEDP coach Daniel sought to understand how Lilly, aEDP entrepreneur was going to use the knowledge gained from the coaching session.

"What is it that you've learned [during the session] and therefore, what are your actions going to be as a result?"

(Daniel, aEDP coach)

This statement reveals the connection between the content of the dyadic coaching session and the entrepreneur's focus areas. While some in-session's and post-session's planned acts, activities, cognitive tasks or experiences during may appear nuanced, they are EL opportunities that create experiences that help the entrepreneur in their personal and professional development and/or venture improvement.

Table 8.7 presents primary EL opportunities agreed upon during the six observed dyadic coaching sessions. The EL opportunities are different between the uEDP and aEDP. The uEDP coaches adopt a more nuanced EL process working with the cognitive objectives of thinking. This is aligned to the person-centred coaching style, EDP type of knowledge to be created and EDP learning outcomes. In contrast, aEDP EL opportunities are more structured and specific, i.e., complete this task by this date. Again, this is in line with the aEDP's coaching style of solution-focused, the EDP type of knowledge to be created and EDP learning outcomes.

Table 8.7 Example of EL opportunities during/following a dyadic coaching session

uEDP	aEDP
Think about reflection and how you might make this useful in your entrepreneurial endeavours.	Three goals: produce a 60 second top ten video by the 22nd of November; reach out to [company] and ask for a website rework estimate by the 2nd of November and draft a job advert for the help desk.
Consider what motivates you and how this can be leveraged in setting up the new division of the venture.	Three goals: back-cast by the 30th of October; this includes resource planning, forecast and a growth plan.
Think about what you can get from the EDP and how you can manage your time to better effect and more efficiently.	Three goals: Assess pricing, how to manage stock better and improving the sales process.

An example of the emergent knowledge created during the session turning into an EL opportunity was provided by Ava (aEDP entrepreneur) in her post-observation interview.

"One of them [objectives] is ongoing and is about pricing, and I'm going to change that probably... Well, I changed some of it last week, and I'm going to continue to work on that. The other one was about the stock. I've sorted that one out with the team; we have a new process in place. The third one is about making the sales process easier, and we're still looking at that and contemplating whether we need to be more accessible using an app or whether we can just stay with bookings through Facebook and the mobile phone."

(Ava, aEDP entrepreneur)

As can be seen, the discussion during the coaching session led to emergent knowledge creation in areas important to Ava. The coach then supported Ava in selecting post-session objectives (EL opportunities). Completing these objectives has created new learning for Ava (and her extended team) and is a contributing factor in her venture's performance.

The setting of EL opportunity does not mean that the entrepreneur will fulfil the commitment. While there was evidence of this happening during the observed coaching session, EDP coaches placed emphasis on what was learnt or why the entrepreneur had made that choice, not the act of doing or not doing the task.

These findings indicate that EDP coaches use the knowledge created during the dyadic coaching session to create EL opportunities. These EL opportunities provide experiences that promote an entrepreneur's personal and professional development and venture performance.

8.6. Summary

In the previous two findings chapters, this study suggests that the EDP coaching style is adopted to achieve the EDP's learning outcomes aligned to the entrepreneur's needs. Coaches follow the EDP processes and use the DNOST skills in a way suitable to achieve the EDP's outcomes.

In this chapter, I have demonstrated links between directive and non-directive conversational approaches – the DNOST skills and entrepreneur self-directed knowledge creation in ten *developmental areas*. I have introduced three *coaching techniques* that EDP coaches use to facilitate the entrepreneur in transitioning the knowledge to acts, activities, cognitive tasks or experiences during and/or post-session that create EL opportunities. I then provided insight into how the entrepreneurs then use the knowledge during the dyadic coaching session to promote personal and professional development and venture improvement.

In the next chapter, I consider these findings within the context of the literature and what they mean for practice.

Chapter 9 Discussion chapter

9.1. Introduction

In the previous three findings chapters, I presented findings in answer to the research question. I have explored the relationship between coaching styles, EDP learning outcomes and directive and non-directive conversational approaches; reviewed and interpreted how coaches use directive and non-directive conversational approaches to enable emergent knowledge creation; and analysed how they facilitate the entrepreneur in transitioning the knowledge to entrepreneurial learning opportunities that promote an entrepreneur's personal and professional development and venture performance improvement.

In this chapter, I discuss the findings and interpret them in the context of previous work. I point to possible limitations of the findings and highlight opportunities for future work.

9.2. Research question and answer

This study set out to explore how EDP coaches use directive and non-directive conversational approaches to facilitate an entrepreneur's development during a dyadic coaching session within an EDP. As stated in the literature review, limited research exploring the coaching practice with entrepreneurs within an EDP exists. What does exist tends to focus on defining the role of entrepreneur coaching (e.g., Kotte *et al.*, 2020), testing coaching techniques, i.e., enforcement of standards (e.g., Ben Salem and Lakhal, 2017), assessing factors associated with successful coaching initiatives (e.g., Audet and Couteret, 2012; Saadaoui and Affess, 2015) and/or exploring the entrepreneur coach as a support for the entrepreneur (e.g., Politis, *et al.*, 2019). While extremely useful, these studies do not explore how the entrepreneur coach helps the entrepreneur develop at a practical level. This study fills this gap.

In this qualitative comparative case study research of coaching practice within a university EDP and business accelerator EDP, findings suggest that during a dyadic coaching session, coaches adopt a coaching style aligned to EDP processes and to delivering on the EDP's learning outcomes. These requirements involve the coach to perform in-line with organisational or peer collective practices. Figure 9.1 provides an outline of core features of an EDP coaches' and entrepreneurs' dyadic coaching sessions' interaction. During an EDP dyadic coaching session, findings indicate that coaches interact with entrepreneurs through a mixture of directive and

non-directive conversational approaches using DNOT skills to facilitate entrepreneur self-directed knowledge creation in ten developmental areas. EDP coaches use three coaching techniques to facilitate the entrepreneur in creating entrepreneurial learning (EL) opportunities in-session or post-session that promote the entrepreneur's personal and professional development and/or venture improvement (See Figure 9.1). These EL opportunities are reviewed and further explored during future dyadic sessions and become a feature of the entrepreneur's knowledge.

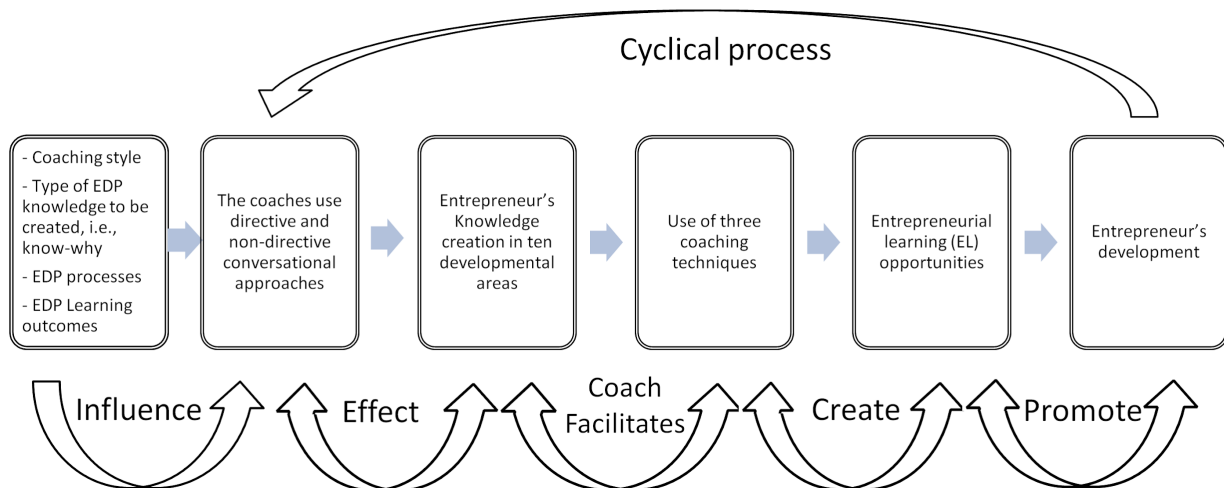


Figure 9.1 Core features of an EDP coach and entrepreneurs' dyadic coaching sessions' interaction

This case study found that during a dyadic coaching session, with the uEDP's learning outcome of developing '*entrepreneurs and/or intrapreneurs and/or highly versatile individuals who are career-ready*' uEDP coaches focused on *know-why* knowledge creation (Garud, 1997), encouraging the entrepreneur to develop 'self'. uEDP coaches adopted a person-centred coaching style (Joseph, 2018) and predominantly used the DNOT skills *raise awareness, encourage self-reflection, paraphrasing and summarising, encourage a decision, challenge opinions and beliefs* and *raise confidence*. uEDP coaches primarily used the DNOT skills (and by extension, conversational approaches) to create emergent knowledge in ten developmental areas - working with the entrepreneur to *become conscious of, improve personal performance, develop ideas and planning, decision making, reflective lateral thinking* and *positive strengthening*.

In contrast, aEDP coaches with the EDP's learning outcome of developing '*entrepreneur knowledge, strong support and business network, and venture growth*' focused on *know-what* knowledge (Garud, 1997). aEDP coaches concentrated on the entrepreneur's personal and professional development in search of personal and venture performance improvement. aEDP coaches adopted a solution-focused coaching style (Grant and Cavanagh, 2018) and predominantly used the DNOT skills *raise awareness, encourage a decision, inform-*

provide information, encourage self-reflection, paraphrasing and summarising and raise confidence to create emergent knowledge in ten developmental areas. aEDP coaches primarily worked with the entrepreneur to become conscious of, decision making, clarity of topic and signposting, improve personal performance, develop ideas and planning and positive strengthening.

All EDP coaches then facilitated the knowledge to acts, activities, cognitive tasks or experiences during and/or post-session through the use of three coaching techniques: *stimulating self-efficacy, exploring and planning and gaining commitment*. These acts are entrepreneurial learning experiences that promote entrepreneurs' development and performance improvement.

In summary, this current study argues that EDP coaches adopt a coaching style aligned to achieving the EDP learning outcomes. This results in the creation of a type of EDP knowledge, i.e., (for uEDP) *know-why* knowledge. During a dyadic coaching session, EDP coaches use DNST skills to manage directive and non-directive conversational approaches to co-create emergent knowledge with the entrepreneur in ten developmental areas. Coaches then facilitate the entrepreneur in transitioning this knowledge into acts, activities, cognitive tasks or experiences in-session or post-session. These experiences create entrepreneurial learning (EL) opportunities that promote an entrepreneur's personal and professional development and/or venture improvement.

9.3. EDP contextual influences on EDP coaches' practice

Cochrane and Pratt (2020) maintain that environmental cues can indicate how a task is to be performed and thus have implications for those operating within the environment. In keeping with Kotte *et al.*'s (2020) entrepreneurial coaching research, this study suggests that external EDP requirements strongly influence a coach's coaching style and directive and non-directive conversational approaches when facilitating an entrepreneur's development.

Findings suggest that EDP influences the coaching conversational approaches by requiring certain outcomes of the dyadic session or not allowing certain conversational approaches. These EDP influences can be explicit, i.e., academic results or financial governance; or implicit, i.e., the coach being required to adopt a specific type of coaching style. Similarly, as highlighted by Politis *et al.* (2019), entrepreneurs who attend the EDPs can also be regarded as having internal influence over the coach's conversational approach. Kotte *et al.* (2020) maintain that entrepreneurs have situational and contextual needs, aspirations and differing levels of experience. These

elements affect how the coaches interact and support an entrepreneur's development and have implications for the dyadic coaching session's outcomes.

This study focused on the EDP coach's use of directive and non-directive conversational approaches within an EDP dyadic coaching session. However, the dyadic coaching session is not the coaches' sole purpose. EDP coaches have multiple functions, including team and group coaching sessions, community and networking events and conducting training sessions, etc. Battistella *et al.* (2017) and Hatt (2020) contend that EDPs provide a structured multifaceted environment for entrepreneurs to develop themselves and their ventures. In this regard, this research covers one aspect of the coach's function. However, the dyadic coaching session is an important feature of the entrepreneur's development that creates bespoke knowledge aligned to the entrepreneur's specific, situational and contextual needs. Exploring dyadic coaching sessions within the context of the EDP is the most appropriate way of answering the research question.

Many influencing factors affect how an individual coach facilitates an entrepreneur's development within an EDP. These can include the coaches' experience and training, coaching supervision, the EDP programme design, EDP learning outcomes and the entrepreneur's needs. In line with Cochrane and Pratt's (2020) research, results suggest that these influencing factors affect the EDP coach's coaching style, the processes followed during a dyadic coaching session and the entrepreneur learning outcomes.

While these features vary between the uEDP and aEDP, there is also conformity in coaching style and practice of peers within each EDP. These findings were pertinent to answering the research question, as EDP coaches can be considered a distinctive approach to coaching practice. They operate within an environment that provides internal governance, something that is different from independent coaches working with entrepreneurs who are responsible for choosing their own structure or follow the guidance criteria of a governance body like the European mentoring and coaching council. The EDP coaches within this study should be considered situated within the context of the EDP and bound by its procedures and processes while tailoring knowledge creation to the specific needs of the entrepreneur.

9.4. The complexity of EDP dyadic coaching sessions

A dyadic coaching session process is complex (Myers and Bachkirova, 2018). At any one time, there are many variables in contention with multiple perspectives. Figure 9.2 is a high-level visual representation of the important features of a dyadic coaching session within an EDP. The arrows represent the influence, communication flow or actions from the interaction.

Figure 9.2 highlights the complexity and demonstrates the interrelatedness of many of the key features of this study. The influence of the EDP, coach and entrepreneur on directive and non-directive conversational approaches is evident. Analysis suggest that coach and entrepreneur influences are dynamic - changing as new information becomes available - and are situation and context-dependent, creating a unique interaction during each coaching session. Likewise, the interaction between the directive and non-directive conversational approaches, developmental areas and coaching techniques are active and always changing. This study implies that the coach and the entrepreneur move between them in no order, other than to achieve the EDP process requirements and entrepreneur needs. However, as identified in previous coaching session studies, i.e., Ianaro *et al* (2014) and Myers and Bachkirova, (2018), findings indicate there are clear themes and patterns in coaching sessions. This study found relationships between external factors, EDP learning outcomes, EDP coaching styles, EDP processes and in-session practice - DHOST skills used, emergent knowledge creation in developmental areas and the coaching techniques employed. This study suggests that it is these interrelationships that lead to the coach facilitating an entrepreneur's development.

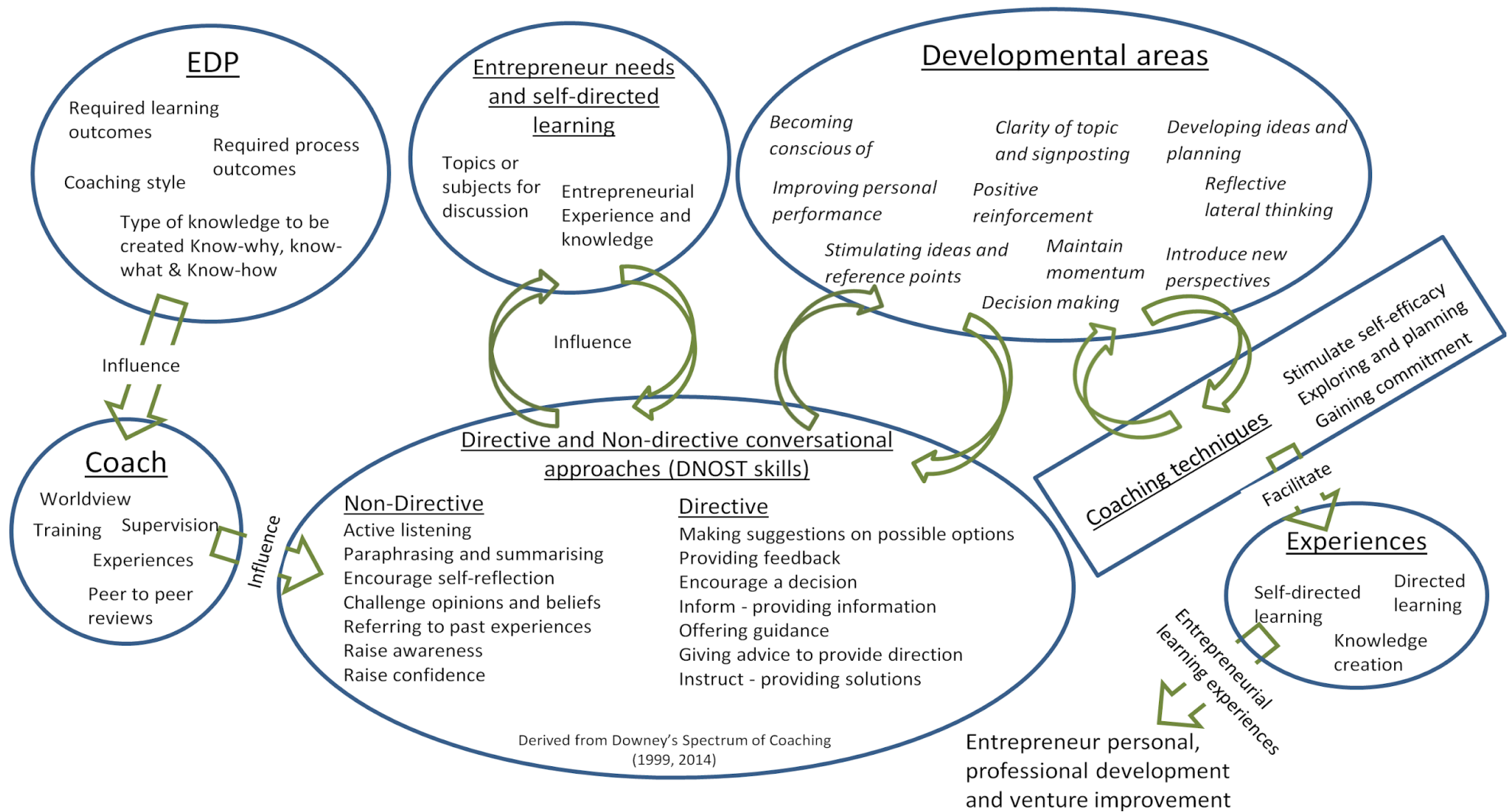


Figure 9.2 The relationship between DNST skills, developmental areas and coaching techniques and entrepreneur development

9.5. EDP coaches' influence over entrepreneur knowledge creation

There are many types of coaching styles. Cox *et al.* (2018) provide an evaluation of twenty-six coaching styles, but there are others discussed elsewhere, i.e., systemic coaching and humanist coaching, some with clear, others with nuanced differences. This study identified that coaches from each EDP adopted similar coaching styles to that of their respective EDP peers. Analysis suggests that uEDP coaches primarily adopt a person-centred coaching style (Joseph, 2018), whereas aEDP coaches primarily adopted a solution-focused style (Grant and Cavanagh, 2018). These findings indicate the focus of the EDP coaches during the dyadic coaching session and suggest the kind(s) of knowledge to be created. This important finding suggests that entrepreneurs can benefit from different coaching styles and the development of alternative types of knowledge, i.e., *know-why* knowledge (Garud, 1997).

Results show that uEDP coaches all adopted a person-centred coaching style, coaching from the perspective that - *people are the best experts of their own world, so they should take the lead* (Joseph, 2018). With this coaching style, it would not be consistent for a coach to be more directive or, as Heron (2001) describes, *authoritative* – pushing the entrepreneur in a certain direction or course of action. Instead, the coaches adopt a more non-directive or *facilitative* (Heron, 2001) pull approach enabling the entrepreneur to decide on their own course of action. These observations are consistent with the coaching style of uEDP coaches. This type of dyadic coaching style appeared to have minimal session structure with no clearly defined steps. Instead, sessions meandered following the entrepreneur's topic but guided by the coach's and entrepreneur's interests (Downey, 2014).

In contrast, aEDP coaches adopted a solution-focused coaching style with the emphasis on *helping the client articulate and define their future state and then supporting them in finding a way to achieve it* (Grant and Cavanagh, 2018, p.36). With this approach, the coach can be considered a co-creator or an enabler aiming to support the entrepreneur in acquiring their future state. An important aspect of solution-focused coaching is not dwelling on the past experiences but focusing on the future where task, objective and goal setting are expected (Grant and Cavanagh, 2018). This coaching style has a more proactive relationship where the coach can be part of the solution or if poorly done, part of the problem. This study's results show that solution-focused coaching utilises a balanced directive and non-directive, or balanced authoritative and facilitative conversational approach (Heron, 2001), focusing on goal setting. Due to these features, there is a need for the dyadic session to have some structure to aid the coach in co-creating tasks, objectives and goals, and then reviewing them.

While the coaches from both EDPs adopted certain coaching styles, there were exceptions where they chose to adopt an alternative conversational approach, i.e., it was acceptable for uEDP coaches to adopt a person-centred style to be directive when discussing academic compliance. Likewise, it was acceptable for aEDP coaches to support emotional-based topics, i.e., anxiety, in a non-directive conversational approach if it was aligned to the overall aim of improving an entrepreneur's performance or development. These forays away from normal EDP coaches' conversational approaches are considered interventions, with the coach making a conscious decision to support an entrepreneur in a particular way. Therefore, while coaches are situated within context and are expected to act in a certain way, they are also empowered to alternate in limited ways between coaching styles if it is deemed appropriate. However, there are exceptions to this, e.g., an aEDP coach is not permitted to provide strategic business advice. In this situation, the coaches will signpost a mentor to provide specialist entrepreneur help.

Within a knowledge economy – the theory that all economic life depends on some kind of specialist knowledge (Garvey, 2018), EDP coaches seek to co-create knowledge in line with the EDP's requirements and that of the entrepreneur's unique needs. Burns *et al.* (2011) contend that knowledge is a core entrepreneurial asset describing it as the 'lifeblood' of the entrepreneurial process and that it forms part of the entrepreneur's business competitive advantage. This study identified two kinds of knowledge creation. The first, emergent knowledge, is described by Griffiths and Campbell (2009) as "emerging from an iterative cycle ... [of] coaching process" – and is a consequence of the coach relating, questioning, reflecting and listening. It is the knowledge that is co-created between the coach and entrepreneur. It is situational and contextual. In the context of this study, this is derived from the use of DNST skills (see Section 9.6). The second is three categories of knowledge creation *know-why*, *know-what* and *know-how* (EDP type of knowledge), which Garud (1997) defines as overarching themes. This type of knowledge creation is linked to the coaching style and EDP's learning outcomes. It is related to the EDP design and structure of the course. The three EDP knowledge creation types are as defined by Garud (1997): *know-why* can be understood as to why we do something, *know-what* is the recognition of the goal and action, and *know-how* is the knowledge we have to complete the task effectively.

Burns *et al.* (2011) maintains that entrepreneurial product development is the notion of organizational learning. Hitt *et al.* (2000) upholds that there are only two kinds of organizational learning a) acquisitive learning – the process of acquiring and internalizing of external knowledge outside the boundaries and b) experimental learning – the result of active experimentation by members who acquire new knowledge distinctive to the organization. This study's findings suggest that EDP coaching and the process of EL supports both aspects.

EDP coaching achieves acquisitive learning by supporting the entrepreneur in developing new emergent knowledge aligned to the EDP learning outcomes and internalising it to their personal, professional and their venture's benefit. Experimental learning is achieved through the process of entrepreneurial learning (EL) that facilitates experimentation and so meets this need. What this study suggests is that while this 'emergent entrepreneur self-directed knowledge' is important, there is also the influence of the EDP learning outcomes that add to and frame the knowledge to be created.

This study's results support the claim that EDP learning outcomes influence the adopted coaching style, emergent knowledge creation and EDP type of knowledge created. Analysis of interview data supports the finding that the uEDP coaching style of person-centred focuses on the creation of entrepreneur self-directed emergent knowledge within the *know-why* context (Garud, 1997). In contrast, the aEDP solution-focused coaching style focuses on entrepreneur self-directed emergent knowledge within the *know-what* context (Garud, 1997). Data from coaches' interviews suggest that the role of mentoring is to support entrepreneurs in the creation of entrepreneur self-directed emergent *know-how* knowledge (Garud, 1997) – this is considered further in Section 9.7. Analysis of these findings introduces the dimension of context as a contributing factor to why this is the case. The fact that uEDP is an undergraduate academic programme indicates that entrepreneurs tend to be under twenty-five nascent to novice entrepreneurs. The aEDP is a business accelerator; entrepreneurs tend to be twenty-five plus, running a venture, looking for ways to grow it, and being considered novice to established entrepreneurs. Thus, the type of knowledge useful to the entrepreneur would be expected to be different and aligned to their personal development and entrepreneurial needs. Equally beneficial to all EDP entrepreneurs is access to *know-how* knowledge, as it equips them to complete the task.

This study found that the EDP's choice of coaching style has implications for the coaches' directive and non-directive conversational approaches (DNOST skills) during a dyadic coaching session. These choices influence the entrepreneur's self-directed emergent knowledge creation and EDP type of knowledge created, i.e., *know-why* etc. These aspects are fundamental to the EDP coaching process and the EDP coaching practice, providing a foundation for the dyadic coaching session intervention.

9.6. EDP coaches use of directive and non-directive conversational approaches (DNOST skills)

Data collected from the observed dyadic coaching sessions was abductively analysed to assess the directive and non-directive conversational approaches used by coaches in those sessions. Analysis of the observed

DNOST data presented multiple findings, including how many times the coaches use the skills, subjects covered, tools or models used, coach's influence, the format, and the sessions' structure. The DNST skills data provides a picture of the dyadic coaching session presenting a researcher interpreted view useful in assessing and understanding the dynamics of the coach and entrepreneur interaction.

The results of this study show significant differences in the way EDP coaches use directive and non-directive conversational approaches in their respective EDPs. However, within each EDP, the conversational approach was similar. This study found that uEDP coaches adopt a more non-directive conversational approach. In contrast aEDP coaches adopt a balanced conversational approach. This is broadly in-line with the generalist directive and non-directive literature that contends the practice of coaching is non-directive, not directive (Boyce *et al.*, 2010; Evans and Lines, 2014; Salter and Gannon, 2015). However, findings of this study suggest that directive and non-directive conversational approaches are not an adequate description of what occurs during a coaching session. In line with Cunningham (2008), Downey (2014) and Kenney-Noziska *et al.* (2012) the directive vs. non-directive debate is too limited. Findings indicate that it is more accurate to refer to conversational approaches as 'more directive', 'balanced' or 'more non-directive'.

Analysis of the literature provides no qualitative process to assess directive, balanced or non-directive conversational approaches. Downey's (1999, 2014) Spectrum of coaching skills provides a continuum of skills. However, the continuum does not provide a way of assessing how directive or non-directive the coach is in practice. The DNST answers this need. This contribution has theoretical and practical implications, the use of a theoretical framework to assess how directive or non-directive a coach is could be beneficial in creating awareness of directive, balanced and non-directive approaches, and be useful in the training of coaches.

Analysis of the DNST skills placed hierarchically (see Chapter 7, Table 7.2) presents a picture of how EDP coaches use the DNST skills during the conversation in a coaching session. Results suggest similarities and differences between the way coaches use DNST skills during coaching session conversations both within and across the two EDPs. The top six, where most of the occurrences were observed, plus the constantly used skill of *active listening* suggest the focus of the EDP coach and provides a picture of how directive, balanced or non-directive EDP coaches are during a dyadic coaching session (see Figure 9.2). This study suggests that all EDP coaches adopt *active listening* but none adopt *instruct-providing solutions*. These findings fit with Downey's (2014) Spectrum model. However, Downey (2014) does assert that 'instructing' is acceptable under certain circumstances. This was not evident in any of the observed coaching sessions.

As a main concern and using the DNST skills tool, this study found that all EDP coaches aim to *raise awareness, encourage self-reflection*, use *paraphrasing and summarising*, aim to *encourage decision making* and *raise confidence* in the entrepreneur. The EDPs primarily differ in that the uEDP coaches use *challenge opinions and beliefs* more, whereas aEDP's use *inform-provide information*. These findings appear in line with Downey's (2014) theory; uEDP coaches use *challenge opinions and beliefs* indicating that they are more non-directive, and aEDP coaches use *inform-provide information* as a form of teaching, more directive. Furthermore, these findings are consistent respectively with the uEDP person-centred coaching style (Downey, 2014; Joseph, 2006, 2018; Wilkins, 2015) and the aEDP solution-focused coaching style (Grant and Cavanagh, 2018; O'Connell *et al.*, 2012, Iveson *et al.*, 2012) further supporting the connection between coaching style and DNST skills use.

Analysis of DNST skills data and interview data suggests that the top three DNST skills are the primary aims of the coach, or their intention during the dyadic coaching session. These indicate the coaching style adopted by the EDP coach and also suggests the type of knowledge to be created. Therefore, I argue that a person-centred uEDP coach predominantly focuses on the non-directive skills *raising awareness, encouraging self-reflection* and uses *paraphrasing and summarising* primarily to create entrepreneur self-directed emergent knowledge within the *know-why* context (Garud, 1997). This is consistent with person-centred theory, that maintains no techniques are prescribed or prohibited when using person-centred coaching (Joseph, 2006; Wilkins, 2015).

In contrast, a solution-focused aEDP coach's focus also uses the non-directive *raising awareness* skill. However, coaches aim to use the more directive skills of *encourage decisions* and *inform-provide information* to support the creation of *emergent* knowledge, and that entrepreneur self-directed emergent knowledge is created within the *know-what* context (Garud, 1997). These skills suggest a focus on a 'preferred' future entrepreneur state, as opposed to reviewing past experiences. This is common in the solution-focused literature (Grant and Cavanagh, 2018; Grant and O'Connor, 2010; Iveson *et al.*, 2012). The assertion that uEDP and aEDP coaches adopt different coaching styles that effect which DNST skills are used during conversational approaches, and that they influence emergent and EDP knowledge creation is an important contribution to knowledge. This finding suggests that EDP coaches can adopt different coaching styles and DNST skills to achieve different learning outcomes.

An unanticipated finding is the relatively low levels of more directive conversational approaches used. Given that both EDPs are designed to support individual development, it is possible to envisage a scenario where more directive behaviour is justified, i.e., *Giving advice to provide direction*. There are several possible reasons

for this finding. These include: the emphasis on experiential learning is best facilitated by a more non-directive conversational approach; EDP design; EDP mentors facilitate the entrepreneur's more directive needs (This idea is explored further in Section 9.7) or as voiced by one participant, it might be that entrepreneur's do not respond positively to being given direction.

These findings will doubtless be much scrutinised, but there are some immediately dependable conclusions for this analysis: EDPs learning outcomes influence the coaching style adopted by coaches. In line with the uEDP and aEDP coaching style, coaches adopted different DNOST skills, and by extension, different conversational approaches, to create entrepreneur self-directed emergent knowledge as well as knowledge aligned to the EDP's outcomes.

9.7. EDP knowledge creation: *know-how* knowledge

To complement and present a focused picture of the types of knowledge created in an EDP, this study has identified the use of mentors as a support service in both EDPs. This finding is relevant as it adds another dimension to how coaches facilitate entrepreneurs' development, i.e., by signposting to an EDP in-house mentoring function. Both EDPs provide free of charge experience-based and/or specialist knowledge from mentors to solve a particular problem or business challenge and this is core to both EDP's learning approaches.

A literature review of mentoring found that the role of a mentor is considered more directive (e.g., Gravells, 2006; van Coller-Peter and Cronjé, 2020, Deakins *et al.*, 1998, Lefebvre and Redien-Collot, 2013). This knowledge can be considered *know-how* knowledge (Garud, 1997); it is another dimension of knowledge creation which contributes to an entrepreneur's development. The assertion of being directive was largely attributed to mentoring as providing information and emphasising education, which is a more directive process of imparting information (St-Jean, 2012). Mentoring can be an enabler removing blockages to progress and a motivator when blockages are removed, or a path through a particular problem may be identified.

Within the context of the EDP, *know-how* is positioned alongside *know-why* and *know-what* knowledge (Garud, 1997). Table 9.1 brings these overarching findings together, suggesting that coaches and mentors look to develop certain types of entrepreneur knowledge aligned to the entrepreneur's developmental needs. These observations are of interest to coaching and suggest a cross-over of mentor and coach practice. No literature was identified in this area and is recommended as an area of future work.

Table 9.1 Types of knowledge created from EDP dyadic interventions

Description	Directive/Non-directive	Entrepreneurial experience	EDP Type of Knowledge created
uEDP Person-centred coaching style	More non-directive	Nascent to novice	Know-why
aEDP Solution-focused coaching style	Balanced directive/non-directive	Novice to established	Know-what
uEDP and aEDP mentors	More directive	Nascent to established	Know-how

9.8. EDP coaches facilitate entrepreneur self-directed emergent knowledge creation in developmental areas

In both EDPs, entrepreneurs are responsible for their individual learning. Analysis suggests that the dyadic coaching session is central to creating entrepreneur self-directed knowledge within ‘ten developmental areas’ contributing to an entrepreneur’s personal and professional development, including that of improved venture performance.

As discussed (see Chapter 8, Section 8.3), this study’s findings indicate a dynamic relationship between DNOST skills and the creation of entrepreneur self-directed emergent knowledge. Findings suggest that DNOST skills tend to be aligned to knowledge creation in related developmental areas.

Following inductive thematic analysis of interview, observation, and documents data, this study identified ten developmental areas within both EDPs where coaches co-create emergent knowledge (see Chapter 8, Table 8.2). Table 9.2 provides the most dominant areas of focus for each EDP’s coaches. uEDP coaches’ primarily create emergent knowledge in the developmental areas of *becoming conscious of*, *improving personal performance* and *developing ideas and plans*; in contrast, aEDP coaches’ primary aim is to create knowledge in the developmental areas of *becoming conscious of*, *decision making* and *clarity of topic* and *signposting*.

Table 9.2 Top six developmental areas focused on to create knowledge by EDP

Top six developmental areas focused on to create knowledge	
uEDP	aEDP
Becoming conscious of	Becoming conscious of
Improving personal performance	Decision making
Developing ideas and plans	Clarity of topic and signposting
Decision making	Improving personal performance
Reflective lateral thinking	Developing ideas and plans
Positive strengthening	Positive strengthening

These findings further support the idea that *raising awareness* and *becoming conscious of* are important characteristics of EDP coaching, a view common in coaching literature, e.g., Myers (2014) and Passmore and Fillery-travis (2014) - indicating that creating awareness of blind spots or introducing new perspectives is the most significant aim of the EDP coach. Next, uEDP coaches aim to create new knowledge in *improving personal performance* and *developing ideas and plans* – both closely aligned to deep dialogue and thinking. These findings were not a surprise, as they are relatable to Joseph's (2018) description of person-centred coaching. aEDP coaches aim to create knowledge in the developmental areas of *decision making* and *clarity of topic and signposting*, suggesting that with greater transparency of the topic or subject, decisions can be made that facilitate a forward momentum towards performance improvement. This matches Grant and Cavanagh's (2018) description of the solution-focused coaching style.

An interesting finding is that both EDP's dyadic coaching sessions use *positive strengthening* as a way of creating knowledge. The act of positively supporting self-set goals and recounting experiences where the entrepreneur had overcome past problems appears to be a constant of the EDP coaching process. Garvey *et al.* (2014) suggest that positive psychology coaching, described by Kauffman *et al.* (2010) as working with strengths and helping clients improve performance and achieve goals, is closely aligned with solution-focused coaching, a view also shared by McKergow and Jackson (2002). The *positive strengthening* aspect, while acknowledged in the literature, is less apparent within a person-centred coaching style. However, Joseph (2018) posits there is a requirement in person-centred coaching for a coach to focus on the positive rather than negative aspects. This important feature of both EDPs suggests that *positive strengthening* is a characteristic of coaching entrepreneurs in the context of an EDP and an important facilitator of entrepreneurs' personal development.

A notable difference between the two EDPs is that uEDP coaches use *reflective lateral thinking* – thinking through ideas and problems more than aEDP coaches – which is a cognitive process that results in the entrepreneur thinking deeply about their current situation and navigating it. This can be personal as well as venture focused. This reflective thinking process, where the client is the best person to answer their own problems, is aligned to the person-centred approach (Joseph, 2018; Wilkins, 2015) and the creation of entrepreneur self-directed emergent *know-why* knowledge (Garud, 1997). While it might be considered out of place in an entrepreneur developmental environment where entrepreneurs are expected to move fast, pivot ideas, refine and move forward (Ries, 2011), *reflective lateral thinking* was very highly regarded by the uEDP entrepreneurs and uEDP alumni entrepreneurs and is consistent with the EDP learning outcome of creating highly versatile individuals who might be entrepreneurs or good employees.

A further difference in how the two EDP coaches approach knowledge creation is aEDP coaches' use of *inform-providing information* – the process of providing information, e.g., past taught slides. The use of this type of information did not occur during the uEDP coaching sessions but did occur in all aEDP coaching sessions. The principles of collaboration and sharing resources are fundamental to the solution-focused coaching style (McKergow and Jackson, 2002) and is consistent with sharing information. There are several possible explanations for the coach's choice to share information, including simplifying the message delivery so that it is understandable, the coach perceives added value is being given to the entrepreneur, or it is part of the aEDP's design. However, findings suggest that the most likely reason is that the aEDP share a hybrid role of coach and trainer; aEDP coaches are responsible for delivering EDP training course materials to entrepreneurs. uEDP coaches do not deliver training material. This positions the aEDP coaches as specialists of EDP entrepreneur *know-what* knowledge (Garud, 1997) and so use the course material to aid clarity and understanding in training sessions. It is plausible that reviewing previously taught material is simply useful. It is familiar to the entrepreneur and creates a common language easily referenceable by both the coach and entrepreneur.

This study indicates that while the EDP coaches focus on creating knowledge in the given developmental areas, this knowledge is totally reliant on the entrepreneur's situation and context. Cope (2005) underscores the importance of recognising that each entrepreneur brings a unique selection of experiences, skills and abilities to shape the 'learning task', describing the learning task as dynamic, contextual and cumulative. The process of knowledge building is supported by Minniti and Bygrave (2001) who contend that entrepreneurs learn by updating a 'subjective stock of accumulated knowledge'. In line with these theories, this study found that unique entrepreneur knowledge is created in ten developmental areas. However, it is influenced by the coaching style,

entrepreneur self-directed emergent knowledge creation, type of EDP knowledge creation and EDP learning outcomes – as well as the entrepreneur's situation and context. The coaches' use of DNOT skills are the intersection where knowledge is created. Part of the EDP coach's role is to manage the process of unique knowledge creation within the boundaries of the EDP and its learning outcomes. How DNOT skills feature in the creation of entrepreneur self-directed emergent knowledge in the ten developmental areas during a dyadic coaching session is a contribution to knowledge.

9.9. Coaching techniques and their contribution to entrepreneur development

This study found that EDP coaches use three coaching techniques to facilitate the entrepreneur in transitioning from knowledge creation to entrepreneurial learning (EL) opportunities that promote development. An important finding of this study is that both uEDP and aEDP coaches have 'intention', described by Martin (2007) as an interface that sits between the coach's internal and external worlds. This intention is strongly influenced by the EDP's learning outcomes. Considerations include the coach's coaching style, EDP type of knowledge created, use of directive and non-directive conversational approaches and the emergent knowledge created in the developmental areas. Furthermore, results suggest that EDP learning outcomes influence the EDP processes that impact how the coaches facilitate knowledge creation within a dyadic coaching session.

Thematic analysis of Interviews and observations data found that both EDP coaching practices, irrelevant of coaching style, etc., aimed to facilitate the transition from knowledge to entrepreneur's experiential learning in three ways: *stimulate self-efficacy*, *exploring and planning* and *gaining Commitment*. These coaching techniques originate from the DNOT (template data) and are interpreted from the developmental areas; see Chapter 8, Table 8.2. Results found that EDP coaches use these three coaching techniques to achieve the EDP process and programme learning outcomes aligned to the situational and contextual needs of the entrepreneur. Coaches use the *coaching techniques* to trigger cognitive processes during and post-session that create acts, activities, cognitive tasks or experiences that facilitate EL opportunities during and post-session.

What is particularly interesting about these findings is that business coaching literature tend to point to goal setting or objectives setting as a key metric of a session effectiveness (Brinkley and le Roux, 2018; Gallwey, 2001; Garvey *et al.*, 2014; Whitmore, 2002, 2009). What this case study's findings suggest is that *stimulating self-efficacy*, *exploring and planning* and *gaining commitment* are equally important and beneficial to the entrepreneur's development. While other coaching practices do not condone outright goal setting, e.g., Gestalt

coaching (Bluckert, 2018) and existential coaching (van Deurzen and Hanaway, 2012) this is not a familiar feature of coaching in the business domain. This is an area for potential further research.

These case study results support the claim that coaches aim to *stimulate self-efficacy* in the entrepreneur during an EDP dyadic session, as this is beneficial for the entrepreneur's personal and professional developmental and venture performance. According to Bandura (1997), self-efficacy can be understood as people having the capabilities and control over events and functions that affect their lives. Self-efficacy is considered an important feature of entrepreneurship (Bisk, 2002; Brinkley and le Roux, 2018; St-Jean, 2011), with the assertion that higher levels of self-efficacy are linked to higher levels of personal performance and discovering new business opportunities (Saadaoui and Affess, 2015). Brinkley and le Roux's (2018) research has made connections between high levels of self-efficacy and increased propensity to discover new opportunities, a positive learning attitude and improved planning. Bandura (1993) asserts that a strong sense of self-efficacy encourages achievement and well-being. There are many possible explanations for why coaches aim to *stimulate self-efficacy* in the entrepreneur, and why it is such a dominant feature of the dyadic coaching session. The most likely reason is the coach's aim of building confidence and motivation to use the knowledge created to forward personal development and performance improvement. However, self-efficacy could equally be applied to finishing the programme and achieving the EDP learning outcomes. Thus self-efficacy is deemed an important aspect of an entrepreneur's development (Audet and Couteret, 2012; Saadaoui and Affess, 2015).

Exploring and planning are also identified as a core coaching theme, as can be witnessed by the quantity of coaching models available, e.g., GROW, OSKAR, CLEAR etc. This study found that coaches aim to help entrepreneurs explore ideas and concepts and plan the next steps to aid the entrepreneur's development. In the context of this finding the term *explore* is defined as 'to inquire into or discuss in detail; to assess, evaluate; to investigate' and *plan* '...to intend or propose to do something' (OED.com, 2021). *Exploring and planning* are considered important features of entrepreneur coaching interventions, so they are expected to be a finding here (Brinkley and le Roux, 2018; St-Jean and Audet, 2012). Relating *exploring and planning* to an entrepreneur's development and improved venture performance, analysis suggests that coaches viewing a problem for the first time may come to a different conclusion from those who are very close to it (Barron, 2003). Therefore, there is benefit to the entrepreneur's development in introducing new perspectives, information, and the opportunity to plan how the next steps might be achieved.

This current study also indicates that coaches aim to gain an entrepreneur's commitment to a course of action during and following the *exploring and planning* phases of the dyadic session. Research completed in

management studies indicates that *gaining commitment* is a leading contributor to value creation and an organisation's continual success (Shahid and Azhar, 2013). Frankel and Otazo (1992) maintain that the process of gaining commitment ensures individuals make a greater contribution and are more productive over those who are just compliant - those who do what it takes to get the highest rating on a scale. Kelman (1958) describes internalisation or commitment as a process of changing attitudes and beliefs internally that lead to agreement. Gaining commitment is a core entrepreneurial coaching function necessary for an entrepreneur's progress (Lefebvre and Redien-Collot, 2013). In the context of EDP coaching, the gaining of commitment can take multiple forms. uEDP coaches aimed to gain commitment to the next steps which can include intangible objectives such as giving a topic more thought following the coaching session. Therefore, a commitment might be considered a commitment to oneself as much as the coach. In contrast, aEDP coaches tended to work with the entrepreneur to set tasks, objectives and goals with tangible outcomes. These were recorded and reviewed at the start and close of each coaching session. Results indicate that the core coaching theme of *gaining commitment* from entrepreneurs at an individual developmental and/or venture growth served three purposes: to achieve the EDP process outcomes, the EDP learning outcomes and facilitate the entrepreneur in knowledge creation.

In line with Rae and Carswell's (2000) research, this study found that entrepreneurs are action-orientated and learn through discovery and experiences. Dhliwayo (2008) supports this assertion, likening EL to a formal training process of creating competent entrepreneurs, similar to a nurse's formal work integrated training. Politis (2005) describes this process as a continual process where entrepreneurial experience is turned into knowledge. The knowledge created can then be redeployed on other occasions (Politis, 2005), thereby increasing the opportunity of greater success in future endeavours (McGrath, 1999). As posited in Kotte *et al.*'s 2020 and Politis *et al.*'s 2019 entrepreneurial studies, this study found that EDP coaches have an active role in the EL process. By using the three coaching techniques within the EDP context, EDP coaches facilitate the creation of EL opportunities that promote personal and professional development and/or venture improvement, as proposed by Dhliwayo, (2008) and Pittaway and Cope's (2007) studies.

9.10.Summary

In this chapter, I started by answering the research question. I then moved on to explore this answer in more depth. I discussed and explained how EDP coaches are situated in the context of the EDP and influenced by the EDP's processes and required learning outcomes. I argued the importance of coaching style and its

influence on directive and non-directive conversational approaches, the entrepreneur emergent knowledge creation and EDP type of knowledge created. I discussed how the choice of DNOST conversational skills are indicators of directive and non-directive behaviour and contend that they influence the entrepreneur self-directed emergent knowledge created. I described how EDP coaches and entrepreneurs create knowledge aligned to the need of the entrepreneur's situational and contextual needs. This knowledge is created in ten developmental areas, and that EDP coaches facilitate the transition of new knowledge to acts, activities, cognitive tasks or experiences during and/or post-session by the use of coaching techniques. These create entrepreneurial learning opportunities that promote personal development, professional development and venture improvement.

Chapter 10 Conclusions and Further Work

10.1. Introduction

There is no set practice for the development of entrepreneurs (Cowdean *et al.*, 2019; Deakins, 1996). However, there is a need to ensure that entrepreneurs are imparted with skills and knowledge if they are to be successful in their business ventures, as either originators of businesses or as employees within a business (Battistella *et al.*, 2016; Pittaway and Cope, 2007; Politis *et al.*, 2019)

There is a wealth of literature around entrepreneurial development but as discussed in Chapter 3, minimal literature was found that explored the coach's use of directive and non-directive approaches during a dyadic coaching session in Entrepreneur Development Programmes (EDPs) with the explicit aim of facilitating an entrepreneur's development. While literature from other disciplines may provide some insights into an entrepreneur's venture and their personal development needs, entrepreneurs are a uniquely complex group, so research is warranted specific to this area (Kotte *et al.*, 2020; Thompson and Downing (2007). Understanding what constitutes directive and non-directive conversational approaches is also not clear in the literature. This study addressed this need by conducting research into and EDP coaches' use of directive and non-directive skills and conversational approaches during an EDP dyadic coaching session, uncovering and classifying the developmental areas where knowledge is created and identifying how this process promotes entrepreneur development.

10.2. Motivation for the research

The motivating problem behind this thesis is the lack of understanding of directive and non-directive conversational approaches when working with entrepreneurs in EDPs. While there has been an increase in research related to EDPs (e.g., Battistella *et al.*, 2017; Politis *et al.*, 2019) and entrepreneurial coaching (e.g.,

Kotte *et al.*, 2020; van Coller-Peter and Cronjé, 2020), within the literature no studies were found which explored the *how*; i.e., how EDP coaches use directive and non-directive conversational approaches to facilitate an entrepreneur's development. My belief is the increased awareness of this tacit knowledge will benefit both EDP coaches' practice and entrepreneurs' development and performance.

10.3. Summary of the approach to the research problem

The importance of entrepreneurs to the economy is considered consequential for economic growth, job creation and the competitiveness of the region (UNCTAD, 2012). To support entrepreneurs in their development several kinds of academic and business EDPs have been developed. Many EDPs use coaching as a developmental tool. Using qualitative empirical research from a social constructivist perspective, the overall aim of this study was to identify how EDP coaches use a dyadic coaching session's dialogue to facilitate an entrepreneur's development within an EDP. Through a comparative case study (Merriam, 2009; Thomas, 2011; Yin, 2018) of coaching practice in two distinct EDPs, this empirical research explores how coaches use directive and non-directive conversational approaches during a dyadic coaching session. The specific aim was to gain an understanding of how coaches facilitate the creation of entrepreneur knowledge and how that knowledge is used to facilitate an entrepreneur's development.

The research question this study addressed is:

'How do coaches use directive and non-directive conversational approaches to facilitate an entrepreneur's development during a dyadic session within an EDP?'

In response to this question, this current study found that EDP coaches adopt a coaching style aligned to achieving the EDP learning outcomes. During a dyadic coaching session, EDP coaches use directive and non-directive conversational approaches (DNOST skills) to co-create entrepreneur self-directed emergent knowledge in ten developmental areas. The created knowledge is EDP contextual (e.g., *know-why* (Garud, 1997)) and aligned to the entrepreneur's needs. The conversational approaches are based on DNOST skills, aligned with the kind of coaching style adopted. Coaches then use three coaching techniques to facilitate the entrepreneur in transitioning this knowledge into acts, activities, cognitive tasks or experiences in-session or post-session. These experiences create entrepreneurial learning (EL) opportunities that promote an entrepreneur's personal and professional development and/or venture improvement. Figure 10.1 summarises the core features of an EDP dyadic session.

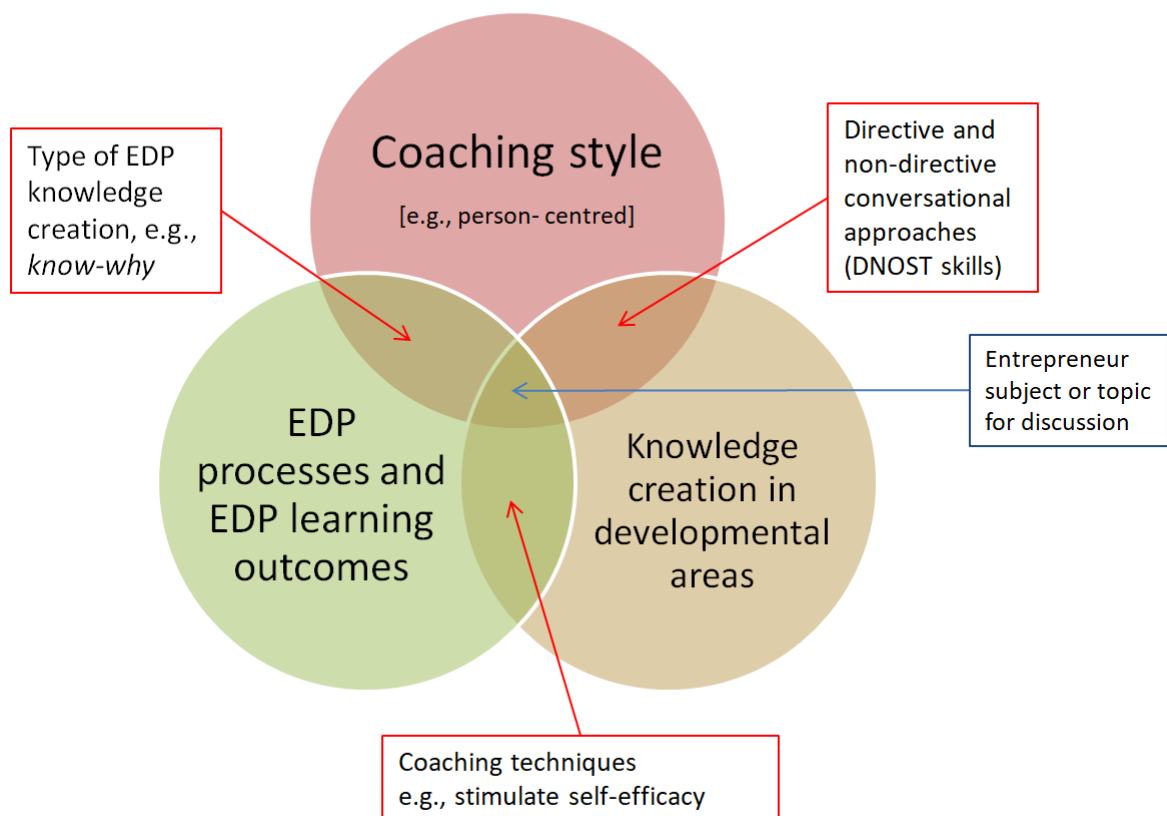


Figure 10.1 Core features of an EDP Dyadic coaching session

10.4. Contribution to theory

This case study research provides insight into how EDP coaches use directive and non-directive conversational approaches to facilitate knowledge creation and transition to post-session experiences, thus promoting the opportunity for entrepreneur's personal and professional development. This empirical research on directive and non-directive conversational approaches is conducted from a social constructivist stance (Crotty, 1998; Bryman and Bell, 2011) in an area where minimal research was found. These research findings enhance the body of literature associated with the coaching of entrepreneurs, specifically those working within an EDP; they may also interest EDP designers and trainers, mentors, other entrepreneur programmes, where entrepreneurial education is provided.

The literature review in Chapter 3 identified three gaps of interest: the lack of empirical research on directive and non-directive conversational approaches when working with entrepreneurs, limited descriptions of directive

and non-directive conversational language used by coaches during a dyadic session, and how coaches use directive and non-directive approaches to facilitate an entrepreneur's development in a dyadic session. Through empirical research, this study contributes to theory by addressing these three gaps.

The current study focuses on EDP coaches' use of directive and non-directive conversational approaches. It contributes to theory by providing and describing fourteen directive, and non-directive conversational skills (DNOST skills) adapted from Downey's not empirically tested Spectrum of coaching skills (1999, 2014). The fourteen DNOST skills have been empirically tested and proven useful in this study. These DNOST skills combine to form a conversational approach, however understanding what constitutes a directive and/or a non-directive conversational approach is not clear in the literature. There are many interpretations of what it is to be directive or non-directive with descriptive terms provided, e.g., describing and informing (de Haan and Nilsson, 2017; Heron, 2001). These descriptive terms indicate directive or non-directive meaning but provide little explanation of their use and are subject to interpretation, a scenario that creates ambiguity, leading to confusion in what is a directive or a non-directive conversational approach. This study creates greater clarity on this subject by providing detailed descriptions of the fourteen directive and non-directive skills (DNOST skills). Presented from two aspects – coaches on a university EDP and coaches on a business accelerator EDP - each DNOST skill is described providing an example coach quote. This helps understand the DNOST skills' meanings and offers insight into the coach's intention in their use - useful when seeking to understand a coach's use of a directive or a non-directive conversational approach. The detailed description of each DNOST skill and its link to knowledge creation in ten developmental areas contributes to theory. It offers guidance and provides coaches with points of reference to enhance their understanding of directive and non-directive DNOST skills and conversational approaches. Through the use of the DNOST (template) coaches, practitioners etc. conducting dyadic sessions are enabled to interpret their directive and non-directive conversational approach during the session either through the reviewing of video or audio material. This could be beneficial in training and developmental environments.

This study identified ten developmental areas where EDP coaches and entrepreneurs co-create knowledge influenced by the entrepreneur's situational and contextual needs, the coaches' coaching style and the EDP's learning outcomes. The ten developmental areas include soft skills, behavioural skills and thinking skills. Previous entrepreneur coaching research is minimal and tends to focus on previously observed strategies or skills in entrepreneurship, e.g., open attitude to change (Audet and Couteret, 2012) or the role of the entrepreneur coach, e.g., being an educating partner or a business development assistant (Kotte, *et al.*, 2020).

Or, as Brinkley and le Roux (2018) argue, report mentoring findings as coaching. This study explores each developmental area providing a detailed explanation of their meaning. It provides greater insight than previous studies linking the ten developmental areas to the directive and non-directive DNOST skills, i.e., demonstrating which type of conversational approach to best use to address each developmental area in a coaching session. Results indicate that EDP coaches aim to co-create knowledge pertinent to the entrepreneur's needs but cognisant of the EDP's requirements.

Identification of ten developmental areas directly linked to directive and non-directive conversational approaches contributes to directive and non-directive theory as it emphasises the implications of using the conversational approaches. The contribution of ten developmental areas linked to DNOST skills can be used within EDPs to increase awareness of the impact of using DNOST skills and develop coaching practices better aligned to achieving the EDP's learning outcomes. Moreover, the ten developmental areas could be used to focus on individual entrepreneur development in non-EDP entrepreneur coaches' practices, entrepreneur training programmes, growth hubs and business training schools.

In addition, this research identified that EDP coaches aim to facilitate the transition from in-session created knowledge to experiences during and post-session using three core coaching techniques. The study also demonstrates links between the developmental areas and the three coaching techniques indicating that there are multiple ways to encourage entrepreneur in-session and post-session activity, not solely the commonly accepted business coaching skill of setting goals or objectives. Furthermore, findings suggest that an entrepreneur's ability to perceive a way forward post-session is beneficial, even when a goal or task is not set, i.e., the stimulation of self-efficacy in the entrepreneur. Results imply that in-session and post-session activities are an important feature of the EDP coaching, suggesting that activities lead to experiential entrepreneurial learning that promotes the opportunity for an entrepreneur's personal, professional and venture development. Furthermore, the learning associated with these activities can be applied to future challenges better equipping the entrepreneur for future tasks. Greater awareness of these three coaching techniques and their aims in use, as opposed to the commonly accepted business goal or objective setting criteria as a complimentary session outcome could lead to greater acceptance of these techniques within the wider entrepreneur community.

When viewed in isolation, DNOST skills paint a picture of the dyadic session's directedness and highlight the skills used to create the level of directedness. When viewed alongside the ten developmental areas and coaching techniques, there is an opportunity for the coach to raise awareness of their practice and increase the chances of achieving the EDP's learning outcomes. A coaches' greater understanding of how DNOST skills

influence knowledge creation, and how this knowledge can be transitioned to EL experiences that promote entrepreneur development will enable the coach to better comprehend the complexities of the dyadic coaching session and how they interact during the session. Additionally, thinking of the DHOST skills as a process to create EL opportunities could be useful to EDP coaches as a concept, especially those new to the role.

Furthermore, this research responds to an identified gap in the literature, limited descriptions of directive and non-directive conversational language and therefore, inhibiting the ability to assess directive and non-directive conversational approaches. While many models deriving from previous research exist, some empirically tested, some not (i.e., De Haan and Nilsson, 2017), none were applicable or appropriate for qualitative data capture. The most applicable model identified was Downey's Spectrum of coaching skills continuum (1999, 2014). Although not empirically tested, a fact confirmed by the author in communication (see Appendix 17), it had the pedigree of being used and recognised widely in nursing, coaching and business. I concluded that this tool could aid others in assessing the directive and non-directive conversational studies and should be tested. Starting with Downey's Continuum, the Directive and Non-directive observation Session Template (DHOST) skills were devised and refined through two iterations, both including multiple pilot tests. Using the fourteen DHOST skills, this template proved a powerful tool in assessing and analysing the coach's observed actions and linking them to the topic; it was also instrumental in making sense of the data in context. I argue the process of applying the DHOST framework is an appropriate tool for practitioners seeking to understand their actions with regard to directive, balanced or non-directive conversational approach in context.

The findings of this case study have wider implications for coaching and mentoring and other practitioners as a discipline. The concept of selecting directive and/or non-directive conversational approaches to initiate knowledge creation in developmental areas adds a new dimension to the debate. As outlined in the literature review, while several high-quality models exist, none explicitly describes what directive or non-directive approaches are or links them to knowledge creation in a particular developmental area. This study advances work by Blakey and Day (2012), Clutterbuck (2004), de Haan and Nilsson (2017), Downey (1999, 2003, 2014), Grant and Cavanagh (2018), Gravells (2004) and Heron (2001) by presenting the DHOST framework, which enhances the way the coach/mentor views the client interaction, and encourages a deeper understanding of directive and non-directive conversational approaches within the context of a dyadic conversation. This goes beyond the previous methods of high-level association between descriptive terms and possible actions. The DHOST framework draws attention to the implications of adopting directive or non-directive conversational approaches and encourages coaches/mentors to think about their ways of working, adjusting their approach to

support the client more appropriately. Furthermore, unlike prior models, the DNST framework provides an empirically tested qualitative data collection process to assess DNST skills during a dyadic coaching session. In answering these needs, this study presents a way of recording, interpreting and indicating developmental outcomes of a dyadic session, thus informing our theoretical understanding of directive and non-directive conversational approaches while providing a useful tool to aid the coach's or mentor's personal development.

Additionally, in research, a less considered aspect of the study is the quality of the data being created through engagement of the participants in a multi-methods data capture process. Yin (2018) highlights the value of obtaining data from multiple sources to corroborate findings, as do other authors, e.g., Baxter and Jack (2008), Thurmond (2001), Thomas (2011) and Willig (2013). This form of triangulation focuses on convergent evidence that helps strengthen the validity of the findings. This study used multi-methods as an integral part of the data collection process. Fethers and Molino-Azorin (2017, p.5) assert that "*Multiple-methods research refers to all the various combinations of methods that include in a substantive way more than one data collection procedure*". In this study, participants were engaged in semi-structured interviews where they were asked to consider their coaching styles through the use of photo elicitation and card-sort exercises, as well as vocalising their thoughts. They were also observed during a dyadic session, and afterwards interviewed and asked to complete another card-sort to consider their actions during the observation. Additionally, the entrepreneur and alumni entrepreneur participants were also interviewed and asked to complete the card-sort exercise. This use of multi-methods encouraged participants to engage with the data collection process in multiple ways accessing data that would not have been available through a single method. Additionally, participants reported that they enjoyed completing tasks and stated that they found the process a learning experience about themselves. This was particularly true of the card-sort activity where the selection of terms were placed under headings. The discussions that followed this exercise were reported as being an empowering and enjoyable educational process for the participants. This study makes a methodological contribution in that it supports multi-methods as an effective way of triangulation but further suggests that multi-methods can also be an effective way to encourage participant inclusion and involvement in the data collection process. Viewing multi-methods through the positive engagement experience of the participant is an opportunity for future research.

In summary, this dual case study offers insight into the coach's use of directive and non-directive conversational approaches in an EDP dyadic coaching session. This research explores the use of DNST skills, describes them, and indicates their level of directiveness or non-directiveness. It describes directive and non-directive conversational approaches and provides examples of the language used in relation to each from two aspects.

Further, it links the DHOST skills with ten developmental areas of knowledge creation and describes how coaches use three coaching techniques to transition to experiential learning opportunities post-session. These entrepreneurial learning opportunities promote the entrepreneur's personal, professional and venture's development.

10.5. Practical implications

Findings of this study suggest that practitioners associated with an EDP design and its coaching practices would benefit from considering the EDP learning outcomes in the first instance, then choosing the appropriate EDP processes and coaching style to ensure the coaching practice is suitably aligned to achieving the desired EDP outcomes. EDP coaches' dyadic coaching session training should pay particular attention to the DHOST skills and how they facilitate knowledge creation in the ten developmental areas. Attention should also be drawn to the coaching techniques – *stimulating self-efficacy, exploring and planning and gaining of commitment* and their use in enabling opportunities for in-session and post-session experiences, leading to entrepreneur learning and the entrepreneur's personal and professional development. Attention to these areas will support the entrepreneur's development by providing consistent dyadic coaching practice across all EDP coaches. Furthermore, EDP coaches will understand the advantages and consequences of using directive and non-directive conversational approaches and their implications for entrepreneur knowledge creation. The increased awareness will enable coaches to focus their directive and non-directive conversational approaches better to achieve the entrepreneurs' needs and EDP's outcomes.

Kotte *et al.*'s (2020) qualitative research suggests a definition for independent entrepreneurial coaches. However, to the best of my knowledge, there is no definition for the role of EDP entrepreneur coach. The EDP coach's practice is affected by the EDP, so their role significantly differs from independent coaches. I propose that the capabilities identified during this study be considered a sound foundation for the EDP coaching practice of entrepreneurs and suggest that an EDP entrepreneur coach be defined as follows:

"An EDP entrepreneur coach aims to support and encourage an entrepreneur's personal and professional development at each stage of their venture's growth. They are competent in facilitating the development of know-why and know-what knowledge for entrepreneurs, as demonstrated by their ability to switch between coaching styles. They understand core entrepreneur techniques and models and have experience of entrepreneurship. They should be comfortable in non-directive and balanced

directive and non-directive conversational approaches with the ability to facilitate entrepreneur self-exploration and provide entrepreneurial theory when appropriate."

As stated above, the literature provides little explanation of what it is to adopt a directive, balanced or non-directive approach in a dyadic session. This can be problematic for coach and mentor practitioners, especially those new to the role. While directive and non-directive conversational approaches are often discussed, descriptions and how they might be used is limited, e.g., Clutterbuck, (2004); de Haan and Nilsson, (2017); Downey, (1999, 2014). This could leave room for practitioner interpretation and lead to their ineffective application. This study assessed multiple influences on directive and non-directive conversational approaches in use. It provided clear DNST skills that allow a coach to assess their conversational approach and conclude what level of directedness they apply during a session. This study provided examples of the language used for each DNST skill and will enable coaches to understand the meaning of each skill more comprehensively. Furthermore, this study gives coaches an indication of what type of knowledge will be created using the DNST skills.

I argue that DNST skills and the ten developmental areas and coaching techniques can be employed as a training and self-assessment tool (via filmed content) to aid a practitioner's development in dyadic coaching sessions of any discipline. This is possible as directive, balanced and non-directive conversational approaches are a common consideration in many domains, e.g., therapy, consulting, leadership. A practitioner's awareness of their in-session directive, balanced or non-directive approaches can aid personal performance improvement through increased awareness and understanding of their adopted approach while increasing the opportunity to achieve the session's learning outcomes.

Furthermore, given the cross-over in knowledge development at a holistic level and the difference in coaching styles, i.e., uEDP, person-centred – *know-why* and aEDP, solution-focused – *know-what* knowledge, I argue that uEDPs and aEDPs are different but complementary programmes. As a recommendation, I propose that close ties be made between these types of EDPs, as the entrepreneur will benefit from the associated learning, e.g., entrepreneurs could be rewarded by a cross-learning approach where the attendance earns credit to the uEDP. This might negate some of the tensions associated with the academic programmes mentioned in the findings, e.g., entrepreneurs not spending enough time on academic studies. Likewise, the cross-fertilisation of entrepreneur practice with a different focus could aid aEDP entrepreneurs in their awareness of know-why knowledge. Additionally, firmer ties could be made that see successful graduates of the uEDP running a venture enrol on the aEDP to continue their learning with the focus of *know-what* knowledge.

10.6. Limitations of this study

Every effort has been made to present credible research based on a strong methodology, ethical practice and a fair representation of findings and analysis. While this was achieved, there are some notable limitations of this study.

10.6.1. My role as a researcher

As a researcher familiar with both EDPs and someone who has extensive experience of being an entrepreneur, this study's outcomes will have been influenced by these facts both consciously and unconsciously. While my worldview is a unique feature of this study that has influenced and contributed to the findings, analysis, and outcomes, it is important to appreciate that another researcher without my worldview could arrive at different conclusions. Throughout the research, I made every effort to be reflective and comprehend and explore my rationale for my decisions. During the eighteen months of conducting this research, I recorded my thoughts and learnings in six A5 diaries, and attended supervisions with university supervisors and academics external to the research. In addition, I explored findings with external lecturers and engaged in peer coaching. While this research is a true account based on a robust methodology, analysis and the presentation of outcomes are positioned from my worldview. Others might draw different conclusions.

10.6.2. Case study research

Case study research literature discusses generalisability in-depth, with prominent authors, e.g., Yin (2018) and Thomas (2011), maintaining that case study research is not generalisable to the population but is generalisable at a theoretical level. Due to the nature of this study being undertaken within specific EDPs, and also the limited participant numbers, this study's findings cannot be considered generalisable to the population. However, this study's theoretical and practical findings are transferable, described by Tracy (2010, p.845) as a process where "...readers feel as though the story of the research overlaps with their own situation and they intuitively transfer the research to their own action". Tracy (2010) suggests that research that resonates with readers gives them the ability to apply new learning to other situations and environments, advancing concepts and theories to different contexts and situations, thus, providing a valuable theoretical contribution.

10.6.3. Small sample size

The sample size of this study was small: six EDP coaches, six EDP entrepreneurs and six EDP alumni entrepreneurs. It also used document analysis to aid situational and contextual understanding. This could be considered a limitation of this study. However, given the nature that case study research methodology is to explore a multi-faceted issue in-depth in real-world contexts, these numbers were appropriate and provided rich data for analysis. Indeed, Yin (2018) and Thomas (2011) do not prescribe an ideal sample size but suggest that the size is only relevant to the context of the cases and what is required to provide comparison and contrast. Therefore, the sample size was appropriate for this study.

10.6.4. Thematic analysis processes

The process of thematic analysis requires countless decisions in succession to arrive at an answer. Given my background as a practitioner-researcher and the interpretive nature of this study, it is likely that my worldview influenced decisions aligning them to practical use. All data collection and analysis were managed using NVivo and Excel workbooks to maintain a logical progression in the decision-making process. This process provided a logical structure that facilitated clear steps to arrive at the conclusions. Furthermore, I recorded thoughts in memos to explore and clearly understand my rationale for the decisions. I allowed time to reflect on a decision revisiting data many times before settling on the most appropriate answer to the research question. While I intended to conduct research with practical application, I acknowledge that another researcher might interpret the data differently and conclude a different answer, and, therefore, come to different findings.

10.6.5. Practical limitations

During the post-observation interview process, one entrepreneur participant had limited time to fulfil the full interview process. Therefore, while email communication and card-sort data were provided, a full account of the participant's thoughts could not be collected. However, one of the alumni entrepreneurs had previously worked with the coach and fulfilled the interview requirement. While I do not feel that this had implications for this study, there is a possibility that new data was missed due to a full account not being available.

10.6.6. Limited availability of EDP's documentation for analysis

The inclusion of documents analysis helped greatly to understand the situational and contextual features of the EDPs and the role of participant groups in their organisation. This information contributed greatly to this study.

However, the choice to review freely available material over internal documents could be considered a limiting factor. Access to internal documents might have presented information that would have shed further light on the rationale for certain EDP decisions, e.g., why the workshops chose certain topics. In my opinion, this would have added a further contextual layer to the findings. However, it is unknown whether case organisations would have provided said information.

10.7. Future research

During this study, several topics were identified that could be areas of future research. These include theory, practice, and methods, emphasising coaching entrepreneurs within an EDP.

An interesting question raised during the interviews was whether coaches with an entrepreneurial background would be better suited to support an entrepreneur's development. While the findings of this study suggest that this was not necessary, some interesting points were raised by entrepreneurs suggesting that without the knowledge and experience, the coach could have a lack of empathy or understanding of what it takes to be an entrepreneur – which was disputed by coaches. Research in this area could be valuable in understanding the complexities and the challenges of supporting an entrepreneur's development, and help refine further a person skill-set for coaches. Findings could benefit those responsible for scoping the requirements and the coach's role within an EDP and consequently lead to the appropriate selection of EDP coaches.

The DNOT process and ten developmental areas provide a framework for assessing coaches' directive and non-directive conversational approaches, and collected contextual information about the dyadic coaching session within an EDP. This approach focused on how the coach interacts with the entrepreneur and provided insight into the complex subject area of how coaches use dialogue to facilitate entrepreneurs knowledge creation. These types of findings could be useful for other practitioners conducting dyadic coaching sessions. Further studies are needed to see if applying this same method to other practitioner groups would provide them with a wider perspective on directive and non-directive conversational approaches. The application of the DNOT skills template could be a valuable contribution to the theory and provide practitioners with sector considered norms for training and development purposes.

Furthermore, this study's findings indicate that EDP coaches use three coaching techniques (*stimulate self-efficacy, exploring and planning, and gaining commitment*) to facilitate the transition from knowledge to experience during and post-session. In turn, this leads to entrepreneurial self-learning that promotes the opportunity for an entrepreneur's development. It is widely accepted that goal and target setting are common

features of business coaching (Whitmore, 2002; Gallwey, 2001) and form part of many coaching styles, i.e., performance coaching and life coaching (Boniwell and Kauffman, 2018). Further research should be undertaken to evaluate whether this study's three coaching techniques are equally beneficial to goal setting in encouraging a client to complete a task post-session. Awareness of this information could lead to a more tailored approach to coaching and client relationships and improve overall performance.

As stated in the research question, this study concentrated on the coach's role within the EDP. During the research process, the importance of EDP mentors in an entrepreneur's development became apparent. To better understand the implications of this finding, future studies could compare the mentor's use of directive and non-directive conversational approaches within an EDP. While research has been conducted on the role of mentors and their function within an EDP (e.g., Politis *et al.*, 2019), and it is generally thought that mentors are more directive (e.g., Gravells, 2006; van Coller-Peter and Cronjé, 2020, Deakins *et al.*, 1998, Lefebvre and Redien-Collot, 2013), I am not aware of any research that examines the relationship between the coach and mentor directive and non-directive conversational approaches within an EDP and how this affects an entrepreneur's development. Answering this question would contribute to knowledge by understanding the mentor's role and function; e.g., where do the coaches' roles finish, and the mentors' roles start? This data could lead to more refined service and consistency of mentoring offered to the entrepreneur with clearer boundaries and understanding of capabilities between the mentor and coach.

Finally, this study identified additional benefits of using multi-methods and their positive influence on participant engagement during the data collection process. This study suggests that the use of multi-methods goes beyond the expected benefits of triangulation, proposing that the quality of data improves and that it is more empowering and enjoyable for the participant than if multi-methods were not used. The additional advantages of using multi-methods are an area of future research and could benefit researchers considering their research design.

References

- Achtenhagen, L., Ekberg, S. and Melander, A. (2017) Fostering growth through business development: Core activities and challenges for micro-firm entrepreneurs. *Journal of Management & Organization*, 23(2):167-185.
- Ahmad, A.J. and Ingle, S. (2011) Relationships matter: case study of a university campus incubator. *International Journal of Entrepreneurial Behaviour & Research*, 17(6):626-644.
- Akatemia.org.uk (2019) Team Academy degrees – Akatemia. [online] Available at: <https://akademia.org.uk/team-academy-degrees/> Akatemia.org.uk (Accessed:09.09.2021).
- Anderson, J. (1995) *Local Heroes*. Glasgow, UK: Scottish Enterprise.
- Audet, J., Couteret, P. (2012) Coaching the entrepreneur: features and success factors. *Journal of Small Business Enterprise Development*, 19(3):515–531.
- Babatunde, S.A. (2016) *The Impact of Entrepreneurship Education on developing Entrepreneurial Graduates: A comparative study of similar Nigerian and UK Higher Education Institutions*. Doctoral thesis: Birmingham City University [online] Available at: <http://www.open-access.bcu.ac.uk/3413/> (Accessed:14.09.2021).
- Bachkirova, T., Spence, G. and Drake, D. (Eds.) (2017) *The SAGE Handbook of Coaching*. London: SAGE.
- Bacigalupo, M., Kampylis, P., Punie, Y. and Van den Brande, G. (2016) *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg: Publications Office of the European Union; EUR 27939 EN.
- Bandura, A. (1977) Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2):191–215.
- Bandura, A. (1986) *Social foundations of thought and action: A social cognitive theory*. Prentice Hall.
- Bandura, A. (1993) *Self-efficacy: The exercise of control*. Worth.
- Barrett, R. (2006) Small business learning through mentoring: evaluating a project. *Education + Training*, 48(8/9):614-626.
- Barron, C. (2003) Do we need a second opinion here? *The Journal of Practice Teaching and Learning*, 5(2):22–38.
- Battistella, C., De Toni, A.F. and Pessot, E. (2017) Open accelerators for start-ups success: a case study. *European Journal of Innovation Management*, 20(1):80-111.
- Baxter, P. and Jack, S. (2008) Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4):544-559. Available at: <https://doi.org/10.46743/2160-3715/2008.1573> (Accessed:16.05.2022).
- Ben Salem, A. and Lakhal, L. (2018) Entrepreneurial coaching: how to be modeled and measured? *Journal of Management Development*, 37(1):88–100. Available at: <https://doi.org/10.1108/JMD-12-2016-0292> (Accessed: 02.06.2022).
- Berger, R. (2015) Now I see it, now I don't: researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2):219-234.
- Bisk, L. (2002) Formal entrepreneurial mentoring: the efficacy of third party managed programs. *Career Development International*, 7(5):262-270.
- Blackwood, T., Round, A., Pugalish, L. and Hatt, L. (2015) Making Sense of Learning: Insights from an Experientially-Based Undergraduate Entrepreneurship Programme. *Industry and Higher Education*, 29(6):445-457.
- Blake, R. and Mouton, J. (1972) *The diagnosis and development matrix*. Houston, TX: Scientific Methods.
- Blakey, J. and Day, I. (2012) *Challenging Coaching: Going Beyond Traditional Coaching to Face*

the FACTS. Reprint Edition. London, UK ; New York, NY: Nicholas Brealey.

- Blenker, P., Dreisler, P., Faergemann, H.M. and Kjeldsen, J. (2008) A framework for developing entrepreneurship education in a university context. *International Journal of Entrepreneurship and Small Business* (IJESB), 5(1):45-63.
- Bluckert, P. (2018) The Gestalt Approach to Coaching. In: C. Elaine, T. Bachkirova and D. Clutterbuck (Eds.) *The Complete Handbook of Coaching*. London: SAGE, pp.66–80.
- BMW (2012) *Gründerzeiten 01, Existenzgründungen in Deutschland*. Berlin: Bundesministerium für Wirtschaft und Technologie.
- Bogdan, R.C. and Biklen, S.K. (1982) *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston, MA: Allyn and Bacon, Boston.
- Bone, J., Allen, O. and Haley C. (2017) *Business Incubators and Accelerators: The National Picture* [online] Available at: <http://hdl.handle.net/10419/196202> (Accessed:14.09.2021).
- Bone, J., Gonzalez-Urbe, J., Haley, C. and Lahr, H. (2019) *THE IMPACT OF BUSINESS ACCELERATORS AND INCUBATORS IN THE UK* [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/839755/The_impact_of_business_accelerators_and_incubators_in_the_UK.pdf (Accessed:14.09.2021).
- Bonniwell, I. and Kauffman, C. (2018) The Positive Psychology Approach to Coaching. In E. Cox, T. Bachkirova and D. Clutterbuck (Eds.) *The Complete Handbook of Coaching*. Third Edition. London, UK: SAGE, pp.153-166.
- Borg, W.R. and Gall, M.D. (1983) *Educational Research: An Introduction*. New York, NY: Longman.
- Boyce, L.A., Jeffrey Jackson, R. and Neal, L.J. (2010) Building successful leadership coaching relationships: Examining impact of matching criteria in a leadership coaching program. *Journal of Management Development*, 29(10):914-931.
- Boyd, R.D. and Apps, J.W. (1980) *Redefining the discipline of adult education*. San Francisco, CA: Jossey-Bass.
- Bozeman, B. and Feeney, M.K. (2007) Toward a Useful Theory of Mentoring: A Conceptual Analysis and Critique. *Administration & Society*, 39(6):719-739. Available at: <https://doi.org/10.1177/0095399707304119> (Accessed 02.06.2022).
- Braddell, A. (2017) *Citizens' Curriculum guide to Non-directive coaching*. Leicester: Learning and Work Institute, pp.1–41.
- Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2):77-101.
- Brinkley, M.-L. and le Roux, I. (2018) Coaching as a support function for potential entrepreneurs. *The Southern African Journal of Entrepreneurship and Small Business Management*, 10(1):2071-3185.
- Brockhaus, R.H. and Horwitz, P.S. (1986) The Psychology of the entrepreneur. In D. Sexton and R. Smilor (Eds.) *The Art and Science of Entrepreneurship*. Cambridge, MA: Ballinger, pp.25-48.
- Brodie, J., Van Saane, S.H. and Osowska, R. (2017) Help wanted: Exploring the value of entrepreneurial mentoring at start-up. *Industry and Higher Education*, 31(2):122-131.
- Bromley, D.B. (1986) *The Case-Study Method in Psychology and Related Disciplines*. Chichester, UK: John Wiley & Sons.
- Bryman, A. and Bell, E. (2011) *Business Research Methods*. Third Edition. Oxford, UK: Oxford University Press.
- Buehler, R., Griffin, D. and Ross, M. (1994) Exploring the “planning fallacy”: Why people underestimate their task completion times. *Journal of Personality and Social Psychology*, 67(3):366–381.
- Buetow, S. (2010) Thematic Analysis and Its Reconceptualization as ‘Saliency Analysis.’ *Journal*

- Burns, A.T., Acar, W. and Datta, P. (2011) A qualitative exploration of entrepreneurial knowledge transfers. *Journal of Knowledge Management*, 15(2):270–298.
- Burns, P. (2007) *Entrepreneurship and small business*. Second Edition. Basingstoke England; New York: Palgrave.
- Burns, P. (2008) *Corporate entrepreneurship: building the entrepreneurial organization*. Second Edition. New York: Palgrave Macmillan.
- Cantillon, R. (1755) Essai sur la nature du commerce en general. In Burns, P. (2007) *Entrepreneurship and small business*. Second Edition. Basingstoke England; New York: Palgrave.
- Cardon, M.S., Foo, M., Shepherd, D. and Wiklund, J. (2012) Exploring the Heart: Entrepreneurial Emotion is a Hot Topic. *Entrepreneurship Theory and Practice*, 36(1):1–10.
- Carruthers, J. (1990) A Rationale for the Use of Semi-structured Interviews. *Journal of Educational Administration*, 28(1):63-68.
- Chamberlain, K., Camic, P. and Yardley, L. (2004) Qualitative analysis of experience: grounded theory and case studies. In D.F. Marks and L. Yardley (Eds.) *Research Methods for Clinical and Health Psychology*. London: SAGE.
- Chen, C.C., Grene, G.P. and Crick, A. (1998). Does Entrepreneurial Self-Efficacy Distinguish Entrepreneurs From Managers? *Journal of Business Venturing*, pp.13295-316.
- Clutterbuck, D. (2004). Mentoring in Business: Executives and Directors. *Mentoring & Tutoring: Partnership in Learning*, 6(3):76–84.
- Clutterbuck, D. (1991) *Everyone Needs a Mentor: Fostering Talent at Work*. Second Edition. London: Institute of Personnel and Development.
- Clutterbuck, D. (2008) What's happening in coaching and mentoring? And what is the difference between them? *Development and Learning in Organizations*, 22(4):8-10.
- CIPD (Chartered Institute of Personnel and Development) (2010) *Coaching and Mentoring Factsheet*. London: CIPD.
- Cochrane, B.A. and Pratt, J. (2020) Context isn't everything: Search performance is influenced by the nature of the task but not the background. *Attention, Perception, & Psychophysics*, 83(1):27–37.
- Connor, M. and Pokora, J. (2012) *Coaching and Mentoring at work: Developing Effective Practice*. Second Edition. Maidenhead: Open University Press, pp.7-31.
- Cope, J. (2005) Toward a Dynamic Learning Perspective of Entrepreneurship. *Entrepreneurship Theory and Practice*, 29(4):373–397.
- Cowdean, S., Whitby, P., Bradley, L. and McGowan, P. (2019) Entrepreneurial learning in practice: The impact of knowledge transfer. *Industry and Higher Education*, 33(1):30–41.
- Cox, E., Bachkirova, T. and Clutterbuck, D.A. (2018) *Handbook of Coaching*. Third Edition. Thousand Oaks, CA: SAGE.
- Croitoru, A. (2012) Schumpeter, J.A., (1934, 2008) The Theory of Economic Development: An Inquiry into Profits, Capital, Credit, Interest and the Business Cycle. (Translated from the German by O. Redvers), New Brunswick, NJ and London, U.K.: Transaction Publishers. *Journal of Comparative Research in Anthropology and Sociology*, 3(2):137-148.
- Crotty, M. (1998) *The foundations of social research: meaning and perspective in the research process*. London: SAGE.
- Cull, J. (2006) Mentoring Young Entrepreneurs: What Leads to Success? *International Journal of Evidence Based Coaching and Mentoring*, 4(2):8-18. Available at: https://www.researchgate.net/publication/238666501_Mentoring_Young_Entrepreneurs_What_Leads_to_Success (Accessed: 14.09.2021).
- Cunliffe, A.L. (2003) Reflexive Inquiry in Organizational Research: Questions and Possibilities.

Human Relations, 56(8):983-1003.

- Cunningham, I. (2008) Coaching shouldn't be non-directive – or even directive: really responding to needs. *Development and Learning in Organizations: An International Journal*, 22(4):5–7.
- D'Abate, C.P., Eddy, E.R. and Tannenbaum, S.I. (2003) What's in a Name? A Literature-Based Approach to Understanding Mentoring, Coaching, and Other Constructs That Describe Developmental Interactions. *Human Resource Development Review*, 2(4):360-384.
- Dahl, M.S. and Reichstein, T. (2007) Are You Experienced? Prior Experience and the Survival of New Organizations. *Industry and Innovation*, 14(5):497-511.
- Daloz, L.A. (1986) *Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences*. First Edition. San Francisco, CA: Jossey Bass.
- Davidsson, P. (2003) The Domain of Entrepreneurship Research: Some Suggestions. In Katz, J.A. and Shepherd, D.A. (Eds.) *Cognitive Approaches to Entrepreneurship Research*, Volume 6, Bingley, UK: Emerald Group, pp.315-372.
- Davies, B., Browne, J., Gannon, S., Honan, E., Laws, C., Mueller-Rockstroh, B. and Petersen, E.B. (2004) The Ambivalent Practices of Reflexivity. *Qualitative Inquiry*, 10(3), 360–389.
- De Haan, E. and Nilsson, V.O. (2017) Evaluating coaching behavior in managers, consultants, and coaches: A model, questionnaire, and initial findings. *Consulting Psychology Journal: Practice and Research*, 69(4):315-333.
- De Toni, A.F., De Zan, G. and Battistella, C. (2016) Organisational capabilities for internal complexity: an exploration in the Coop stores", *Business Process Management Journal*, 22(1):196-230.
- Deakins, D. (1996). *Entrepreneurship and small firms*. London: McGraw-Hill.
- Deakins, D. and Freel, M. (2006). *Entrepreneurship and small firms*. London: McGraw-Hill.
- Deakins, D., Graham, L., Sullivan, R. and Whittam, G. (1998) New venture support: an analysis of mentoring support for new and early stage entrepreneurs. *Journal of Small Business and Enterprise Development*, 5(2):151-161.
- Dee, N., Gill, D., Weinberg, C. and McTavish, S. (2015) *What's the Difference?* London: Nesta.
- Dee, N.J., Livesey, F., Gill, D. and Minshall, T. (2011) *Incubation for Growth - A review of the impact of business incubation on new ventures with high growth potential*. London: Nesta.
- Dempwolf, C. S., Auer, J. and D'Ippolito, M. (2014) *Innovation accelerators: defining characteristics among startup assistance organizations* [online] <https://cdn.advocacy.sba.gov/wp-content/uploads/2019/05/15123249/rs425-Innovation-Accelerators-Report-FINAL.pdf> (Accessed:14.09.2021).
- Denzin, N.K. (1989) *Interpretive interactionism*. Newbury Park, CA: SAGE.
- Department for Business Enterprise & Regulatory Reform (BERR) (2008) *ENTERPRISE: UNLOCKING THE UK'S TALENT*. UK: Department for Business Enterprise & Regulatory Reform, pp.1-35.
- Department for Business, Energy & Industrial Strategy (BEIS) (2019) *Business population estimates for the UK and regions: 2019 statistical release* [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/852919/Business_Population_Estimates_for_the_UK_and_regions_-_2019_Statistical_Release.pdf (Accessed:12.09.2021).
- Department For Business, Energy And Industrial Strategy (BEIS) (2017) *Industrial Strategy: Building a Britain fit for the future* [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730043/industrial-strategy-white-paper-print-ready-a4-version.pdf (Accessed:14.09.2021).
- Dhliwayo, S. (2008) Experiential learning in entrepreneurship education. *Education + Training*, 50(4):329–340.

- Downey, M. (1999) *Effective Coaching*. GB: Orion business.
- Downey, M. (2003) *Effective coaching: lessons from the coaches' coach*. New York ; London : Texere.
- Downey, M. (2014) *Effective modern coaching: the principles and art of successful business coaching*. London, UK: LID Publishing.
- Drake, P. (2010) Grasping at methodological understanding: a cautionary tale from insider research. *International Journal of Research & Method in Education*, 33(1):85-99.
- Duke, S. (2007) *A narrative case study evaluation of the role of nurse consultant in palliative care* [online] Available at: https://www.researchgate.net/publication/299451487_A_narrative_case_study_evaluation_of_the_role_of_nurse_consultant_in_palliative_care. (Accessed:18.09.2021).
- Dunbar, A. (2016) *Clean Coaching: The insider guide to making change happen*. First Edition. London, UK; New York, NY: Routledge.
- Eftekhari, N. and Bogers, M. (2015) Open for Entrepreneurship: How Open Innovation Can Foster New Venture Creation: Open Innovation and New Venture Creation. *Creativity and Innovation Management*, 24(4):574-584.
- el Hallam, H. and St-Jean, É. (2016) Nurturing Entrepreneurial Learning Through Mentoring. *Journal of Developmental Entrepreneurship*, 21(2), p. 1650012.
- Eldh, A.C., Rycroft-Malone, J., Zijpp, T., McMullan, C. and Hawkes, C. (2020) Using Nonparticipant Observation as a Method to Understand Implementation Context in Evidence-Based Practice. *Worldviews on Evidence-Based Nursing*, 17(3):185-192.
- Esfandiar, K., Sharifi-Tehrani, M., Pratt, S. and Altinay, L. (2019) Understanding entrepreneurial intentions: A developed integrated structural model approach. *Journal of Business Research*, 94(0):172-182.
- Fayolle, A. and Gailly, B. (2008) From craft to science: Teaching models and learning processes in entrepreneurship education. *Journal of European Industrial Training*, 32(7):569-593.
- Fellnhofer, K. (2017) The Power of Passion in Entrepreneurship Education: Entrepreneurial Role Models Encourage Passion? *Journal of Entrepreneurship Education*, 20(1), p.58-87.
- Fellnhofer, K. (2019) Toward a taxonomy of entrepreneurship education research literature: A bibliometric mapping and visualization. *Educational Research Review*, 27(June):28-55.
- Fetters, M.D. and Molina-Azorin, J.F. (2017) The Journal of Mixed Methods Research Starts a New Decade: Principles for Bringing in the New and Divesting of the Old Language of the Field. *Journal of Mixed Methods Research*, 11(1):3-10. Available at: doi:[10.1177/1558689816682092](https://doi.org/10.1177/1558689816682092) (Accessed:16.05.2022).
- Frankel, L.P. and Otazo, K.L. (1992) Employee coaching: The way to gain commitment, not just compliance. *Employee Relations Today*, 19(3):311-320. Available at: <https://doi.org/10.1002/ert.3910190308https://doi.org/10.1002/ert.3910190308> (Accessed: 02.06.2022).
- Gallwey, T. (1999) *The Inner Game of Work*. New York: Random House.
- Gallwey, W.T. (2001) *The inner game of work: focus, learning, pleasure, and mobility in the workplace*. New York: Random House Trade Paperbacks, pp.1-229.
- Gartner, W. (1988) Who Is an Entrepreneur?" Is the Wrong Question. *American Journal of Small Business*, 12(4):11-22.
- Gartner, W.B. (1990) What are we talking about when we talk about entrepreneurship? *The Journal of Business Venturing*, 5(1):15-28.
- Gartner, W.B. (1993) Words lead to deeds: Towards an organizational emergence vocabulary. *The Journal of Business Venturing*, 8(3):231-239.
- Garud, R. (1997) On the distinction between know-how, know-why, and know-what. *Advances in Strategic Management*, 14:81-101.

- Garvey, B. (2018). Mentoring in a coaching world. In: El. Cox, T. Bachkirova and D. Clutterbuck, (Eds.) *The Complete Handbook of Coaching*. London: SAGE, pp.397–413.
- Garvey, B., Stokes, P. and Megginson, D. (2014) *Coaching and Mentoring: Theory and Practice*, Second Edition. Los Angeles: SAGE.
- Gedeon, S. (2010) What is Entrepreneurship? *Entrepreneurial Practice Review*, 1(3):16–35.
- Godfrey, D. and Hubbard, V. (2018) *Place, Learning and Entrepreneurialism: The impact of entrepreneurial education on regional economies* [online]. Available at: <https://www.localis.org.uk/research/place-learning-entrepreneurialism/> (Accessed:14.09.2021).
- Goodman, E., Kuniavsky, M. and Moed, A. (2012) *Observing the user experience: a practitioner's guide to user research*. Amsterdam: Elsevier.
- Grant, A.M. (2003) The Impact of Life Coaching on Goal Attainment, Metacognition and Mental Health. *Social Behavior and Personality: An International Journal*, 31(3):253-263.
- Grant, A. M. and Stober, D. (2006) Introduction in Stober, D. and Grant, A.M. (Eds.) *Evidence-Based Coaching Handbook*, Wiley, New York, N.Y.
- Grant, A.M. and Cavanagh, M.J. (2018) The Solution-Focused Approach to Coaching. In E. Cox, T. Bachkirova and D. Clutterbuck (Eds.) *The Complete Handbook of Coaching*. Third Edition. London, UK: SAGE, pp. 35-51.
- Grant, A. and O'Connor, S., 2010. The differential effects of solution-focused and problem-focused coaching questions: a pilot study with implications for practice. *Industrial and Commercial Training*, 42(2):102-111.
- Gravells, J. (2004) *Mentoring start-up entrepreneurs in the East Midlands–Trouble-shooters and Trusted Friends*. MSc in Mentoring and Coaching. Sheffield Hallam University.
- Gravells, J. (2006) Mentoring start-up entrepreneurs in the East Midlands –Troubleshooters and Trusted Friends. *The International Journal of Mentoring and Coaching*, IV(2):72-84.
- Gray, D.E. (2014) *Doing research in the real world*. London: SAGE.
- Gray, D.E., Garvey, B. and Lane, D.A. (2016). *A Critical Introduction to Coaching & Mentoring*. London, UK: SAGE. p.6, 3-31.
- Great Britain. Prime Minister's Office (2020). *Our plan to rebuild : The UK Government's COVID-19 recovery strategy*. UK: Dandy Booksellers under the Open Government Licence. Available at: <https://www.gov.uk/government/publications/our-plan-to-rebuild-the-uk-governments-covid-19-recovery-strategy> (Accessed: 31.05.2022).
- Griffiths, K. and Campbell, M. (2009) Discovering, applying and integrating: The process of learning in coaching. *International Journal of Evidence Based Coaching and Mentoring*, [online] 7(2):16–30.
- Guba , E.G. and Lincoln, Y.S. (1989) *Fourth generation evaluation*. Newbury Park, CA: SAGE.
- Haase, H. and Lautenschläger, A. (2011) The 'Teachability Dilemma' of entrepreneurship. *The International Entrepreneurship and Management Journal*, 7(2):145–162.
- Hamel, J., Dufour, S. and Fortin, D. (1993) *Case Study Methods*. London, UK: SAGE.
- Hamlyn, D.W. (1995) Epistemology, history of. *The Oxford Companion to Philosophy*. Oxford: Oxford University Press, pp.242–5.
- Hammarberg, K., Kirkman, M. and de Lacey, S. (2016) Qualitative research methods: when to use them and how to judge them. *Human Reproduction*, 31(3):498–501.
- Hammersley, M and Atkinson, P. (1995) *Ethnography: Principles in Practice*. London: Routledge.
- Hannon, P.D. (2005) Philosophies of Enterprise and Entrepreneurship Education and Challenges for Higher Education in the UK. *The International Journal of Entrepreneurship and Innovation*, 6(2):105-114.
- Harrison, R.T. and Leitch, C.M. (2005) *Entrepreneurial Learning: Researching the Interface*

- Between Learning and the Entrepreneurial Context. *Entrepreneurship Theory and Practice*, 29(4):351-371.
- Hatt, L.E. (2020) *Using the threshold concept framework to enhance entrepreneurship curricula in higher education*. Doctoral Thesis, Durham University [online] Available at: <http://etheses.dur.ac.uk/13507/> (Accessed:21.08.2021).
- Henry, C., Hill, F. and Leitch, C. (2005) Entrepreneurship education and training: can entrepreneurship be taught? Part II. *Education + Training*, 47(3):158-169.
- Heron, J. (1976) A six-category intervention analysis. *British Journal of Guidance & Counselling*, 4(2):143-155.
- Heron, J. (2001) *Helping the client : a creative practical guide*. Fifth Edition. London, UK: SAGE.
- Higher Education Funding Council for England (HEFCE) (2017) *Annual report and accounts 2016-17*.
- Hisrich, R.D. (1990) Entrepreneurship/intrapreneurship. In Tran, A.T.P. and Von Korflesch, H. (2016) A conceptual model of social entrepreneurial intention based on the social cognitive career theory. *Asia Pacific Journal of Innovation and Entrepreneurship*, 10(1):17-38.
- Hitt, M.A., Ireland, R.D. and Lee, H. (2000) Technological learning, knowledge management, firm growth and performance: an introductory essay. *Journal of Engineering and Technology Management*, 17(3/4):231-46.
- Holloway, I. and Todres, L. (2003) The Status of Method: Flexibility, Consistency and Coherence. *Qualitative Research*, 3(3):345-357.
- Houser, J. (2008) *Nursing research*. Sudbury, MA: Jones and Bartlett.
- Howell, K.E. (2013) *An introduction to the philosophy of methodology*. London, UK: Thousand Oaks, CA: SAGE.
- Hyett, N., Kenny, A. and Dickenson-Swift, V. (2014) Methodology or method? A critical review of qualitative case study reports. *International Journal of Qualitative Studies on Health and Well-being*, 9(1):23606.
- Hytti, U. and O’Gorman, C. (2004) What is “enterprise education”? An analysis of the objectives and methods of enterprise education programmes in four European countries, *Education + Training*, 46(1):11-23.
- Ianiro, P.M., Lehmann-Willenbrock, N. and Kauffeld, S. (2014) Coaches and Clients in Action: A Sequential Analysis of Interpersonal Coach and Client Behavior. *Journal of Business and Psychology*, 30(3):435-456.
- Iraci, D. (2019) *A Comparative study of Team Academy Hubs across the UK. A conceptual adaptation in HE*. MSc thesis, UWE. [unknown].
- Ives, Y. (2008) What is ‘Coaching’? An Exploration of Conflicting Paradigms. *International Journal of Evidence Based Coaching and Mentoring*, 6(2), pp100-113.
- Iveson, C., George, E. and Ratner, H. (2012) *Brief coaching: a solution focused approach*. Hove; New York: Routledge.
- Jackson, K., and Bazeley, P. (2019) *Qualitative data analysis with NVivo*. Los Angeles: SAGE.
- Johnson, A.R. and Delmar, F. (2009) *The Psychology of Entrepreneurs: A Self-Regulation Perspective*. SSRN Journal [online] Available at: <https://doi.org/10.2139/ssrn.1752103> (Accessed:14.09.2021).
- Jones, B. and Iredale, N. *(2014) Enterprise and entrepreneurship education: towards a comparative analysis. *Journal of Enterprising Communities: People and Places in the Global Economy*, 8(1):34-50.
- Joseph, S. (2006) Person-centred coaching psychology: A meta-theoretical perspective Person-centred psychology View project Positive Psychology View project. *International Coaching Psychology Review*, 1(1):47-54.
- Joseph, S. (2015) Carl Rogers’ *Person-Centered Approach* [online]. Available at:

<https://www.psychologytoday.com/blog/what-doesnt-kill-us/201503/carl-rogers-person-centered-approach> (Accessed:16.09.2021).

- Joseph, S. (2018) The Person-Centred Approach to Coaching. In E. Cox, T. Bachkirova and D. Clutterbuck (Eds.) *The Complete Handbook of Coaching*. Third Edition. London, UK: SAGE, pp.52-65.
- Jupp, V. (2009) *The SAGE dictionary of social research methods*. London: SAGE, p.175.
- Kaplan, J.M. and Warren, A.C. (2007) *Patterns of entrepreneurship*. Second Edition. Hoboken, NJ: Wiley.
- Kauffman, C., Bonniwell, I. and Siberman, J. (2010) The Positive Psychology Approach to Coaching. In E. Cox, T. Bachkirova and D. Clutterbuck (Eds.) *The Complete Handbook of Coaching*. First Edition. London, UK: SAGE, pp.158-171.
- Kelly, M., 2017. *Incubator, accelerator, hub? How entrepreneurs decide*. [online] Financial Times. Available at: <https://www.ft.com/content/1ea7d6e6-88dd-11e7-afd2-74b8ecd34d3b> (Accessed 7 June 2022).
- Kelman, H. (1958) Compliance, Identification, and Internalization: Three Processes of Attitude Change, *Journal of Conflict Resolution*, 1:51–60.
- Kenney-Noziska, S.G., Schaefer, C.E. and Homeyer, L.E. (2012) Beyond directive or nondirective: Moving the conversation forward. *International Journal of Play Therapy*, 21(4):244-252.
- Kilby, P.M. (1971) *Entrepreneurship and Economic Development*. New York: The Free Press, p.27
- King, N. and Horrocks, C. (2010) *Interviews in qualitative research*. London: SAGE.
- Kjellström, S., Ross, S.N. and Fridlund, B. (2010) Research ethics in dissertations: ethical issues and complexity of reasoning. *Journal of Medical Ethics*, 36:425–430.
- Kline, N. (1999) *Time to Think: Listening to Ignite the Human Mind*. London: Ward Lock, pp.35, 103, 138.
- Kline, N. (2009) *More Time to Think: A Way of Being In the World*. Pool-in-Wharfedale: Fisher King Publishing, p.32.
- Klofsten, M., Öberg, S. (2008) Coaching versus mentoring: Are there any differences? In *Proceedings of the 16th Annual High Technology Small Firms Conference* (Enschede, The Netherlands, May 2008). NIKOS, University of Twente [online] Available at: <https://proceedings.utwente.nl/115/> (Accessed:12.09.2021).
- Knight, F (1921) Risk, Uncertainty and Profit. In Burns, P. (2007) *Entrepreneurship and small business*. Second Edition. Basingstoke England; New York: Palgrave.
- Knowles, M.S., Holton III, E.F. and Swanson, R.A. (2005) *The Adult Learner*. London: Elsevier-Butterworth Heinemann.
- Kolb, A.Y. and Kolb, D.A. (2005) Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education. *Academy of Management Learning & Education*, 4(2):193-212.
- Kolb, D.A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. University of Michigan: Prentice-Hall.
- Kotte, S., Diermann, I., Rosing, K. and Möller, H. (2020) Coaching Entrepreneurs: Characteristics and Functions of Entrepreneurial Coaching. *Applied Psychology: An international Review*, 0(1).
- Krahenbuhl, K.S. (2016) Student-centered Education and Constructivism: Challenges, Concerns, and Clarity for Teachers. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 89(3):97–105.
- Kubberød, E. and Hagen, S.T. (2015) Mentoring models in entrepreneurship education. In L. Gómez Chova, A. López Martínez and I. Candel Torres (Eds.) *EDULEARN15* (Barcelona, Spain, July 6-8, 2015). Valencia, Spain: IATED Academy. [online] Available at:

- Kuratko, D.F. and Hodgetts, R.M. (2004) *Entrepreneurship theory, process and practice*. Sixth Edition. Ohio: South-Western.
- Kutzhanova, N., Lyons, T.S. and Lichtenstein, G.A. (2009) Skill-Based Development of Entrepreneurs and the Role of Personal and Peer Group Coaching in Enterprise Development. *Economic Development Quarterly*, 23(3):193-210.
- Lam, W. (2010) Delivery, Student Engagement and the Implementation of Good Practice in Entrepreneurship Education: Learning from the UK's New Entrepreneur Scholarship Initiative. *Industry and Higher Education*, 24(6):467-473.
- Lange, G.S. and Johnston, W.J. (2020) The value of business accelerators and incubators – an entrepreneur's perspective. *Journal of Business and Industrial Marketing*, 35(10):1563-1572.
- Law, H. (2013) *The Psychology of Coaching, Mentoring and Learning*. Second Edition. Chichester, UK: Wiley-Blackwell.
- Lee, N.-J. (2008) *Achieving Your Professional Doctorate*. Maidenhead, UK: Open University Press / McGraw-Hill Education.
- Lefebvre, M.R. and Redien-Collot, R. (2013) "How to Do Things with Words": The Discursive Dimension of Experiential Learning in Entrepreneurial Mentoring Dyads. *Journal of Small Business Management*, 51(3):370-393.
- Lévesque, M., Minniti, M. and Shepherd, D. (2009) Entrepreneurs' Decisions on Timing of Entry: Learning From Participation and From the Experiences of Others. *Entrepreneurship Theory and Practice*, 33(2):547-570.
- Lincoln S, Y. and Guba, E.G. (1985) *Naturalistic Inquiry*. Beverly Hills, CA: SAGE.
- Lincoln, Y.S. (2010) "What a Long, Strange Trip It's Been...": Twenty-Five Years of Qualitative and New Paradigm Research. *Qualitative Inquiry*, 16(1):3-9.
- Mahieu, R. (2006) *Agents of change and policies of scale: a policy study of entrepreneurship and enterprise in education*. Doctoral thesis, Umeå Universitet.
- Martin, R., 2007. The opposable mind: How successful leaders win through integrative thinking. First Edition. Boston, MA: Harvard Business Review Press, p.17.
- Maughan, E.D. (2009) Validity and Reliability: What Do These Terms Mean? *NASN School Nurse*, 24(3):119-120.
- McCallum, E., Weicht, R., McMullan, L. and Price, A. (2018) *EntreComp into Action: get inspired, make it happen* (M. Bacigalupo and W. O'Keeffe, Eds.) EUR 29105 EN. Luxembourg: Publications Office of the European Union, Luxembourg.
- McClelland, D. C. (1961) *The achieving society*. Princeton: Van Nostrand Reinhold.
- McGrath, R.G. (1999) Falling Forward: Real Options Reasoning and Entrepreneurial Failure. *Academy of Management Review*, 24(1):13–30.
- McKergow, M. and Jackson, P.Z. (2002) *The Solutions Focus: The SIMPLE Way To Positive Change*. London, UK: Nicholas Brealey Publishing.
- McKevitt, D., and Marshall, D. (2015) The legitimacy of entrepreneurial mentoring. *International Journal of Entrepreneurial Behavior & Research*, 21(2):263-280.
- McLean, P.D. (2012) *The Completely Revised Handbook of Coaching: A Developmental Approach*. Second Edition. San Francisco, CA: Jossey-Bass.
- Mcleod, J. (2011) *Qualitative Research in Counselling and Psychotherapy*. Second Edition. London: SAGE.
- Memon, J., Rozan, M.Z.A., Ismail, K., Uddin, M. and Daud, D. (2015) *Mentoring an Entrepreneur: Guide for a Mentor*. SAGE Open, 5(1), p.215824401556966.
- Merriam, S.B. (2009) *Qualitative research: A guide to design and implementation*.

San Francisco, CA: Jossey-Bass.

- Miles, M. and Huberman, M. (1994) *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: SAGE.
- Miles, M., Huberman, A. and Saldaña, J. (2014) *Qualitative data analysis: A methods sourcebook*. Third Edition. Thousand Oaks, CA: SAGE, p.73.
- Minniti, M. and Bygrave, W. (2001) A Dynamic Model of Entrepreneurial Learning. *Entrepreneurship Theory and Practice*, 25(3):5–16.
- Mishra, D., Jain, S.K. and Chaudhary, H. (2016) Analysing the feasibility of financial rewards for mentors engaged in entrepreneurial mentoring. *International Journal of Evidence Based Coaching and Mentoring*, 14(2):1–152.
- Morrison, A. and Bergin-Seers, S. (2002) Pro-growth small businesses: learning “architecture”. *Journal of Management Development*, 21(5):388-400.
- Myers, A. (2014) A Multiple Perspective Analysis of a Coaching Session. PhD Thesis, Oxford Brookes University [online]. Available at: <https://radar.brookes.ac.uk/radar/items/7759944f-6ff4-4e91-9ae9-01e62f2217b6/1/> (Accessed:19.09.2021).
- Myers, A.C. and Bachkirova, T. (2018) Towards a process-based typology of workplace coaching: An empirical investigation. *Consulting Psychology Journal: Practice and Research*, 70(4):297-317.
- Norman, J. (2021) Budget 2021. Protecting the Jobs and Livelihoods of the British People (House of Commons Paper) HC 1226. HM Treasury Budget 2021, HC 1226, published 3 March 2021. UK: Dandy Booksellers under the Open Government Licence. Available at: <https://www.gov.uk/government/publications/budget-2021-documents> (Accessed: 31.05.2022).
- Nowell, L.S., Norris, J.M., White, D.E. and Moules, N.J. (2017) Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), p.160940691773384.
- O’Connell, B., Palmer, S. and Williams, H. (2012) *Solution focused coaching in practice*. London: Routledge.
- O’Connor, J. and Lages, A., 2007. *How coaching works: The Essential Guide to the History and Practice of Effective Coaching*. First Edition. London: A. & C. Black Publishers Ltd.
- OECD (2006), *Promoting Pro-poor Growth" In Development Co-operation Report 2005: Efforts and Policies of the Members of the Development Assistance Committee* [online] Available at: https://www.oecd-ilibrary.org/development/development-co-operation-report-2005/promoting-pro-poor-growth_dcr-2005-3-en (Accessed:02.09.2021).
- OECD (2019) *OECD SME and Entrepreneurship Outlook 2019* [online] Available at: http://www.oecd.org/industry/smes/Policy_highlights_SME_Final.pdf (Accessed:21.09.2021).
- OED online (2021) Performance improvement derived from the DNOST category of encouraging self-reflection suggests learning from past experiences and can be described as 'an advanced form or development of something'.
- Osterwalder, A. and Pigneur, Y. (2010) *Business Model Generation: A Handbook for Visionaries, Game changers, and Challengers*. Hoboken, NJ: Wiley.
- Parsloe, E. and Wray, M.J. (2001) *Coaching and mentoring: practical methods to improve learning*. London: Kogan Page.
- Parsloe, E. and Leedham, M. (2009). *Coaching and Mentoring: Practical Conversations to Improve Learning*. Second Edition. London: Kogan Page, pp.20-62.
- Parsloe, E., Leedham, M. and Newell, D. (2017) *Coaching and Mentoring: Practical Techniques for Developing Learning and Performance*. Third Edition. London, UK: Kogan Page.
- Partanen, J. (2017) *The Team Coach’s Best Tools*. Jyväskylä, Finland: Partus.
- Passmore, J. and Fillery-travis, A. (2011) A critical review of executive coaching research: a decade of progress and what’s to come. *Coaching: An International Journal of Theory,*

- Patton, M.Q. (2002) *Qualitative Research & Evaluation Methods*. Third Edition. Thousand Oaks, CA: SAGE.
- Perry, C. (1990) After Further Sightings of the Heffalump. *Journal of Managerial Psychology*, 5(2):22-31.
- Pillow, W.S. (2003) Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education*, 16:175–196.
- Pittaway, L. and Cope, J. (2006) *Entrepreneurship Education: A Systematic Review of the Evidence* (No. 002/2006). Enterprise and Regional Development Unit, Sheffield.
- Pittaway, L. and Cope, J. (2007) Simulating Entrepreneurial Learning: Integrating Experiential and Collaborative Approaches to Learning. *Management Learning*, 38, pp.211-233.
- Politis, D. (2005) The Process of Entrepreneurial Learning: A Conceptual Framework. *Entrepreneurship Theory and Practice*, pp.399–424.
- Politis, D., Gabrielsson, J., Galan, N. and Abebe, S.A. (2019) Entrepreneurial learning in venture acceleration programs. *The Learning Organization*, 26(6):588-603.
- Price, A., Adams, N., Allen, J., Beaumont, E., Brentnall, C., Brown, S., Clegg, P., Dodd, S., Preedy, S., Penaluna, A. and Smith, K. (2018) *All Party Parliamentary Group for Entrepreneurship* [online] Available at: https://www.researchgate.net/publication/343190111_All_Party_Parliamentary_Group_Report_for_Enterprise_Education (Accessed:14.09.2021).
- QAA (2018) *Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers*. Gloucester, UK: The Quality Assurance Agency for Higher Education, pp.1–31.
- Rae, D. and Carswell, M. (2000) Using a life-story approach in researching entrepreneurial learning: the development of a conceptual model and its implications in the design of learning experiences. *Education + Training*, 42(4/5):220–228.
- Rerup, C. (2005) Learning from past experience: Footnotes on mindfulness and habitual entrepreneurship. *Scandinavian Journal of Management*, 21(4):451-472.
- Richard, V.M. and Lahman, M.K.E. (2015) Photo-elicitation: reflexivity on method, analysis, and graphic portraits. *International Journal of Research & Method in Education*, 38(1):3-22.
- Ricœur, P. (1970) *Freud and philosophy: an essay on interpretation*. Terry Lectures. Translated by Denis Savage. New Haven: Yale University Press.
- Ricœur, P. (1996b) On interpretation. In R. Kearney and M Rainwater (Eds.) *The Continental Philosophy Reader*. London, UK: Routledge (original work published in 1983).
- Ries, E. (2011) *The Lean Startup: How Constant Innovation Creates Radically Successful Businesses*. London, UK: Portfolio Penguin.
- Rock, A. and Garavan, T. (2006) Reconceptualising developmental relationships. *Human Resource Development Review*, 5(3):330-354.
- Rogers, C.R. (1951) *Client-centred therapy: It's current practice, implications and theory*. Boston, MA: Houghton Mifflin.
- Rogers, C.R. (1961) *On Becoming a Person: A Therapist's View of Psychotherapy*. Boston: Houghton Mifflin Company.
- Roulston, K.J. (2010) *Reflective Interviewing: A Guide To Theory And Practice*. London, UK: SAGE.
- Rowley, J. (2012) Conducting research interviews. *Management Research Review*, 35(3/4):260-271.
- Rubin, H.J. and Rubin, I.S. (2011) *Qualitative Interviewing: The Art of Hearing Data*. Third Edition. Thousand Oaks, CA: SAGE.

- Rubleske, J. and Berente, N. (2017) A pragmatist perspective on entrepreneurial opportunities. *Innovation Science*, 9(2):121-136.
- Rugg, G. and Petre, M. (2006) *A Gentle Guide to Research Methods*. Buckingham, UK: McGraw-Hill Education.
- Saadaoui, S. and Affess, H. (2015) Evaluating the role of coaching on developing entrepreneurial self-efficacy. *European Journal of Business and Social Sciences*, 3(11):54-61.
- Saldaña, J. (2016) *The Coding Manual for Qualitative Researchers*. Third Edition. London, UK: SAGE, pp.1-339.
- Salter, T. and Gannon, J.M. (2015) Exploring shared and distinctive aspects of coaching and mentoring approaches through six disciplines. *European Journal of Training and Development*, 39(5):373-392.
- Santos, G.J. (2006) Card sort technique as a qualitative substitute for quantitative exploratory factor analysis. *Corporate Communications: An International Journal*, 11(3):288-302.
- Saunders, M.N.K., Lewis, P. and Thornhill, A. (2019) *Research methods for business students*. Eighth Edition. Harlow, UK: Pearson Education Ltd.
- Say, Jean-Baptiste (the 1800s) in Burns, P. (2007) *Entrepreneurship and small business*. Second Edition. Basingstoke, England; New York: Palgrave.
- Schramm, W. (1971) *Notes on Case Studies of Instructional Media Projects*. A working paper with the assistance of John Mayo, Institute for Communication Research, Stanford University. Available at: <https://eric.ed.gov/?id=ED092145>. (Accessed:22.08.2021).
- Schumpeter J.A. (1911) *Theorie der Wirtschaftlichen Entwicklung*, Munich and Leipzig: Dunker und Humblat; translated (1934) by R. Opie, *The Theory of Economic Development*. Cambridge, MA: Harvard University Press.
- Schumpeter, J.A. (1934) *The Theory of Economic Development*. In Burns, P. (2007) *Entrepreneurship and small business*. Second Edition. Basingstoke England; New York: Palgrave.
- Selfin, Y. (2021) *Global Economic Outlook March 2021* [online] Available at: <https://assets.kpmg/content/dam/kpmg/xx/pdf/2021/03/global-economic-outlook.pdf> (Accessed:12.09.2021).
- Shahid, A. and Azhar, S.M. (2013) Gaining Employee Commitment: Linking to Organizational Effectiveness. *Journal of Management Research*, 5(1):250.
- Shane, S. and Venkataraman, S. (2000) The promise of entrepreneurship as a field of research. *Academy of Management Journal*, 25(1):217-226.
- Simons, H. (2009) *Case Study Research in Practice*. London UK: SAGE.
- Śledzik, K. (2013). *Schumpeter's View on Innovation and Entrepreneurship*. SSRN Journal [online] Available at: <https://ssrn.com/abstract=2257783> or <http://dx.doi.org/10.2139/ssrn.2257783> (Accessed:13.09.2021).
- Sloan, G. and Watson, H. (2001) John Heron's six-category intervention analysis: towards understanding interpersonal relations and progressing the delivery of clinical supervision for mental health nursing in the United Kingdom. *Journal of Advanced Nursing*, 36(2):206-214.
- Smith, C.Z. and Woodward, A.-M. (1998) Photo-Elicitation Method Gives Voice and Reactions of Subjects. *Journalism & Mass Communication Educator*, 53(4):31-41.
- Snyder, E.E. and Kane, M.J. (1990) Photo Elicitation: A Methodological Technique for Studying Sport. *Journal of Sport Management*, 4(1):21-30.
- Solomon, G. (2007) An examination of entrepreneurship education in the United States. *Journal of Small Business and Enterprise Development*, 14(2):168-182.
- Stake, R.E. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: SAGE.
- Stanley, L and Wise, S (2008) Feminist Methodology Matters! In D Richardson and V Robinson

- (Eds.), *Gender and Women's Studies*. Basingstoke: Palgrave Macmillan, pp.221-43.
- Starks, H. and Trinidad, S.B. (2007) Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research*, 17:1372–1380.
- Starr, J. (2016) *The Coaching Manual: The Definitive Guide to the Process, Principles and Skills of Personal Coaching*. Fourth Edition. Harlow, UK: Pearson Education Limited.
- Starr, J. (2014) *The mentoring manual: your step by step guide to being a better mentor*. Edinburgh, UK: Pearson Education Limited, pp.xi-39.
- St-Jean, É. and Audet, J. (2009) Factors Leading to Satisfaction in a Mentoring Scheme for Novice Entrepreneurs. *International Journal of Evidence Based Coaching and Mentoring*, 7(1):148-161.
- St-Jean, É. (2011) Mentor functions for novice entrepreneurs. *Academy of Entrepreneurship Journal* in El Hallam, H. and St-Jean, É. (2016) Nurturing Entrepreneurial Learning Through Mentoring. *Journal of Developmental Entrepreneurship*, 21(2), p.1650012.
- St-Jean, É. (2011) Mentor Functions for Novice Entrepreneurs. *Academy of Entrepreneurship Journal*, 17(1):65-84.
- St-Jean, É. (2012) Mentoring as professional development for novice entrepreneurs: maximizing the learning: Mentoring as professional development. *International Journal of Training and Development*, 16(3):200-216.
- St-Jean, É. and Audet, J. (2012) The role of mentoring in the learning development of the novice entrepreneur. *International Entrepreneurship and Management Journal*, 8(1):119-140.
- St-Jean, É. and Audet, J. (2013) The Effect of Mentor Intervention Style in Novice Entrepreneur Mentoring Relationships. *Mentoring and Tutoring*, 21(1):96-119.
- St-Jean, É. and Tremblay, M. (2020) Mentoring for entrepreneurs: A boost or a crutch? Long-term effect of mentoring on self-efficacy. *International Small Business Journal*, 38(5):424-448.
- Stokes, D., Wilson, N. and Mador, M. (2010) *Entrepreneurship*. Hampshire, UK ; Australia; United States: South-Western/Cengage Learning EMEA.
- Sukavejworakit, K., Promsiri, T. and Virasa, T. (2018) Increasing Entrepreneurial Intention with the Application of Experiential Learning Theory: An Innovative Learning Method and Empirical Test. *Asia-Pacific Social Science Review*, 18(2):1-15.
- Suri, H. (2011) Purposeful Sampling in Qualitative Research Synthesis. *Qualitative Research Journal*, 11(2):63-75.
- Swedberg, R. (2009) "Rebuilding Schumpeter's theory of entrepreneurship", Marshall and Schumpeter on Evolution: 188-203.
- Thomas, J. and Harden, A. (2007) *Methods for the Thematic Synthesis of Qualitative Research in Systematic Reviews. Evidence for Policy and Practice*. London: ESRC National Centre for Research Methods. Information and Co-ordinating (EPPI-) Centre, Social Science Research Unit.
- Thomas, G. (2011) *How to do your case study: a guide for students and researchers*. London: SAGE.
- Thompson, J. and Downing, R. (2007) The entrepreneur enabler: identifying and supporting those with potential. *Journal of Small Business and Enterprise Development*, 14(3):528–545.
- Thurmond, V.A. (2001) The Point of Triangulation. *Journal of Nursing Scholarship*, 33(3):253-258.
- Thornton, C. (2016) *Group and Team Coaching: The Secret Life of Groups*. Second Edition. Abingdon: Routledge, pp.1-19.
- Tiimiakatemia (n.d.) Tiimiakatemia (Team Academy) *Team learning through starting a business*. Tiimiakatemia [online] Available at: <https://ub-cooperation.eu/index/casestudies> (Accessed:14.09.2021).

- Tobin, G.A. and Begley, C.M. (2004) Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, 48:388–396.
- Tracy, S. (2010) Qualitative Quality: Eight “Big-Tent” Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, 16(10):837-851. Available at: [doi:10.1177/1077800410383121](https://doi.org/10.1177/1077800410383121) (Accessed: 31.05.2021).
- Tran, A. and Von Korflesch, H. (2016) A conceptual model of social entrepreneurial intention based on the social cognitive career theory. *Asia Pacific Journal of Innovation and Entrepreneurship*, 10(1):17-38.
- United Nations Conference on Trade and Development (UNCTAD) (2012) *Entrepreneurship Policy Framework and Implementation Guidance*. United Nations. [online] Available at: https://unctad.org/en/PublicationsLibrary/diae2012d1_en.pdf (Accessed:12.09.2021).
- Universities UK, (2000) *A Forward Look: Highlights of Our Corporate Plan 2001-2004*. Universities UK.
- Valerio, A., Parton, B. and Robb, A. (2014) *Entrepreneurship Education and Training Programs around the World: Dimensions for Success*. Washington, DC: World Bank.
- van Deurzen, E. and Hanaway, M. (2012b) *Existential Perspectives on Coaching* Edited by. Basingstoke: Palgrave Macmillan.
- van Coller-Peter, S. and Cronjé, J. (2020) The Contribution of Coaching and Mentoring to the Development of Participants in Entrepreneurial Development Programmes'. *International Journal of Evidence Based Coaching and Mentoring*, 18(2):51-67.
- Wallace, M. and Wray, A. (2016) *Critical reading and writing for postgraduates*. Los Angeles: SAGE.
- Wang, C.L. and Chugh, H. (2014) Entrepreneurial Learning: Past Research and Future Challenges. *International Journal of Management Reviews*, 16(1):24-61.
- Warren, C.A.B. (2002) Qualitative interviewing. In J.F. Gubrium and J.A. Holstein (Eds.) *Handbook of Interview Research: Context and Method*. Thousand Oaks, CA: SAGE.
- Welsh, D.H.B., Tullar, W.L. and Nemati, H. (2016) Entrepreneurship education: Process, method, or both? *Journal of Innovation & Knowledge*, 1(3):125-132.
- Whiteley, A. (2012) Supervisory conversations on rigour and interpretive research. *Qualitative Research Journal*, 12(2):251–271.
- Whitmore, J. (2002) *Coaching for performance: growing people, performance and purpose*. Third Edition. London: Nicholas Brealey.
- Whitmore, J. (2009) *Coaching for performance: growing human potential and purpose*. Fourth Edition. London: Nicholas Brealey.
- Whitworth, L., Kimsey-House, H., Sandahl, P. and Whitmore, J. (1998) *Co-Active Coaching*. First Edition. Mountain View, CA: Davies-Black Publishing, U.S.
- Wilkins, P. (2015) *Person-Centred Therapy: 100 Key Points*. Second Edition. Abingdon: Routledge, pp.1–309.
- Willig, C. (2013) *Introducing qualitative research in psychology*. Third Edition. (UK Higher Education OUP Psychology) Maidenhead, UK: Open University Press, McGraw-Hill education.
- Wolcott, H. (2005) *The art of fieldwork*. Second Edition. Walnut Creek, CA: AltaMira Press.
- Yeats, W.B. (1956) Among school children. In *The collected poems of W.B. Yeats*. New York: Macmillan.
- Yin, R. K. (1989). *Case study research: Design and methods*. London: SAGE.
- Yin, R. (2013) Validity and generalization in future case study evaluations. *Evaluation*, 19(3):321-332.
- Yin, R.K. (2018) *Case study research and applications: Design and methods*. Sixth Edition

Thousand Oaks, CA: SAGE.

Appendix 1.0 – Interview guides

EDP Alumni and Alumna interviews – guide interview questions

Guide - Interview Questions

Nigel Stone 1807 8032

Interviewee: EDP Alumni and Alumna Entrepreneurs

Brief/ boundaries

I am particularly interested in how entrepreneur development programmes and coaching approaches can help an entrepreneurs' development and, more specifically, how this looks like in a one-to-one coaching session.

Background and rationale:

Can you start by giving me a little bit of background and why you decided to join the EDP programme?

What are you doing now?

Did you think at the end of the EDP that you would end up being an entrepreneur? Explore...

Were there any real highlights you can recall during the three years on the EDP? Explore...

Where there any defining moments for your entrepreneurial development? Explore...

What do you think they are trying to achieve in the programme? Explore...

Did you get involved in any projects during your time on the programme? Explore...

Is the output of the EDP is to create entrepreneurs or well-rounded individuals?

Coach specific:

What was your experience of the coaches on the programme? Explore...

How useful were the one to ones on the EDP? Explore...

Can you recount any coach experiences that had a significant effect on you? Explore...

Did coaches share his/her personal and business experiences with you in the room? Explore...

When working with your coach, what was most useful to you? What could they have done better? Explore...

How does the one to ones work in conjunction with the other activities, i.e., team training sessions, community etc.

Card sort activity:

Provide instructions on the card-sort and placing the cards under the categories.

What do you recall about the coaching approaches on the EDP?

Ask the participants, what stands out for you? What do you observe from your selections? Explore the participants selections.

Implications of EDP on entrepreneurs' development:

What skills or capabilities have you developed as a consequence of being on the EDP? Explore

Today, do you draw on any experiences or things you've learnt during your time on the EDP? If so, what?

How well do you think the EDP prepares you for entrepreneurial life?

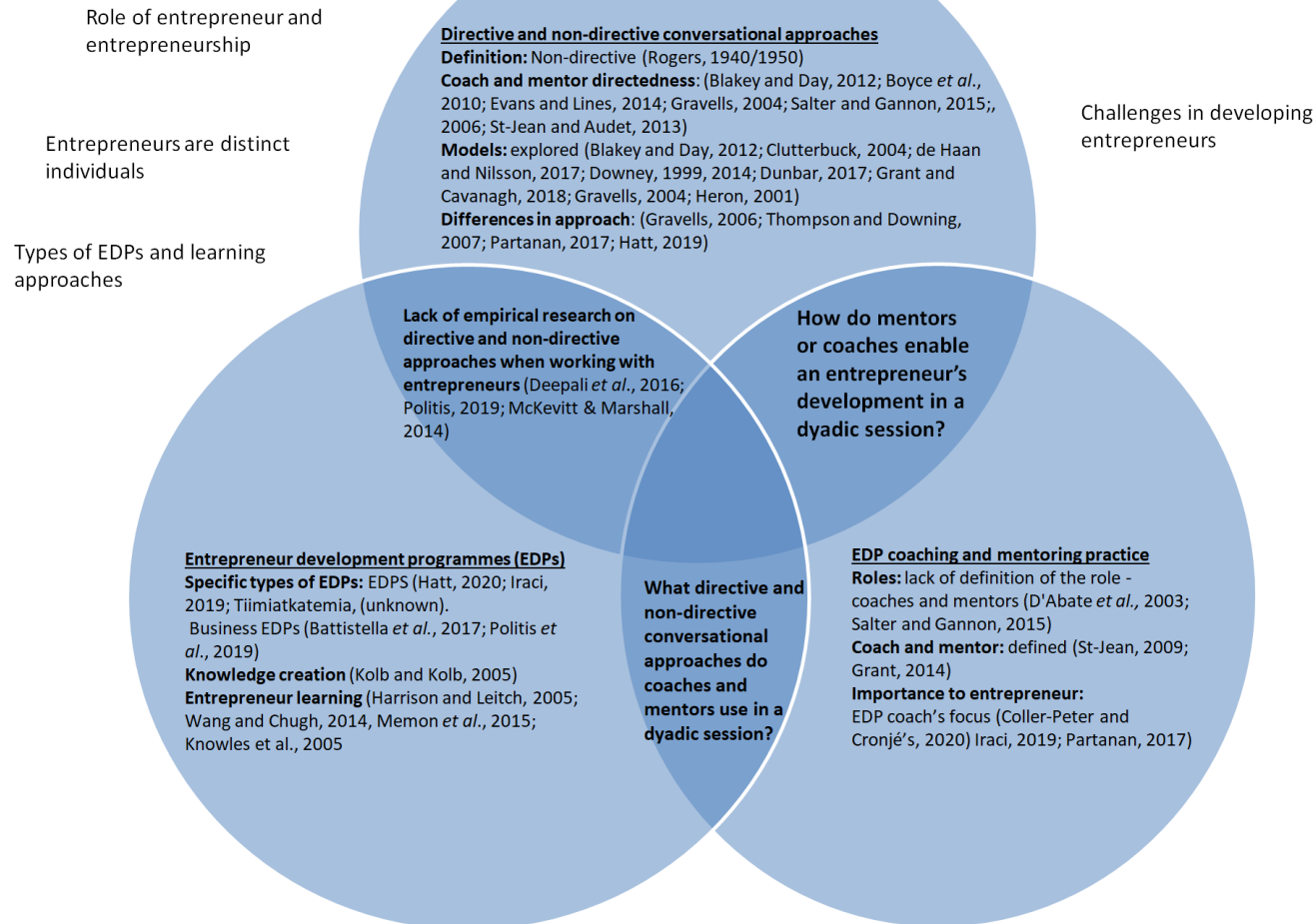
Can you talk me through some positive and negative experiences of entrepreneurs that is linked to your learning on the EDP? Explore...

Is there any other interesting stories you can recount about your time on the EDP.

Thank the participants.

Appendix 1a – Literature map

Contextual influences



Appendix 2 – EDP pre-observation questions

EDP coach pre observation interview questions

Guide - Interview Questions

Nigel Stone 1807 8032

Interviewee: Coach (PRE)

Brief/ boundaries

I am particularly interested in how entrepreneur development programmes and coaching approaches can help an entrepreneurs' development and, more specifically, how this looks like in a one-to-one coaching session.

Questions:

Can you tell me a bit about your coaching background?

How did you get involved in the programme?

How long have you been involved?

When you first started on the programme, what were your first observations?

Were these in-lines with your expectations at the time?

When working with the entrepreneurs, how would you describe your approach?

Why have you chosen this approach?

What do you see as its merits over the others?

Can you give an example where this approach worked well, and the other approaches would have struggled to get the same outcome?

What effect do you think this has on the entrepreneur?

Can you describe an example where you have witnessed this effect in action?

In your opinion, do you think this would have had a different effect if you would have taken a different approach to, i.e. non-directive/ directive?

How did the entrepreneurs respond to the provided input?

Would they have acted differently if the alternative approach had been adopted (i.e. non-directive or directive)?

Can you recall any examples on when an entrepreneur has reacted in this way?

How do you see the approach adopted in the developmental programme?

Generally, how do entrepreneurs respond to this approach?

Can you talk me through some examples of what impact this approach has had on the entrepreneur's performance?

Do all coaches typically adopt this approach or is it varied?

If it varies, what impact does this have/ an example?

Card sort activity:

Provide instructions on the card-sort and placing the cards under the categories.

Thinking about your dyadic coaching session, how would you place the cards?

Ask the participants, what stands out for you? What do you observe from your selections? Explore the participant's selections.

Appendix 3 – Coaches post observation questions

EDP Coach post observation Interview guide questions

Guide - Interview Questions

Nigel Stone 1807 8032

Interviewee: Coach (Post)

Brief/ boundaries

I am particularly interested in how entrepreneur development programmes and coaching approaches can help an entrepreneurs' development and, more specifically, how this looks like in a one-to-one coaching session.

Review observed coaching session.

How did that go? Is it representative of other one to one session?

Would you have done anything differently?

Explore researcher questions from witnessing the dyadic coaching session. Prepared in advance from the mind-maps (see appendix 9).

Examples might include:

You mentioned workshop content during the session, why did you introduce the content? What were you hoping to get from its introduction? Explore...

I witnessed [entrepreneur] asking for your advice. Do you recall how you handled that question? Why did you handle it that way? Explore...

You seemed to keep the entrepreneur on the topic during the session. Did you notice that? And why was it important? Explore...

Card sort activity:

Provide instructions on the card-sort and placing the cards under the categories.

Thinking about the observed coaching session, how would you place the cards?

Ask the participants, what stands out for you? What do you observe from your selections? Explore the participant's selections.

Finish

If you would have done anything differently, what would it have been?

Thank the participants

Appendix 4 – Entrepreneur post-observation questions

EDP Entrepreneur post observation Interview guide questions

Guide - Interview Questions

Nigel Stone 1807 8032

Interviewee: Entrepreneur (Post)

Brief/ boundaries

I am particularly interested in how entrepreneur development programmes and coaching approaches can help an entrepreneurs' development and, more specifically, how this looks like in a one-to-one coaching session.

Background and EDP involvement:

Can you please give some background to your career and involvement on the EDP? Explore...

What positive and/or negative experiences do you recall from your time on the EDP? Explore...

If you were to describe the role of coach on the EDP, how would you do it? Explore...

What do you like about the coach's approach? And dislike? Explore...

How could the EDP improved? Explore...

Review observed coaching session:

How did that go? Is it representative of other one to one session?

Did you get everything you wanted out of that session?

What are the most useful aspects of the one-to-one coaching session?

Explore researcher questions from witnessing the dyadic coaching session. Prepared in advance from the mind-maps (see appendix 9).

Examples might include:

I notice the coach asked this question, how did that make you feel? Explore...

The coach introduced slides, was that useful? Explore...

The coach asked for three objectives for review in the next session. Is that normal? How did that make you

feel? Explore...

Card sort activity:

Provide instructions on the card-sort and placing the cards under the categories.

Thinking about the observed coaching session, what cards do you recognise from the session and where would you place them?

Ask the participants, what stands out for you? What do you observe from your selections? Explore the participants' selections.

Finish

If you would have done anything differently, what would it have been?

Thank the participants

Appendix 5 – Participant information sheets

Participant Information Sheet

Coach

"How coaches perceive and translate their entrepreneur development programmes philosophy and prescribed styles into their own coaching approaches when working with start-up entrepreneurs."

You are being invited to take part in a research study. This study is part of doctoral research undertaken for a doctoral programme at Oxford Brookes University. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

What is the purpose of the study?

The aim of this doctoral study is to explore how different coaching styles used in entrepreneur development programmes (EDPs) support the development of entrepreneurs at the early stage of their project or business. It is recognised that coaching interventions play an important part in how an entrepreneur develops. However, how exactly different styles of coaching contribute to entrepreneur development is still little understood.

Participant coaches working in [COMPANY] EDP are invited to participate in two one-to-one interviews and be observed in a coaching session. Due to the current government recommendations on social distancing, interviews and observations will be held remotely by Skype or equivalent. During the observation, the researcher will make every effort to remain as unobtrusive as possible. The interviews will last approximately 1 hour each and be held at a time convenient to you. The observation will last approximately one hour, and will focus on your coaching style during a real-life interaction between you and an entrepreneur. Your total time commitment for this study will be no more than 3 hours over the entire study and can be conducted over three different days in line with your availability.

During the interviews, we will discuss the EDP's design and will explore your views on and experiences of the coaching styles you adopt while working on an EDP. The data will be analysed for common themes. The findings will contribute to existing knowledge of coaching styles when working with entrepreneurs on developmental programmes.

Please see below a summary table which outlines the three groups of participants of this study, the type of data that will be collected and the estimated time commitment.

Table 1. Summary of participant involvement

Title	Time Commitment	Description of tasks
Coaches	Max 3 hours	Interview 1, pre-observation (approximately 1 h) Conduct one coaching session with an entrepreneur (approximately 1 hour) which will be observed by the researcher (in an unobtrusive manner) Interview 2, post-observation (approximately 1 h)
Entrepreneur	Max 2 hours	Be observed in a coaching sessions (approximately 1 h) Interview (approximately 1 hour)
Alumni Entrepreneur	Max 1 hour	Interview (approximately 1 hour)

How long will the interviews and observation take?

Your total time commitment for this study will be no more than 3 hours over the entire study and can be conducted over three different days in line with your availability.

When will this research be conducted?

Data will be collected between March 2020 and November 2020, analysed qualitatively and included in a thesis by the end of 2021.

Why have I been invited to participate?

You have been invited to participate in this study because you are:

- A practising internal or external coach on an entrepreneur development programme.
- Hold the position of coach in your organisation.
- Deemed a ‘qualified practitioner’ by the fact that the organisation considers you qualified to practise as a representative of their programme.
- You have two years or more experience in coaching.

Who is involved in this research?

This research will involve a total of 18 participants from **two** case study organisations.

- 3 coaches from each case = 6 participant coaches
- 3 entrepreneurs from each case = 6 participant entrepreneurs
- 3 alumni entrepreneurs from each case = 6 participant alumni entrepreneurs

Do I have to take part?

It is entirely up to you to decide whether or not to take part in this research study. If you do decide to take part, you will be given this Participant Information Sheet along with a Privacy Notice that will explain how your data will be collected and used. You will be asked to give your consent. If you decide to take part, you are still free to withdraw at any time and to withdraw your unprocessed data - without giving a reason. Whether you participate or not in this study, it will have no impact on your employment or involvement on the EDP.

What will happen to me if I take part?

You will participate in two one-to-one interviews and be observed during a session with an entrepreneur. The interviews will involve a discussion on the topic. You will also be asked to select photos and card statements that best describe your coaching style. The interview and observation will be conducted remotely using Skype or similar technology. This means that your total time commitment will be approximately 3 hours. The dates will be scheduled for your convenience in order to minimise any disruption to you. The interviews and observation will be video-recorded, with your (and the entrepreneur's) permission. All collected data will have a pseudonym for the purpose of this study; it is your pseudonymised experiences which are of interest. The recorded data will be transcribed and analysed for common themes. You will be offered an opportunity to comment on and edit the transcript. Video recordings will be deleted following transcription.

What are the possible benefits of taking part?

There are no direct benefits from being involved in this study. However, participants may develop their self-knowledge through reflection and understanding of their role as a coach practitioner, particularly when working with early-stage entrepreneurs. You will also be provided with a summary of the findings which may expand your overall knowledge of the research subject area. The findings of this study are expected to be beneficial to future coaching practice and academic knowledge.

What are the possible disadvantages of taking part?

It is not anticipated that there would be any disadvantages to you from taking part, and the only 'cost' will be your time taking part in the interviews and observation. However, in the unlikely event of some distress arising from the interview or observation, participants can contact organisations such as:

- MIND (<https://bristolmind.org.uk/help-and-counselling/help-in-a-crisis/>) or call telephone 0808 808 0330
- Their GP
- Or you can also contact the [Samaritans](https://www.samaritans.org) on **116 123** for free at any time and from any phone, or email them on jo@samaritans.org

Will what I say in this study be kept confidential?

All information collected about the individual will be kept strictly confidential (subject to legal limitations), and individual contributors will be identified only through pseudonym in an effort to keep participants anonymity. However, anonymity cannot be guaranteed. There is always the possibility of risk of identification. It should also

be understood that due to the nature of observation involving two participants, participants will recognise each other's comments in the research data. Furthermore, in order to invite entrepreneur participants, it is necessary to inform Olly Reid of your involvement in this study.

Every effort will be made to ensure confidentiality, privacy and anonymity in the collection, storage and publication of research material. Data generated will be securely stored in devices that are both encrypted, and password protected. The data generated in the course of the research in all forms (written and electronic form) will be kept for ten years after the research project finalises.

What should I do if I want to take part?

Send an email to Nigel Stone, who will conduct the research at nigel.stone-2018@brookes.ac.uk to schedule an informal call to arrange the date and time for the interviews and observation, and to discuss any remaining questions that you may have.

If you want to participate, you will receive a separate consent form to sign in a follow-up email. This will need to be signed before the first interview and the observation before they can take place.

What will happen to the results of the research study?

The summary of research findings will be shared with participants, the entrepreneur development community and higher education researchers. They will be used in subsequent publications in management development and education literature.

You will be provided with a summary of the findings at the earliest opportunity following analysis. This is expected to be available in 2021.

Who is organising and funding the research?

The study is self-funded as part of a part-time professional doctorate. It is being organised by doctorate researcher: Nigel Stone (contact details below).

Who has reviewed the study?

The research has been approved by the University Research Ethics Committee, Oxford Brookes University (191357).

Contact for Further Information

For further information, contact me: Nigel Stone. Oxford Brookes University
Headington Campus, Oxford, OX3 0BP, UK. Tel: 07575 352 353

If you have any concerns about how this study has been conducted, you should contact the Chair of the University Research Ethics Committee on ethics@brookes.ac.uk.

You may also make direct contact to the researcher's supervisors at the International Centre for Coaching and Mentoring Studies, Oxford Brookes Business School, Oxford Brookes University, Headington Campus, Oxford OX3 0BP:

Dr Sylwia Ciuk, Senior Lecturer in Organisation Studies of the International Centre for Coaching and Mentoring Studies

s.ciuk@brookes.ac.uk

Dr Peter Jackson, Senior Lecturer at the International Centre for Coaching and Mentoring Studies

peter.jackson@brookes.ac.uk

Thank you

Thank you for taking the time to review this document, and for your interest in this research.

Date

20.01.20

Participant Information Sheet

Entrepreneur

"How coaches perceive and translate their entrepreneur development programmes philosophy and prescribed styles into their own coaching approaches when working with start-up entrepreneurs."

You are being invited to take part in a research study. This study is part of doctoral research undertaken for a doctoral programme at Oxford Brookes University. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

What is the purpose of the study?

The aim of this doctoral study is to explore how different coaching styles used in entrepreneur development programmes (EDPs) support the development of entrepreneurs at the early stage of their project or business. It is recognised that coaching interventions play an important part in how an entrepreneur develops. However, how exactly different styles of coaching contribute to entrepreneur development is still little understood.

Participant entrepreneurs enrolled in **UWE / NatWest** (*delete as appropriate*) EDP are invited to participate in one one-to-one interview and be observed doing one of their regular coaching session. Due to the current government recommendations on social distancing, interviews and observations will be held remotely by Skype or equivalent. During the observation, the researcher will make every effort to remain as unobtrusive as possible. The interview will last approximately 1 hour and be held at a time convenient to you. The observation will last as long as you're regular coaching session on the programme, so approximately an hour, and will focus on your coaching style during a real-life interaction between you and your coach. Your total time commitment for this study will be no more than 2 hours over the entire study and can be conducted over two different days in line with your availability.

During the interview, we will discuss the EDP's design and will explore your views on and experiences of the coaching style of the EDP. The data will be analysed for common themes. The findings will contribute to existing knowledge of coaching styles when working with entrepreneurs on developmental programmes.

Please see below a summary table which outlines the three groups of participants of this study, the type of data that will be collected and the estimated time commitment.

Table 1. Summary of participant involvement

Title	Time Commitment	Description of tasks
Coaches	Max 3 hours	Interview 1, pre-observation (approximately 1 h) Conduct one regular coaching session with one of the entrepreneurs from the regular group (approximately 1 hour) which will be observed by the researcher (in an unobtrusive manner) Attend interview 2, post-observation (approximately 1 h)
Entrepreneur	Max 2 hours	Be observed during one of the regular coaching sessions (approximately 1 h) Attend an interview (approximately 1 hour)
Alumni Entrepreneur	Max 1 hour	Attend an interview (approximately 1 hour)

How long will the interview and observation take?

Your total time commitment for this study will be no more than 2 hours over the entire study and can be conducted over two different days in line with your availability.

When will this research be conducted?

Data will be collected between March 2020 and June 2020, analysed qualitatively and included in a thesis by the end of 2021.

Why have I been invited to participate?

You have been invited to participate in this study because you are:

- A practising entrepreneur on an entrepreneur development programme in one of the two cases.
- You are at 'what is considered' the start-up phase of a business or project.

Who is involved in this research?

This research will involve a total of 18 participants from **two** case study organisations.

- 3 coaches from each case = 6 participant coaches
- 3 entrepreneurs from each case = 6 participant entrepreneurs
- 3 alumni entrepreneurs from each case = 6 participant alumni entrepreneurs

Do I have to take part?

It is entirely up to you to decide whether or not to take part in this research study. If you do decide to take part, you will be given this Participant Information Sheet along with a Privacy Notice that will explain how your data will be collected and used. You will be asked to give your consent. If you decide to take part, you are still free to withdraw at any time and to withdraw your unprocessed data - without giving a reason. Whether you participate or not in this study, it will have no impact on your **current or future studies** or involvement on the EDP.

What will happen to me if I take part?

You will participate in one observed session with your coach and a one-to-one interview by Skype or equivalent, each scheduled for approximately 1 hour. This means that your total time commitment will be approximately 2 hours. The dates will be scheduled for your convenience, and at a time which will minimise any disruption to you. The interview and observation will be video-recorded, with your (and the coach's) permission. All collected data will have a pseudonym for the purpose of this study; it is your pseudonymised experiences which are of interest. The recorded data will be transcribed and analysed for common themes. You will be offered an opportunity to comment on and edit the transcript. Video recordings will be deleted following transcription.

What are the possible benefits of taking part?

There are no direct benefits from being involved in this study. However, participants may develop their self-knowledge through reflection and understanding of their role as an entrepreneur, particularly when on an EDP and receiving coaching. You will also be provided with a summary of the findings which may expand your overall knowledge of the research subject area. The findings of this study are expected to be beneficial to future coaching practice and academic knowledge.

What are the possible disadvantages of taking part?

It is not anticipated that there would be any disadvantages to you from taking part, and the only 'cost' will be your time taking part in the interviews and observation. However, in case of distress, arising from issues discussed during the interview or observation, participants can contact organisations such as:

- MIND (<https://bristolmind.org.uk/help-and-counselling/help-in-a-crisis/>) or call telephone 0808 808 0330
- Your private GP
- The University of the West of England's occupational health practitioner (<https://intranet.uwe.ac.uk/tasks-guides/Task/refer-an-individual-to-occupational-health>), call 0117 32 85111 or email HR@uwe.ac.uk (**Delete if NatWest**)
- [NatWest HR department provided in your contract of employment. \(Delete if UWE\)](#)
- Or you can also contact the [Samaritans](https://www.samaritans.org) on **116 123** for free at any time and from any phone, or email them on jo@samaritans.org

Will what I say in this study be kept confidential?

All information collected about the individual will be kept strictly confidential (subject to legal limitations), and individual contributors will be identified only through pseudonym in an effort to keep participants anonymity. However, anonymity cannot be guaranteed. There is always the possibility of risk of identification. It should also be understood that due to the nature of observation involving two participants, participants will recognise each other's comments in the research data.

Every effort will be made to ensure confidentiality, privacy and anonymity in the collection, storage and publication of research material. Data generated will be securely stored in devices that are both encrypted, and password protected. The data generated in the course of the research in all forms (written and electronic form) will be kept for ten years after the research project finalises.

What should I do if I want to take part?

Send an email to Nigel Stone, who will research nigel.stone-2018@brookes.ac.uk to schedule an informal call to arrange the date and time for the interview and observation.

If you want to participate, you will receive a separate consent form to sign in a follow-up email. This will need to be signed before the first interview or observation can take place.

What will happen to the results of the research study?

The research findings will be shared with participants, the entrepreneur development community and higher education researchers. They will be used in subsequent publications in management development and education literature.

You will be provided by email a summary of the findings at the earliest opportunity following analysis. This is expected to be available in late 2020.

Who is organising and funding the research?

The study is self-funded as part of a part-time professional doctorate. It is being organised by doctorate researcher: Nigel Stone (contact details below).

Who has reviewed the study?

The research has been approved by the University Research Ethics Committee, Oxford Brookes University (191357).

Contact for Further Information

For further information, contact me: Nigel Stone. Oxford Brookes University
Headington Campus, Oxford, OX3 0BP, UK. Tel: 07575 352 353

If you have any concerns about how this study has been conducted, you should contact the Chair of the University Research Ethics Committee on ethics@brookes.ac.uk.

You may also make direct contact to the researcher's supervisors at the International Centre for Coaching and Mentoring Studies, Oxford Brookes Business School, Oxford Brookes University, Headington Campus, Oxford OX3 0BP:

Dr Sylwia Ciuk, Senior Lecturer in Organisation Studies of the International Centre for Coaching and Mentoring Studies

s.ciuk@brookes.ac.uk

Dr Peter Jackson, Senior Lecturer at the International Centre for Coaching and Mentoring Studies

peter.jackson@brookes.ac.uk

Thank you

Thank you for taking the time to review this sheet, and for your interest in this research work.

Date

20.01.20

Participant Information Sheet

Alumni Entrepreneur

“How coaches perceive and translate their entrepreneur development programmes philosophy and prescribed styles into their own coaching approaches when working with start-up entrepreneurs.”

You are being invited to take part in a research study. This study is part of doctoral research undertaken for a doctoral programme at Oxford Brookes University. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

What is the purpose of the study?

The aim of this doctoral study is to explore how different coaching styles used in entrepreneur development programmes (EDPs) support the development of entrepreneurs at the early stage of their project or business. It is recognised that coaching interventions play an important part in how an entrepreneur develops. However, how exactly different styles of coaching contribute to entrepreneur development is still little understood.

Participant alumni entrepreneurs previously enrolled on a **UWE / NatWest** (*delete as appropriate*) EDP are invited to participate in one one-to-one interview. Due to the current government recommendations on social distancing, interviews and observations will be held remotely by Skype or equivalent. The interview will last approximately 1 hour and be held at a time convenient to you. Your total time commitment for this study will be no more than 1 hour and can be conducted in line with your availability.

During the interview, we will discuss the EDP's design and will explore your views on and experiences of the coaching styles you adopt while working on the EDP. The data will be analysed for common themes. The findings will contribute to existing knowledge of coaching styles when working with entrepreneurs on developmental programmes.

Please see below a summary table which outlines the three groups of participants of this study, the type of data that will be collected and the estimated time commitment.

Table 1. Summary of participant involvement

Title	Time Commitment	Description of tasks
Coaches	Max 3 hours	Interview 1, pre-observation (approximately 1 h) Conduct one regular coaching session with one of the entrepreneurs from the regular group (approximately 1 hour) which will be observed by the researcher (in an unobtrusive manner) Interview 2, post-observation (approximately 1 h)
Entrepreneur	Max 2 hours	Be observed during one of the regular coaching sessions (approximately 1 h) Interview (approximately 1 hour)
Alumni Entrepreneur	Max 1 hour	Interview (approximately 1 hour)

How long will the interview take?

Your total time commitment for this study will be no more than 1 hour and can be conducted in line with your availability.

When will this research be conducted?

Data will be collected between February 2020 and June 2020, analysed qualitatively and included in a thesis by the end of 2021.

Why have I been invited to participate?

You have been invited to participate in this study because you are:

- A practising entrepreneur who has previously attended an entrepreneur development programme with one of the cases.

Who is involved in this research?

This research will involve a total of 18 participants from **two** case study organisations.

- 3 coaches from each case = 6 participant coaches
- 3 entrepreneurs from each case = 6 participant entrepreneurs
- 3 alumni entrepreneurs from each case = 6 participant alumni entrepreneurs

Do I have to take part?

It is entirely up to you to decide whether or not to take part in this research study. If you do decide to take part, you will be given this Participant Information Sheet along with a Privacy Notice that will explain how your data will be collected and used. You will be asked to give your consent. If you decide to take part, you are still free to withdraw at any time and to withdraw your unprocessed data - without giving a reason. Whether you participate or not in this study, it will have no impact on your employment or involvement on the EDP.

What will happen to me if I take part?

You will participate in one one-to-one interview by Skype or equivalent. This means that your total time commitment will be approximately 1 hour. The date will be scheduled for your convenience, and at a time which will minimise any disruption to you. The interview will be video-recorded, with your permission. All collected data will have a pseudonym for the purpose of this study; it is your pseudonymised experiences which are of interest. The recorded data will be transcribed and analysed for common themes. You will be offered an opportunity to comment on and edit the transcript. Video recordings will be deleted following transcription.

What are the possible benefits of taking part?

There are no direct benefits from being involved in this study. However, participants may develop their self-knowledge through reflection and understanding of their role as an entrepreneur practitioner. You will also be provided with a summary of the findings which may expand your overall knowledge of the research subject area. The findings of this study are expected to be beneficial to future coaching practice and academic knowledge.

What are the possible disadvantages of taking part?

It is not anticipated that there would be any disadvantages to you from taking part, and the only 'cost' will be your time taking part in the interview. However, in case of distress, arising from issues discussed during the interview, participants can contact organisations such as:

- MIND (<https://bristolmind.org.uk/help-and-counselling/help-in-a-crisis/>) or call telephone 0808 808 0330
- Your private GP
- The University of the West of England's occupational health practitioner (<https://intranet.uwe.ac.uk/tasks-guides/Task/refer-an-individual-to-occupational-health>), call 0117 32 85111 or email HR@uwe.ac.uk (**Delete if NatWest**)
- [NatWest HR department provided in your contract of employment.](#) (**Delete if UWE**)
- Or you can also contact the [Samaritans](https://www.samaritans.org) on **116 123** for free at any time and from any phone, or email them on jo@samaritans.org

Will, what I say in this study be kept confidential?

All information collected about the individual will be kept strictly confidential (subject to legal limitations), and individual contributors will be identified only through pseudonym in an effort to keep participants anonymity. However, anonymity cannot be guaranteed. There is always the possibility of risk of identification.

Every effort will be made to ensure confidentiality, privacy and anonymity in the collection, storage and publication of research material. Data generated will be securely stored in devices that are both encrypted, and password protected. The data generated in the course of the research in all forms (written and electronic form) will be kept for ten years after the research project finalises.

What should I do if I want to take part?

Send an email to Nigel Stone, who will conduct the research at nigel.stone-2018@brookes.ac.uk to schedule an informal call to arrange the date and time of the interview and discuss any remaining questions that you may have.

If you want to participate, you will receive a separate consent form to sign in a follow-up email. This will need to be signed before the interview can take place.

What will happen to the results of the research study?

The research findings will be shared with participants, the entrepreneur development community and higher education researchers. They will be used in subsequent publications in management development and education literature.

You will be provided by email a summary of the findings at the earliest opportunity following analysis. This is expected to be available in late 2020.

Who is organising and funding the research?

The study is self-funded as part of a part-time professional doctorate. It is being organised by doctorate researcher: Nigel Stone (contact details below).

Who has reviewed the study?

The research has been approved by the University Research Ethics Committee, Oxford Brookes University (191357).

Contact for Further Information

For further information, contact me: Nigel Stone. Oxford Brookes University
Headington Campus, Oxford, OX3 0BP, UK. Tel: 07575 352 353

If you have any concerns about how this study has been conducted, you should contact the Chair of the University Research Ethics Committee on ethics@brookes.ac.uk.

You may also make direct contact to the researcher's supervisors at the International Centre for Coaching and Mentoring Studies, Oxford Brookes Business School, Oxford Brookes University, Headington Campus, Oxford OX3 0BP:

Dr Sylwia Ciuk, Senior Lecturer in Organisation Studies of the International Centre for Coaching and Mentoring Studies

s.ciuk@brookes.ac.uk

Dr Peter Jackson, Senior Lecturer at the International Centre for Coaching and Mentoring Studies

peter.jackson@brookes.ac.uk

Thank you

Thank you for taking the time to review this sheet, and for your interest in this research work.

Date

20.01.20

Appendix 6 – Privacy notice



Privacy notice for research participants

This privacy notice provides information on how Oxford Brookes University collects and uses your personal information when you take part in one of our research projects. Please refer to the research participant information sheet for further details about the study and what information will be collected about you and how it will be used.

Oxford Brookes University (OBU) will usually be the Data Controller of any data that you supply for this research. This means that we are responsible for looking after your information and using it properly. The exception to this is joint research projects where you would be informed on the participant information sheet as to the other partner institution or institutions. This means that they will make the decisions on how your data is used and for what reasons. You can contact the University's Information Management Team on 01865 485420 or email info.sec@brookes.ac.uk.

Why do we need your data?

<Insert research purpose here>

OBUs legal basis for collecting this data is:

- You are consenting to providing it to us; and / or,
- Processing is necessary for the performance of a task in the public interest such as research

If the university asks you for sensitive data such as; racial or ethnic origin, political opinions, religious or philosophical beliefs, trade-union membership, data concerning health or sexual life, genetic/biometric data or criminal records OBU will use these data because:

- You have given OBU explicit consent to do so; and / or
- Processing is necessary for scientific or research in the public interest.

<This section can be removed if sensitive data is not being gathered>

What type of data will Oxford Brookes University use?

<Insert all types of data being gathered for the study>

Who will OBU share your data with?

<Insert any research partner institutions or collaborators which will have access to the data here>

<Insert any third party processors that host or have access to the data here (e.g. Google services for data hosting and office productivity software such as email)>

Will OBU transfer my data outside of the UK?

<Yes – State where data will be transferred to>

<No>

What rights do I have regarding my data that OBU holds?

- You have the right to be informed about what data will be collected and how this will be used
- You have the right of access to your data
- You have the right to correct data if it is wrong
- You have the right to ask for your data to be deleted
- You have the right to restrict use of the data we hold about you
- You have the right to data portability
- You have the right to object to the university using your data
- You have rights in relation to using your data in automated decision making and profiling.

<if the data being collected is completely anonymous **or** does not include information that can be combined with other data to identify an individual, this privacy notice is **not** required>

Where did OBU source my data from?

<Insert where the data is coming from – e.g. participants and or public sources/databases>

Are there any consequences of not providing the requested data?

There are no consequences of not providing data for this research. It is purely voluntary.

Will there be any automated decision making using my data?

There will be no use of automated decision making in scope of UK Data Protection and Privacy legislation.”

How long will OBU keep your data?

In line with Oxford Brookes policies data generated in the course of research must be kept securely in paper or electronic form for a period of time in accordance with the research funder or University policy.

<If it is a condition of your research funding that the research data must be shared and stored in a repository, you must explain how the data will be stored (for example with the UK Data Service or the UK Data Archive) and explain it will be anonymised.>

Who can I contact if I have concerns?

In the event of any questions about the research study, please contact the researchers in the first instance (contact details in the study participant information sheet). If you have any concerns about the way in which the study has been conducted, contact the Chair of the University Research Ethics Committee at ethics@brookes.ac.uk. For further details about information security contact the Data Protection Officer at: brookesdpo@brookes.ac.uk or the Information Management team on info.sec@brookes.ac.uk

Appendix 7 – Consent form

CONSENT FORM

Project: "How coaches perceive and translate their entrepreneur development programmes philosophy and prescribed styles into their own coaching approaches when working with start-up entrepreneurs"

Name [NAME]
Position [JOB / ROLE]

Contact address of Researcher, including email

Nigel Stone, International Centre for Coaching and Mentoring Studies, Oxford Brookes Business School, Oxford Brookes University, Headington Campus, Oxford OX3 0BP:
Email: 18078032@brookes.ac.uk

Research supervisory team contact details:

Dr Sylwia Ciuk, Senior Lecturer in Organisation Studies of the International Centre for Coaching and Mentoring Studies. s.ciuk@brookes.ac.uk

Dr Peter Jackson, Senior Lecturer at the International Centre for Coaching and Mentoring Studies. peter.jackson@brookes.ac.uk

Please initial box

- | | |
|---|-------------------------------------|
| 1. I confirm that I have read and understood the information sheet for the above study and have had the opportunity to ask questions. | ☒ |
| 2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason. | ☒ |
| 4. I agree to the interview being video recorded | ☒ |
| 5. I agree to observation being video recorded | ☒ |

Please initial box

Yes No

- | | | |
|---|-------------------------------------|--------------------------|
| 6. I agree to the use of pseudonymised quotes in publications | ☒ | ☐ |
|---|-------------------------------------|--------------------------|

Name of Participant

Date

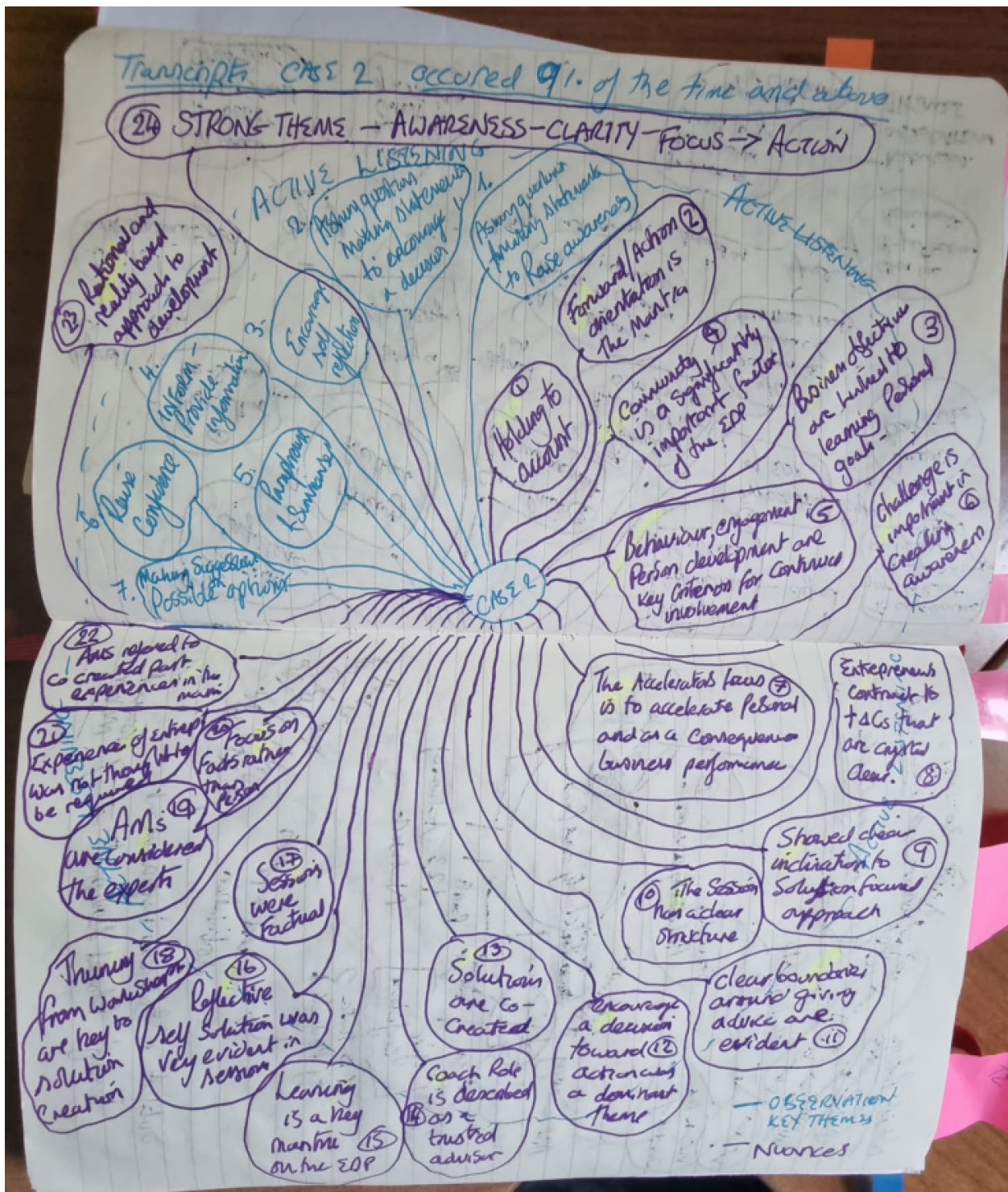
Signature

Name of Researcher

Date

Signature

Appendix 8 – Mind maps



Appendix 9 Data analysis

Coaching technique themes (Appendix 12)
Contextual information

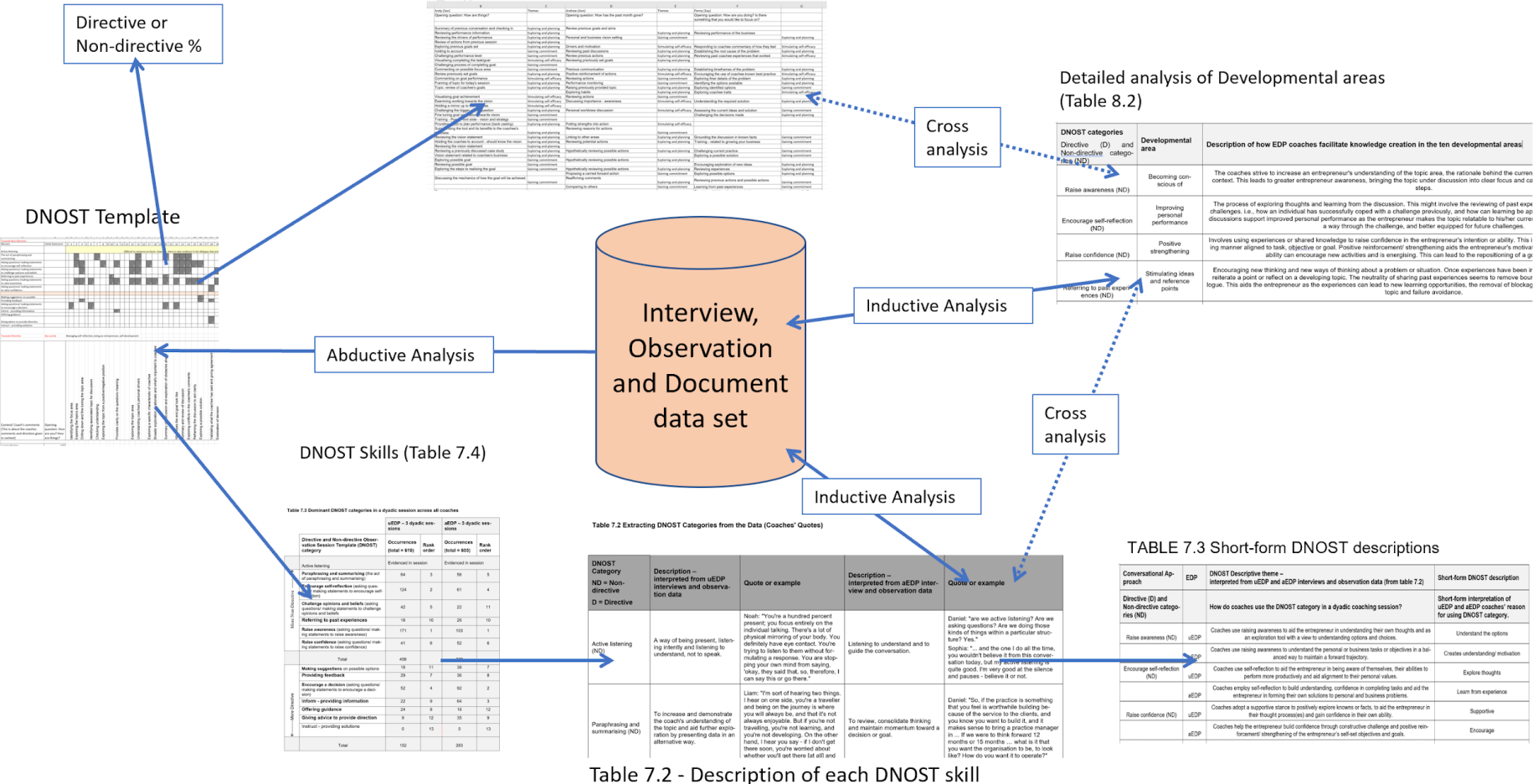
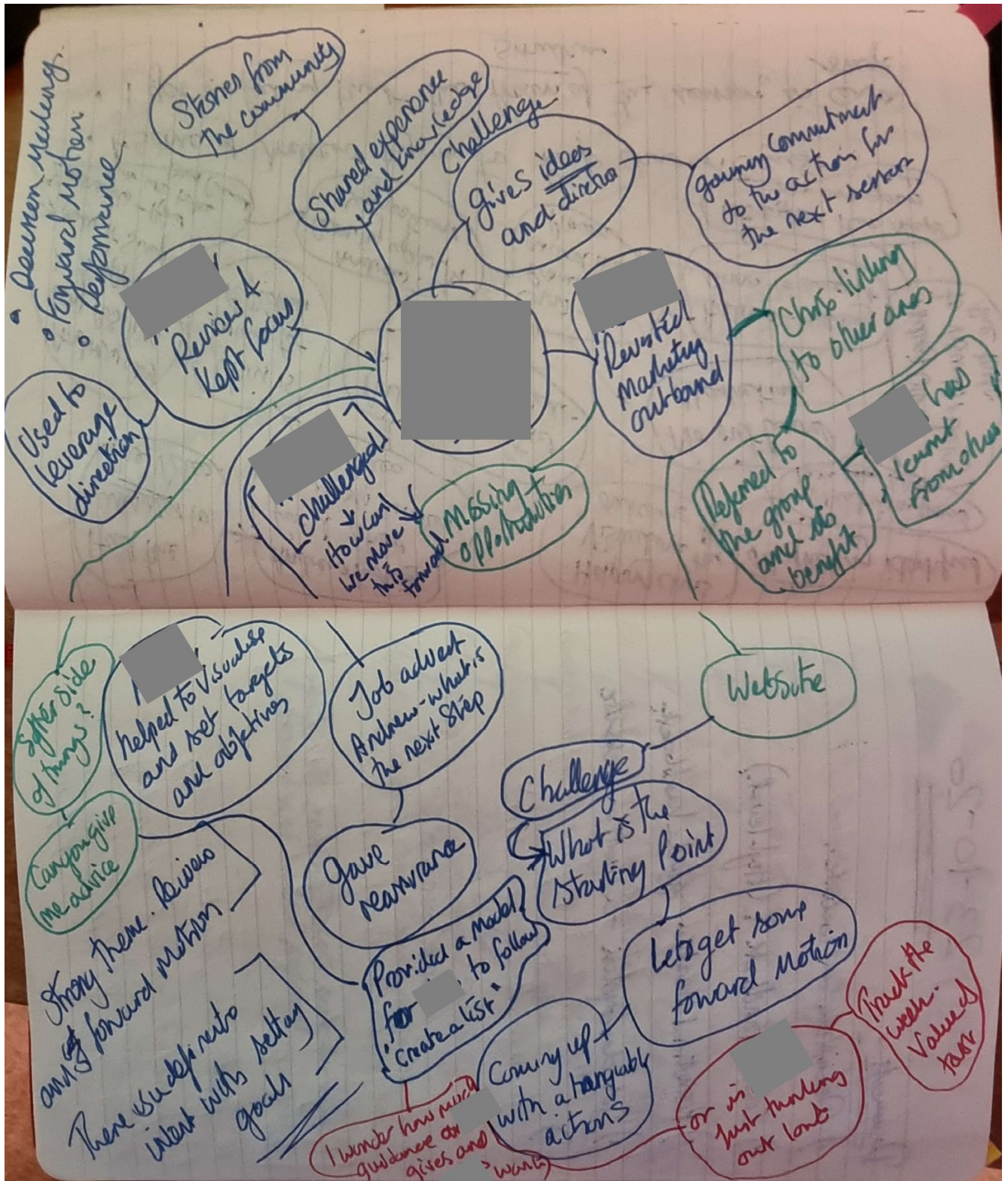
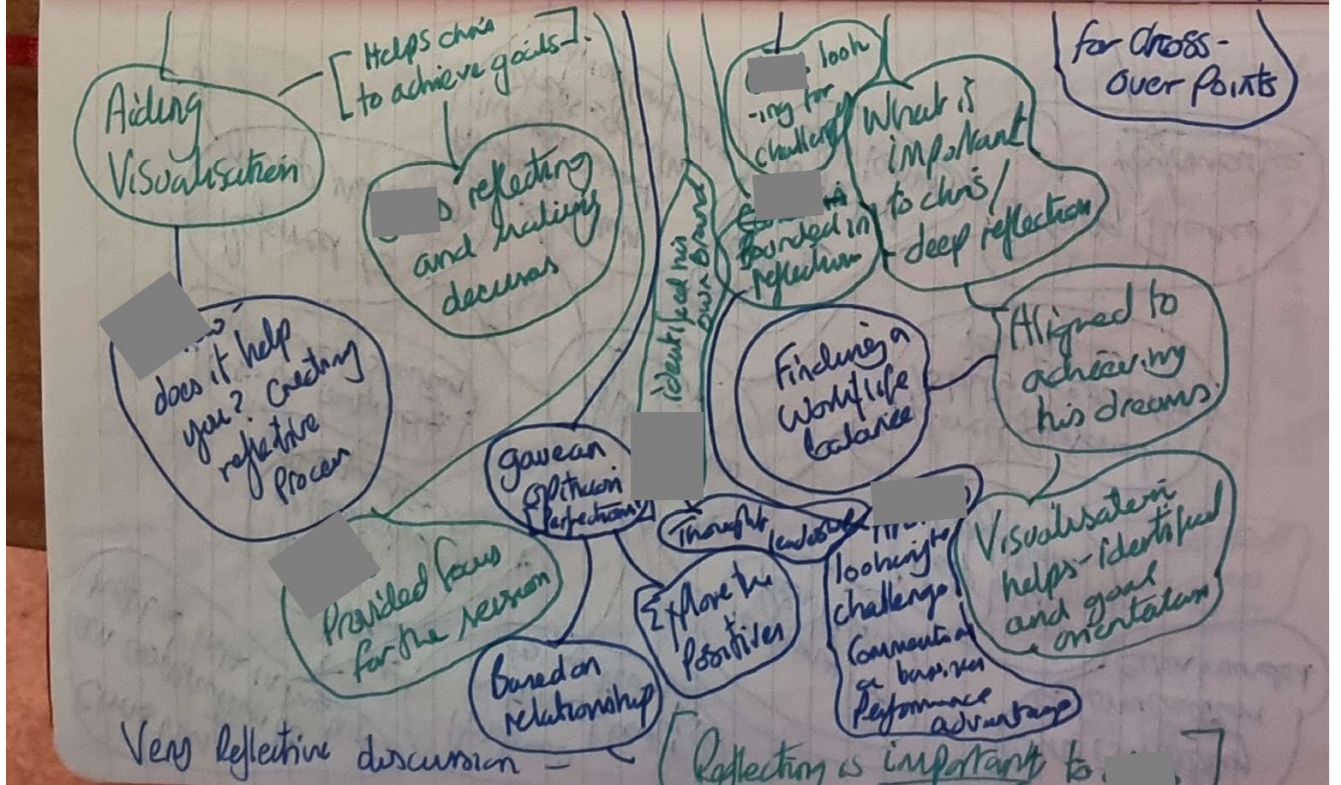
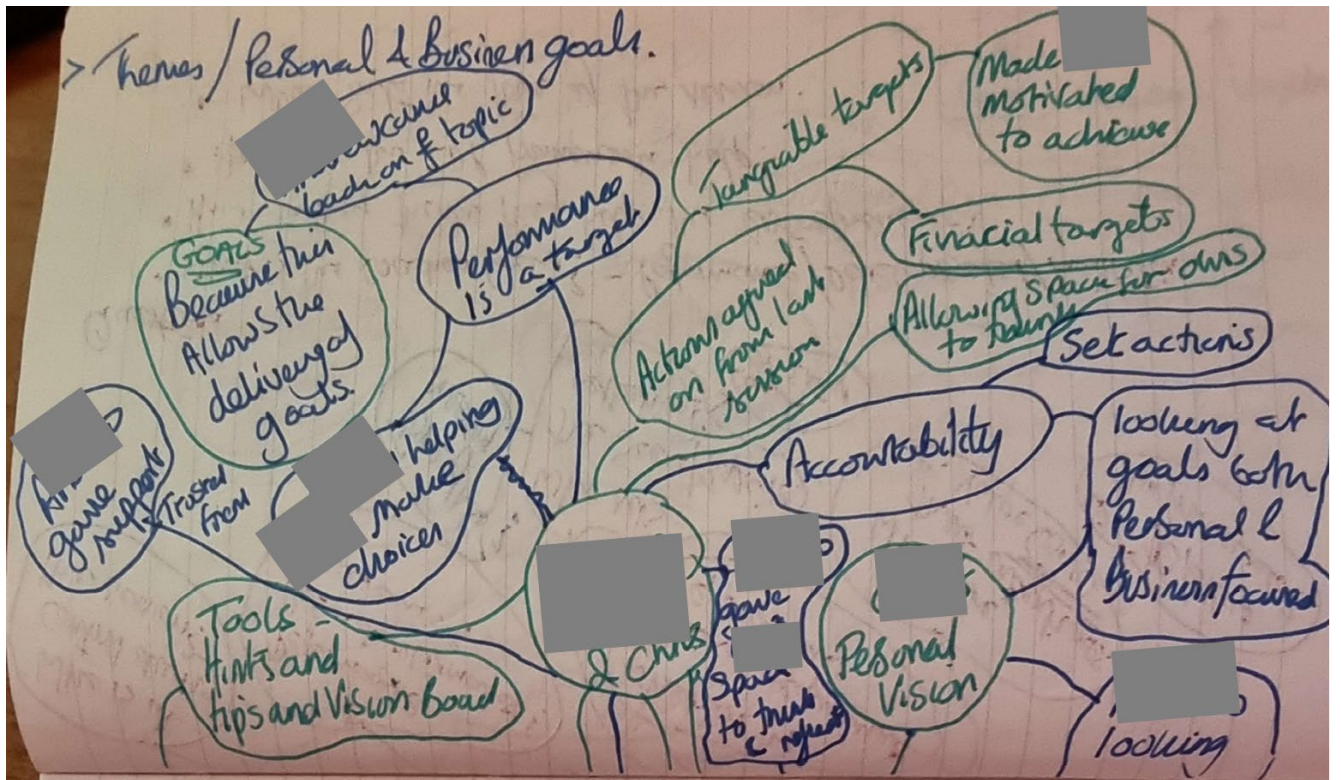
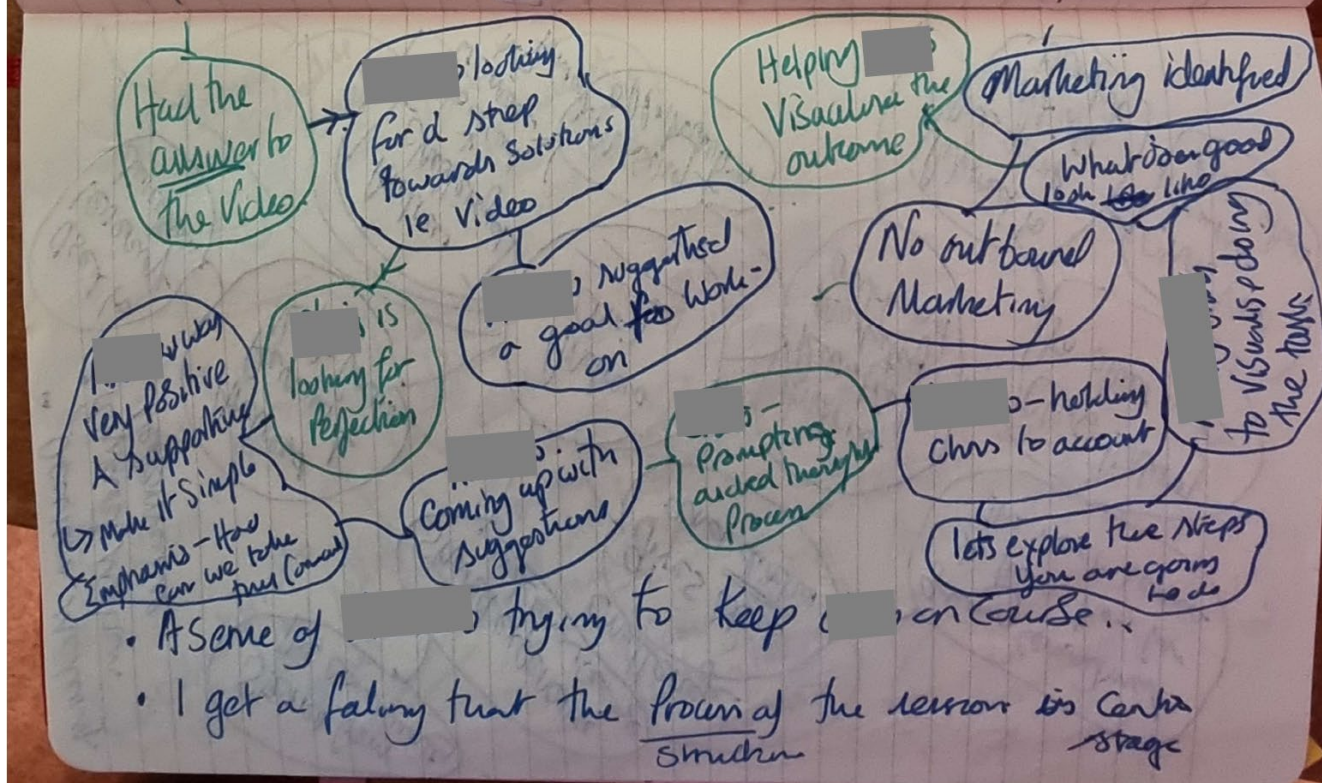
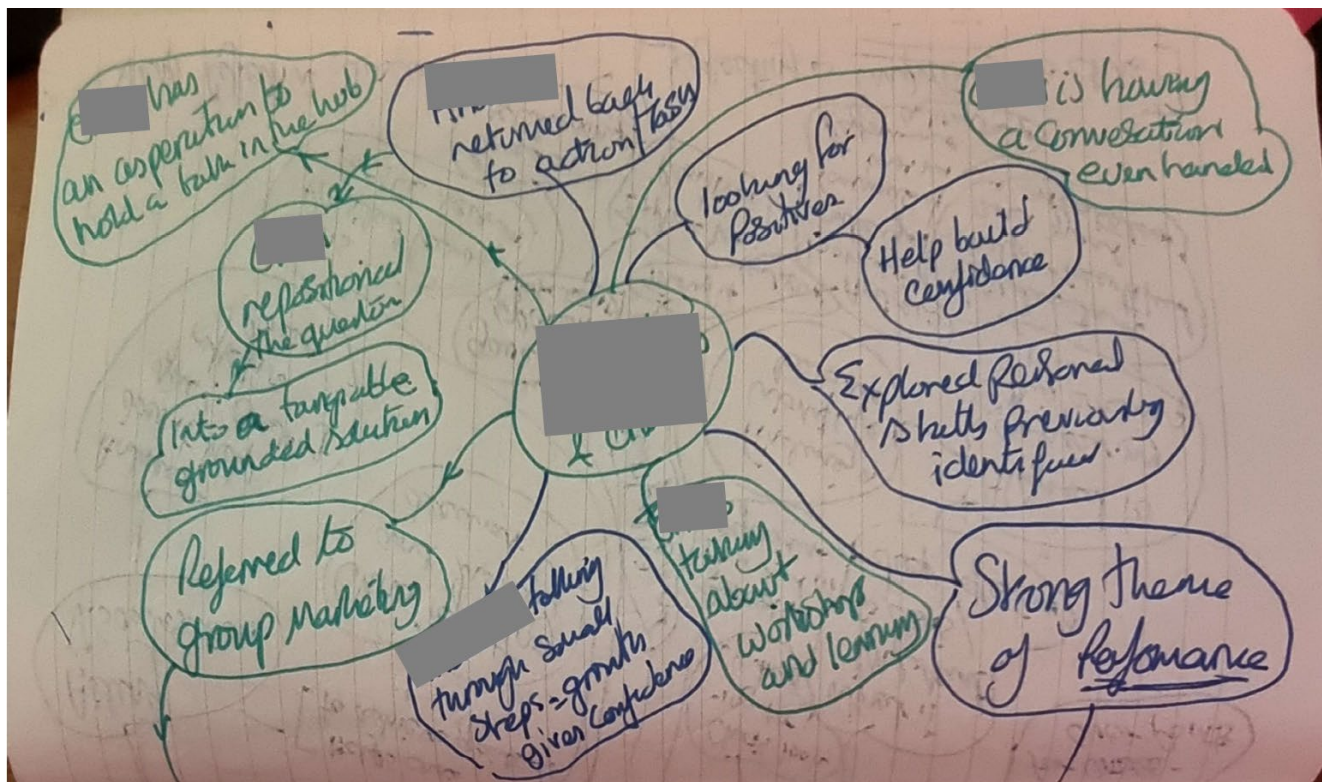


Table 7.2 - Description of each DNST skill

Appendix 10 – Mind maps







Appendix 11 – Coaching techniques

A	B	C	D	E	F	G
	Daniel	Themes	Thomas	Themes	Sophia	
	Opening question: How are things?		Opening question: How has the past month gone?		Opening question: How are you doing? Is there something that you would like to focus on?	
	Summary of previous conversation and checking in	Exploring and planning	Review previous goals and aims			
	Reviewing performance information	Exploring and planning		Exploring and planning	Reviewing performance of the business	
	Reviewing the drivers of performance	Exploring and planning	Personal and business vision setting	Gaining commitment		Exploring and planning
	Review of actions from previous session	Exploring and planning				
	Exploring previous goals set	Exploring and planning	Drivers and motivation	Stimulating self-efficacy	Responding to coachee commentary of how they feel	Stimulating self-efficacy
	holding to account	Gaining commitment	Reviewing past discussions	Exploring and planning	Establishing the root cause of the problem	Exploring and planning
	Challenging performance level	Gaining commitment	Review previous actions	Exploring and planning	Reviewing past coachee experiences that worked	Stimulating self-efficacy
	Visualising completing the task/goal	Stimulating self-efficacy	Reviewing previously set goals	Exploring and planning		
	Challenging process of completing goal	Gaining commitment				
	Commenting on possible focus area	Gaining commitment	Previous communication	Exploring and planning	Establishing timeframes of the problem	Exploring and planning
	Review previously set goals	Exploring and planning	Positive reinforcement of actions	Stimulating self-efficacy	Encouraging the use of coachee known best practice	Stimulating self-efficacy
	Commenting on goal performance	Stimulating self-efficacy	Reviewing actions	Gaining commitment	Exploring finer details of the problem	Exploring and planning
	Framing of topic for today's session	Exploring and planning	Performance monitoring	Gaining commitment	Identifying the options available	Exploring and planning
	Topic: review of coachee's goals	Exploring and planning	Raising previously provided topic	Exploring and planning	Exploring identified options	Gaining commitment
			Exploring habits	Exploring and planning	Exploring coachee traits	Stimulating self-efficacy
	Visualising goal achievement	Stimulating self-efficacy	Reviewing actions	Gaining commitment		
	Examining working towards the vision	Stimulating self-efficacy	Discussing importance - awareness	Stimulating self-efficacy	Understanding the required solution	Exploring and planning
	Holding a mirror up to the coachee	Stimulating self-efficacy				
	Challenging the bigger vision question	Exploring and planning	Personal worldview discussion	Stimulating self-efficacy	Assessing the current ideas and solution	Gaining commitment
	Fine tuning goal orientation towards vision	Gaining commitment			Challenging the decisions made	Exploring and planning
	Training - PowerPoint slide - vision and strategy	Gaining commitment				
	Providing a tool to plan performance (back casting)	Exploring and planning	Putting strengths into action	Stimulating self-efficacy		
	Summarising the tool and its benefits to the coachee's business	Exploring and planning	Reviewing reasons for actions			
				Gaining commitment		
	Reviewing the vision statement	Exploring and planning	Linking to other areas	Exploring and planning	Grounding the discussion in known facts	Gaining commitment
	Holding the coachee to account - should know the vision	Exploring and planning	Reviewing potential actions	Exploring and planning	Training - related to growing your business	Gaining commitment
	Reviewing the vision statement	Exploring and planning				
	Reviewing a previously discussed case study	Exploring and planning	Hypothetically reviewing possible actions	Exploring and planning	Challenging current practice	Gaining commitment
	Vision statement related to coachee's business	Exploring and planning			Exploring a possible solution	Gaining commitment
	Exploring possible goal	Gaining commitment	Hypothetically reviewing possible actions	Exploring and planning		
	Reviewing possible goal	Gaining commitment			Encouraging exploration of new ideas	Exploring and planning
	Exploring the steps to realising the goal	Gaining commitment	Hypothetically reviewing possible actions	Exploring and planning	Reviewing experiences	Exploring and planning
			Proposing a carried forward action	Gaining commitment	Exploring possible options	Exploring and planning
	Discussing the mechanics of how the goal will be achieved	Gaining commitment	Reaffirming comments	Exploring and planning	Reviewing previous actions and possible actions	Gaining commitment
				Gaining commitment	Learning from past experiences	Gaining commitment
	Discussion on actual steps to be taken	Gaining commitment	Comparing to others		Big picture thinking - business mission	Stimulating self-efficacy

Appendix 12 – Example of NVivo

Nigel Stone Research Transcripts

Name	Files	References
Alumni	0	0
Alumni - being an entrepreneur	1	1
Alumni - imposter syndrome	0	0
Alumni - background and experience	3	4
Alumni - critical moments of clarity on the EDP	1	1
Alumni - EDP's objective and programme	3	8
Alumni - experiences of coaches	3	9
Alumni - Types of entrepreneur support	2	3
Alumni - why choose the EDP	3	3
Coach	0	0
Coach's background and experience	3	3
Coach's generalised approach to coaching	3	3
Coaching on the EDP	0	0
Coach - benefits to the entrepreneur in the coaching	2	3
Coach - delivering Value	9	16
Coach - feeling during the session	3	9
Coach - previous entrepreneurial experience	2	2
Coach's Approach - Practice	3	9

Appendix 13 - Approval



Dr Sylwia Ciuk
Director of Studies
Oxford Brookes Business School

24th March 2020

Dear Dr Ciuk,

UREC Registration No: 191357 Stone
Project Title: An investigation into the role of directive and non-directive approaches in entrepreneur development: a comparative case study analysis

Thank you for your email of 20th March 2020 requesting an amendment to the original study approved by UREC on 9th March 2020, as a result of the current Covid-19 pandemic.

You have requested approval for replacing face-to-face data collection methods with video conferencing. On the basis that there are no other changes to the study Chair's approval is granted and remains valid until, 9th March 2022.

Should the recruitment, methodology or data storage change from your original plans, or should any study participants experience adverse physical, psychological, social, legal or economic effects from the research, please inform me with full details as soon as possible.

I wish you continued success with your research.

Yours sincerely

A handwritten signature in blue ink, appearing to read "SQuinton".

Dr Sarah Quinton
Chair of the University Research Ethics Committee

cc Dr Peter Jackson, Supervisory Team
Nigel Stone, Research Student
Dr Karen Handley, Research Ethics Officer
Jill Organ, Research Degrees Team

Appendix 14 – Organisation approval

Case 1

Dear Leigh

Ref: FBL.20.03.022

UREC Registration No: 191357 Stone Project Title: An investigation into the role of directive and non-directive approaches in entrepreneur development: a comparative case study analysis

I have received an email from S [redacted] (see below) who has ratified Nigel's approval.

Kind regards

[redacted]
Senior Research Administrator
Research Administration
RBI

From: [redacted]
Sent: 03 April 2020 16:22
To: [redacted]
Cc: [redacted]
Subject: [redacted] ratification to conduct research

Hi Leigh

I have looked at the documentation and all seems to be in place and I am therefore happy for UREC to ratify the approval.

BW

[redacted]

Case 2

PD

Tue 21/01/2020 09:38

Hi Nigel

I wanted to drop you a note to confirm that subject to ethics approval on your side then I am happy for your doctoral research on our Entrepreneur Accelerator to take place and look forward to hearing your findings in time.

I'll leave you to liaise with [redacted] on this and we can agree a future date and time to catch up once you have completed the process.

Kind regards

[redacted]

Appendix 15 – Photo elicitation data

Card Number	Number of times photo selected		Photo	Description	
	uEDP Coaches (n=3)	aEDP Coaches (n=3)		UEDP Coaches	AEDP Coaches
51	1	3		"The five doors are the many routes. They're identical doors ... it's not like one door is better than the other or always different. You don't know - you walk through them ... let's get on the other side of the door. Then there will be another door, and you get on the other side, then there will be other doors. So, it's a cascade flowchart of possibilities. In coaching, we try to help our coachee navigate that process." (Noah)	"It's best to apply a timeframe to things to encourage effort and focus, and it's important to recognise that there is probably more than one door that could be opened. So, I help people understand the options - they can make a choice, then I support them to take action and step-through" (Daniel) "To me, success in what I'm doing is someone leaving the programme feeling more confident and more self-assured about making decisions, and feeling that they've covered all the bases, as they need to know which of those doors they want to walk through. So, if it happens to be the right one, they know they've done everything to make that decision, and if it's the wrong one, they know they need to step back and find the right one." (Sophia)
16	1	2		"... It's finding a pathway, and it's all a bit misty. There's only one person in that picture that isn't me; that's the coachee. There is some sort of road ahead for them. My job is not to be central in the picture. If you're invisible, that's great. It's for them to find a pathway through this misty route."	"Sometimes the way is not clear and/ or they can't see the wood for the trees, so I help them to clear the fog so that they can identify the best way forward for them." (Daniel) "...not being able to see the wood for the trees. When you are an entrepreneur, you are so close to the business that it is very hard to see it as a whole. [That

				(Liam)	includes] identifying where your strengths, weaknesses, opportunities and threats are... [my role is] to allow the entrepreneurs to take a step back and reflect, which then provide some perspective." (Thomas)
33	1	1		"...the <u>pinky</u> promises are like the agreement or contracting - whether it's verbal or whether it's not spoken - not explicitly but intended. It's the agreement or contract of forming trust ... the building of trust." (Noah)	"It's a partnership that we're both in together" (Daniel)
31	1	1		"This is you finding out how to manage all of these complicated, conflicting and challenging things and making sense of it for yourself. So again, I am not in that picture, but if through the process, people can make sense of all this stuff in a business context ... that's great." (Liam)	"...It looks very organised... its goal-focused and action-focused and as I look at a diary ... he is very much looking ahead, and that's one thing I really incorporate into my coaching" (Thomas)
49	1	1		"I like the big picture view. I like being able to see the landscape, to not to get sucked down into detail but to be able to have a short and a long-term perspective." (Liam)	"...to be clear about the landscape in front of them and subsequently know what they need to do to continue their journey." (Daniel)

Appendix 16 – Card sort data

Self-assessed conversational approaches adopted during a dyadic session (n = six)				
Card sort categories	UEDP Coaches – what they say they sometimes or regularly do in dyad sessions	UEDP Coaches – what thought they did in the observed session	Accelerator - what coaches sometimes or regularly do in dyad sessions	Accelerator - what coaches thought they did in the observed session
Active listening	All coaches	As expected	All coaches	As expected
Challenge opinion and Beliefs	All coaches	Less than expected	All coaches	As expected
Encourage a decision	All coaches	Far less than expected	All coaches	As expected
*Encourage self-reflection (not included in original card sort)	(Not captured in card-sort)	(Not captured in card-sort)	(Not captured in card-sort)	(Not captured in card-sort)
Giving advice - provide direction	One coach	More than expected	One coach	As expected
Inform - provide information	All coaches	Less than expected	All coaches	Less than expected
Instruct - providing solutions	No coaches	More than expected	One coach	As expected
Make suggestions on possible outcomes	Some coaches	More than expected	All coaches	Less than expected
Offering guidance	All coaches	Less than expected	All coaches	As expected
Paraphrasing and summarising	All coaches	As expected	All coaches	As expected
Providing feedback	All coaches	Less than expected	All coaches	Less than expected
Raise confidence and awareness	All coaches	Less than expected	All coaches	As expected
*Raise confidence (not a separate category at this stage)	(Not captured in card-sort)	(Not captured in card-sort)	(Not captured in card-sort)	(Not captured in card-sort)
Refer to past experiences	All coaches	As expected	All coaches	As expected

	Consensus
	Difference (one person variant either plus or minus)
	A significant difference (one plus variant)

Appendix 17 – Downey’s statement

Myles Downey

Speaker, Writer, Coach

...

+



Myles Downey · 1st

Speaker, Writer, Coach

JAN 15



Nigel Stone · 11:49 AM

Hi Myles, my name is Nigel Stone, a doctoral researcher at Oxford Brookes ICCAM. I wonder if you can help? I am trying to find research papers that explore the use of your Spectrum of Coaching Skills in any context. Can you point me in the right direction? BW Nigel



Myles Downey · 11:50 AM

Hi Nigel,



Myles Downey · 11:52 AM

I would be happy to help in any way I can. That said I have not come across any such papers. It would be useful work, I tihhmk



Myles Downey · 11:53 AM

As I understand it, the model was adapted from a sales training model, possibly in the early to mid 80's. The sales training principle was to try to move people from a 'Push' mode to a 'Pull' mode

Happy to talk, if that helps

Appendix 18 – Transcripts

Sections of transcripts

(Daniel, aEDP) Coaches' pre-observation interview transcript - excerpt

Researcher:

So, you used an interesting example, “then you get a mentor to tell them what to do”. My understanding is that there are volunteer mentors within the programme, aren't there? So, how do you use a mentoring service to support your role?

Daniel

Okay, to be able to describe, define and contextualise how the mentors and other things work, then it's really important to understand how I perceive this role. So, this role is about clarity and focus. It's not for me to do things for them, except unless it's in my area of expertise and I feel it's appropriate to do that. But in broad terms specifically, as an entrepreneurial acceleration manager as an entrepreneurial coach, if you were to use common vernacular, then what it is that we do especially in a highly regulated environment, which is [sector] services. We can't tell people what to do. We can't advise them and that's the key word. We're not allowed to advise them as to how to strategically develop their business. We just can't do that. We can't tell them that it's a good idea to take on this person. We can't say to them, yes you must do this thing because it's so vitally important. Where we start to have a differentiation is when we're talking about entrepreneurial principles. So, oh no, you absolutely need to know your customer before you're able to define anything else about your business, for example. We're going to say, you need to work on your business model canvas, and so, please go away and do that and bring it back to us because that's that accountability bit. So, we are directing people to be able to do things if it's associated with clarity and focus and learning, but if it's to do with the strategic development of their business or specific decisions, they need to make within their business. We can't get involved in that because it's just inappropriate to do so, that's where community and mentoring comes in.

Okay, we say to people so if you need to make that decision, where are you going to go to get the help and support to be able to make that decision with confidence? So, the first place we go to is the community of entrepreneurs and that's why I think that community is so valuable; part of our remit is to make sure that there is a vibrant community that is interacting with each other proactively, and the second thing is that the community of

mentors that we described as the people who have got the experience. They designed the t-shirt, they are wearing it and they probably exited from the t-shirt business in the first place. So, they have got that experience and they're the people who will sit there and go - Oh shit no. You absolutely have to do this and then in my experience this works really well and go away and do that in whichever context that it makes sense for them to be talking, it could be business strategy, operations, supply chain management, working with e-commerce businesses, whatever it is, they will have the experience to be able to say with some level of authority that this is what you need to do, but we can't do that which is why the mentoring community is so vital.

Researcher:

Fantastic, thank you ever so much for that description. That was really interesting and you picked up some really insightful points there as well, highlighting the rationale as to why you make those decisions. What I heard was that giving advice is a no because of the high regulation, but that it is ok to draw on developmental knowledge and information to aid people to make those decisions – that is absolutely fine as part of the process. So, would you help them make sense of that information if they bought it back to you after and said, well, this is what I heard from Johnny and Bob... Is part of the process to help them assimilate that and understand that information?

Daniel

Yeah, we can certainly do that. I would certainly feel that's a part of the value that we can have in terms of helping them to clarify and contextualize so that they can understand what that information means. That doesn't happen as much as the sort of the standard conversations because normally they get to a point where, in talking to mentors and other people, they go - right, I know what I'm going to do now and I'll just go in, but yes absolutely, if somebody came back and said yeah, well they talked to me about this and I don't quite understand it... Yeah, I would ask questions around that and then help them to understand or get them to the point where they feel comfortable enough to make a decision and then they can crack on with it.

Researcher:

So, what would your approach be if you had five different options open with an entrepreneur? They might say [coach] I've got these five things and I don't know what I'm gonna do. I'm really confused about them. How would you approach that?

Daniel

So, in understanding the wider context to start with, having clarity of the wider context and understanding ultimately what it is that they wanted to achieve. So, re-establish the outcome that they wanted and then go

okay and then evaluate each of the different options based on the option's ability or probability of achieving the best outcome. So, understand the context and understand the overall goal and the reason for the decision in the first place. If you've got five options to make a decision which one based on the coachees understanding is going to be able to give them the best option of success.

Researcher:

So, while you're not their leader, you hold the power in that conversation because they're coming to you with a problem. So, I guess what we're trying to do is to take their thinking to another place so that they can make that decision. How does that work? Is it you actively aiding them in discounting those potential decisions, or is it them providing all the information and you just nudging along?

Daniel

So, the purest coaching approach would be, I would be simply asking them questions and they would come up with all of the answers and then they would make the decision. So, it's very much about purest clarity and focus, but I'm an acceleration manager, part of my role is to offer perspective and opinion based on my own experience. So, certainly in my own practice, I recognise that there is that level of authority of experience and especially given my age and that I've been doing it for 20 years, people look at me and go actually I just want to know what you would do. I really would like to do that. Now, I'm happy to offer my opinion and I'm happy to offer perspective, the contract that I have, and I'm constantly reminding people of this, is that it doesn't matter what it is that I say, I'm happy to tell you what it is that I would do but ultimately if you choose to take any kind of decision, that's your decision to make - is that okay? Yes, that's fine. So then, that's sort of the green light, but it's still sort of, it's still not necessarily wholly appropriate, but sometimes people just say [coach] I just want to know what to do, they didn't say that but you get the really strong impression based on the relationship that actually what would you do? Well, it doesn't matter what it is that I think or what it is that I would do. What would you do? So, in my experience this would be a really good route to take, so of the five I definitely wouldn't do that one because that sounds like It's ridiculous, and you get to the point where? If you want me to confirm your thinking, I think you're thinking is probably correct. I would do that one.

Researcher:

Yeah, brilliant. Thank you. That's good. That's really insightful. And yeah, you'll be surprised at the amount of people that say that, because I think this is the real world...

(Liam, uEDP) Coaches' post-observation interview transcript - excerpt

Researcher:

Were there any parts of the session that stuck out for you? Or do you have any observations in the way you were leading it?

Liam

Get my head back into it, now.

Researcher:

It might take a couple of minutes. That's fair enough.

Liam

I didn't take notes straight afterwards, which may have been helpful if I had, but my memory of it is that there was a kind of initial bit with you in the room. Then there was a phase when we're kind of walking around trying to find something to talk about - what is it that we want to look at? Then, I think there was a bit where I kind of thought 'how can I add value for Rld in this conversation?', and I had it in my mind. Well, he's been around here before. My feeling here was a young man who's been around this territory many, many times with different people. He's one of the most self-reflective and considered people - not just an EDP entrepreneur, but people that I'm aware of, so I thought how can I do something, or help, or provide something that adds value. It isn't let's go over the same ground you've already gone over with other people and yourself, and I thought that one of the ways of maybe doing that was to possibly offer some counterintuitive thoughts for him to reflect on like 'is reflection good?', 'is it helpful for you to go through all of this' and 'how can you do things differently', and 'how might you look at this stuff from a different angle by trying less hard, rather than trying harder?'. So I was thinking, if I could throw in some curveballs that would offer him the opportunity to think about it from a different perspective, while I was aware that this was not part of an ongoing dialogue, where we come back next week and continue on the same theme. I think that was in my mind, and I also feel that there was a point when that gelled together. Yes, there was a point when it seemed that he was saying 'this is a regular pattern that I go through - of thinking about stuff and reflecting on it', and that 'liking it' and 'not liking it', I was trying to say well, 'can you have fun with it?'. There was a point at which I said, 'I remember when I had this stuff with my boss, and I thought that was a different way of looking at things. Was that good, or was that bad? Was that appropriate, or was that inappropriate?'. That was a point at which I adopted a slightly different approach. But also that there was this trying to reflect to him this idea that there was a point of arrival, and what's all that about, and trying to unpack that, and are you ever going to arrive? I suppose, from a coaching point of view, at one level, what I was saying was 'you're not going to arrive. You're never going to arrive. You're always going to

be on this journey'. Was I putting that in Rld's mind? I didn't say 'Rld, you're never going to arrive. You're always going to be on the journey'. So it was perhaps a bit more leading questions around that. I don't know?

Researcher: There's some good stuff in there. And you're right; I'll ask you some specific questions in a minute from the comments that you made. I think the summary that you've come up with, there are some interesting points in there. You commented on 'value' in terms of 'value' when you're trying to add value, how much of that is a driver in the conversation?

Liam

How much is it a driver that I am trying to add value? One hundred percent. What else are you there for? I guess the conversations you and I have, we have dialogue and conversation, and we, hopefully, there's some mutuality in it, although often you've very much been in the coach role. But Yes, I don't know. I don't quite... if I'm honest and quote 'working with', then you're there to add value.

Researcher:

Ok. So perhaps re-frame that question. How would you define value?

Liam

suppose it's a slightly difficult thing. I don't know, in this conversation I want to give you value and I'm kind of hesitant because I'm not sure in what direction it would be most helpful to you to go. If you see what I mean, but I guess what I'm saying, is that in that conversation with Rld, it felt more like a coaching conversation than many conversations I will have with the EDP entrepreneurs.

Researcher:

It wasn't a typical coaching session. It was a coaching session that happens, but it's not the norm.

Liam

Yes. It was a bit more kind of purest, pure; often people will come, you know, come, saying, "how should I deal with this? What do you think about that?", etc. and we'll have a conversation about it. I will be thinking about – 'I'm not wanting to kind of tell them what to do', but I will be willing to provide them with some advice and some guidance because they often come to me and say "how should I handle this assignment?", and I've got data, and I have information that is helpful to them. I won't hold that back because adding value to them in that context is often needed. I do have some data or some knowledge or some information that I can give them, which they can find useful because it's often around. You know, "I've got this assignment; how should I handle

it?", or "what does this brief mean?". In the conversations I have with [team company] as a team coach, it's that whole thing, do I lead? Do I intervene? Or not intervene? Lead? Or not lead? It's always the debate. For example, we've just had a conversation with the level one coaches. We were saying that it would be quite useful if we had a joint training session because we're hearing about how the three different level-one teams are coping in different ways in the current virtual world. And so I talked to the leadership team "do you want to do this?", and they said "yes sounds like a good idea". It then came to the training session and [person] from the leadership team introduced it and then said, "IIV, do you want to suggest it?", and I said, "no, you carry on." So I'd sowed the seed, but I wanted them to carry on, but then found myself when the discussion was happening about whether to do it and how to do it - edging it along. On the one hand, after reflecting on it, I probably would have liked to have said slightly less. So I'm often finding with [team company] that if anything, I should do less because I think when I leave the space, they do fill that space.

Researcher:

Thank you. You've answered that question in great detail. Thank you, you have defined what value is in my mind. I had these thoughts around what is value? Is value being quiet and saying nothing, and allowing you to search for yourself, is it challenging?' Etc. You've given a really detailed description there with a lot of contexts...

George – aEDP Entrepreneur post-observation interview – excerpt

Researcher:

During the session you came across as very much a reflector, somebody that allows things to settle and think through things, etc. You started to explore some softer subjects during the conversation with [coach] and then [coach] nudged you back on course to have an outcome for the session or whatever. Would it have been useful for you to have more time in and around that reflection piece?

George

Yeah, I do. I do identify with that, within myself. What you've just said. I think it would be good to have more time, but I am mentally quite tired after an hour's coaching. So, I don't think more time at that moment would be best for me. It may be that if the sessions were more frequent and then during the session, Aon or the coach would say something like, "right, that's a great idea, we need to discuss that, so let's write that here and park it. We can revisit that during our next session" or something as opposed to having like an hour and a half or two hour session I think. An hour is about the right amount for me.

Researcher:

Yeah, I think we're all of that mindset. I got to be honest. Yeah, it's hard work, isn't it?

George

It goes quite quickly once you get into the flow of it, but I always leave feeling quite drained. It's surprising, actually, there are not many other things that I do that mentally drains me. Something good must be happening.

Researcher:

So, you've been on the programme for 18 months, that's quite some time, what's been the appeal of the programme?

George

So, to give you the full story before it was the [current] accelerator? It was called [accelerator – phase 1]. So, I was on that programme for six months in 2017. I was actually the last cohort of [accelerator – phase 1], unknown to us, at the time, [company] were purchasing the organisation. Then this time around, I've done about 18 months and I'm on the third cohort. So, I have been on the programme for a long time.

Researcher:

Why is that the case? What do you see in it?

George

I think it's an absolutely fantastic programme. The community side of it, although it's been more challenging and different over the past six months, that's been a massive plus. It was something that I had not originally given much consideration of. When I went on the very first programme, I did meet up with some people on the programme, who I didn't previously know, to find out more about it before I did it. So, I was pretty keen to do the workshops and gain that kind of real knowledge. Also, I'd not done coaching before, so that was quite interesting. But I knew of other people who had been coached and had good results, but then the community aspect of it, I didn't really give any consideration to that, but that's been really really great. And by community, I don't mean just going out for a drink all the time. I don't really know of any other organisations where you get a cohort 80, but you'll probably end up with about 40 really engaged business owners that all genuinely want to help each other out. That's not necessarily wanting to help each other with referrals for business, it's more, if you're having a crap day they're there to pick you up, or if you've done really well, say you've won a great piece of business or featured in some magazine or something like that. That's really well revered and you get a lot of

congratulations for that. So, I think going back to this thing where it can be quite lonely as a business owner, that is like the answer to it really, in my opinion, this community that they've built.

This community, which I believe is more unique to the [location] Hub. I think some of the other hubs are looking at the [location] hub to try and figure out and emulate what they're doing there. So, I couldn't tell you why because I've never been part of another hub so I don't know the differences. That's been a really great part of the programme, I've met some really good people and made some really good friends off the back of it. Again, as a business, you kind of lose all your friends. So, to have friends who share a similar interest, their problems are similar to yours. So, I guess that's what good friendships about really. That's been good and something I completely... not overlooked, but didn't ever consider as a benefit; having done four cohorts over the last three years, with the exception of this one that's been remote. That Community feel has been recreated every time on different scales. So, it was quite interesting, with some cohorts you might get 50 really engaged entrepreneurs... I think with one of the cohorts it was much smaller, but the quality of the conversations and relationships was still there.

Researcher:

Does the programme include an online platform as well as in person, especially with the pandemic going on at the moment?

George

This time last year it didn't. I mean, they were Facebook groups and WhatsApp groups and that type of thing, but the majority of the community was offline. So, they would have within the physical building, the accelerator building, they would have workshops or they'd have people come in and deliver talks and keynote speeches and things like that. Sometimes it was people that have been through the programme, they'd come back and they'd present their journey. For example, we were a team of three and now we're a team of 20 and this is what we did. That was quite inspiring stuff as well. Currently the [company] teams and hubs have done a pretty good job recreating that digitally. For me, It's not the same, but they've definitely made like the best of the situation we're in...

Mia – aEDP Alumna Entrepreneur post-observation interview – excerpt

Researcher:

This card sort that you did was really interesting. The only one that you didn't recognise was the instruct - providing solutions. So that's very similar to what you were describing then. It seemed that it was more of the weighing up the options that was important. It's not [coach] saying you should do this or you should do that...?

Mia

I think if he was to say look you have to do that, It wouldn't feel right as an entrepreneur running my business. [Coach] was absolutely there to challenge and there to expand my knowledge and get me to think quicker on my feet and be confident in my decision making. I think, if he was going to give me the answers or solutions then that could have been done in an email. Whereas for me, it was really important... That conversation, although it was only an hour and a half, so much came out of that I hadn't been thinking of. So, that was extremely valuable having that one to one.

Researcher:

One thing that you mentioned is that the coach has been there and very supportive of your journey, and that he has helped you work through these complex decisions. You mentioned several times the process of decision making and the coach aiding you in the development of those decisions. If you take a step back, did you feel there was ever a time when [coach] had an intention or that he was trying to guide you in a direction?

Mia

No, I would say it was me highlighting what I wanted and coming up with the subjects to talk about. [Coach] did not know what we were going to be talking about within that meeting. I could literally come to that meeting with some type of problem or issue that I wanted to discuss. So, he had to adapt very quickly within that session to come up with some options about how we move forward but there was never a point where he would come up with a solution and say that what you have to do is... It was very much, this is the thought process, and this is some potentials that you could look at. He would always get you to make the decision and to be accountable for that decision. So, if it was my decision to take on a member of staff, although we talked to through, I'm accountable for that.

Researcher:

Were there any times when he brought his experiences or knowledge that you've been trained on back into the sessions?

Mia

Yes. So, what you do is, have like the group days, I think that they are called accelerate days, where all 80 entrepreneurs are there. In those sessions, which I think was every Wednesday, the coach would cover subject areas. [Coach] would then bring snippets of that into our sessions, depending on what we were talking about. To ensure that I'd taken away some key points from those previous sessions, but also come up with some new theories and some different thinking. He would also introduce some new knowledge and ideas based on his perspective.

Researcher:

Okay. Was there anything that stood out to you from the sessions, but you haven't already sort of covered?

Mia

I think just the fact that you could almost think and explore about anything. I think that was, as an entrepreneur, was a real big thing. I also think that... the never sort of crossing the line, in terms of actually it was always a business professional relationship. So, that was great. Yeah, I think he had a big impact on me, in terms of actually my experience within the [business] accelerator because there were other coaches. It just so happens that I got paired with [coach]. There's a lot of theories flying around that they do that on purpose, they put you with a person that matches your experience and your background. But again, I've never seen anything to support that, so I think it could have been luck. When I went back again, they had opened it up to other hubs across the country. So, it could have been any of the hub coaches that you could have got.

When I joined again, I went on a programme called scale-up for entrepreneurs, again, there was only 20 of us and that was for businesses that were sort of looking at turnover wise of over five hundred or seven hundred thousand plus. So again, I was with some very great people. But again, when I break it all down, they're just the same... Like, it's whether you're working with someone who's turning over 20 million or whether someone earning over 10,000, it's a person, and that's been a massive learning for me because I think when I first started in the business, I don't know why, but in my mind, I thought a 20 million person must be better than a 10,000 pound a year person. It's just what I did, where I was going through the [business] programme talking it through with the coach and him putting me into situations. I did the... There was something called the piranha pit. You go in with some business people, non-execs and contacts of [business]. This was on my second stint last year. You had to put yourself forward. They would then review your business. Following that meeting, I felt more confident about the business. It was extremely valuable. They basically ripped your business to shreds regardless of how good it was. So again, that gave me confidence. I put a proposal together... business plan and went through where my business was. Again, that included all the learnings from the programme and the coach. The coach

didn't help me with any of that prep. He didn't tell me what to expect. I just worked out for myself and just thought - right, I need to prepare for the worst, be prepared to get to be ripped to shreds and challenged on everything, that helped build resilience. I've really been able to build that up over my time on the programme.

Researcher:

No, I haven't heard about the piranha pit...

Mia

Yeah. Yeah, I think they've renamed it. It doesn't sound as aggressive these days.

It was a fantastic experience, because three people that I didn't know, that at all been there, done that in terms of business, known non-exec directors were able to challenge and I was able to present things that I was thinking about doing in my business... Like shall I increase my prices? Do I invest in marketing? Do I look at SEO... All of these types of things that were maybe on my mind, I discussed during that one meeting.

uEDP coach and entrepreneur dyadic coaching session – Excerpt

Elijah

Yes, I think I agree, I know we spoke about this kind of thing, and I've been like looking at using coaching. I've explored that topic loads during those sessions. The reason you're doing this is that you want to prove something to someone or prove it to yourself. I've explored that, and it was felt that I was doing in an unhealthy way, I was doing it to prove it to other people, and not really doing it for myself. Then came back to that question I mentioned at the start 'is this really what I want to be doing or am I doing this because of someone else?'. I do understand the viewing of different ways and seeing spots differently, but I wouldn't say that I have a group of people, in the team company, or in the EDP that can see the same spot that I've taken to start a business. I think it's just someone who actually actions it. I'm not very creative. I'd say I don't see many areas like that. All my businesses have been someone else's ideas. I've jumped on board and actioned it, rather than, so I'd probably challenge that to be an entrepreneur equally, I think you do need to be creative in some sense, but for me, I use other people's creativity.

Liam

Yes

Elijah

I will form a team around myself like [startup] who are all creative people. I won't be able to do what half the stuff they do, but I used what they do like intrapreneurship kind of style.

Liam

So what have you got that others haven't got?

Elijah

I'd say drive, hard-working, but it's one thing I've tried to- not change, I think it's good, but try to work smarter with delegating and focusing more of my time on spending time and learning about leadership and stuff. So rather than me doing all the work, theirs is ten people doing it, it's a lot more effective. One thing, I don't like giving up control. I am a control freak. So I struggle with that.

Liam

Okay.

Elijah

Yes.

Liam

Is that an issue that the one hand you need to surround yourself with creative people who were able to do things that you can't do, and on the other hand you want control?

Elijah

I wouldn't say it's a problem. I think it's just something I need to work on. It's just I need to overcome it, and it's kind of like I need only to get used to giving up that control. I think it is quite healthy to do, to delegate out and not be too worried. I think it is something I need to work on really, and I've kind of been brought up in that environment my whole life of entrepreneurship, but it's been controlled, my parents did it, so wasn't divvied out to a lot of people. I think that's why I'm probably that way.

Liam

And that's okay?

Elijah

I think it's okay in some senses, especially to start. I, yes, I don't know. At the start, it wasn't okay because I was like a lone wolf. I've noticed it throughout my Uni work. I've gone from talking about me doing projects to doing

them with more of a team, and growing- it was always through my team ventures strand on the academics, which was the highest mark. I always thought it was the worst because I was working on it the most. I noticed that with [person]. Yes, I think it's getting better. It's just kind of stressful to watch it.

Liam

So, this Elijah, he's quite a driven guy, he comes from a background of entrepreneurship, he works hard, he thinks hard, he likes to be in control of situations, but also likes to surround himself with others who are creative who can then work and recognises that that's an important- value.

Elijah

On the last point, I probably wouldn't say likes it, I mean I like it deployment wise. I just think it's needed, so I do it. It really stresses me out sometimes doing those kinds of like meeting, brainstorming with a lot of people, but I think it's really valued. So yes.

Liam

So, that's an area of struggle. You recognise the importance of it, but it's not something that necessarily comes naturally or easily to you.

Elijah

One hundred percent, yes. But there is a sense of progress in what you say when I look back to how I was a year or two ago. I was finding that much more difficult and now less so.

Liam

So, if you see yourself on this journey, what is the journey towards?

Elijah

There's a lot of little goals and milestones I've set up and significant terms I kind of said, I want to have a venture which is a larger venture, over that 15 million turnover a year. I would prefer an alternative threshold. I think the number of employees might be better. But you have to have a financially viable company to make it work. That would be one goal. My vision has been to be a leader for positive change, this is where my environmental side of [startup] comes in, but with a family orientated mindset throughout. I am quite a family-focused person and kind of like moulds within that sense. When people question me on that kind of vision for me, it's not just blood family. It's whatever you regard family to be so that it can be interpreted in different ways. I

think for me that's kind of where that control comes from as well. I quite like having a smaller circle, quite close; that's even kept within my vision. But in terms of specifics, it would probably be that kind of business goal. I want to travel a lot, go away with my work, which is kind of where I'm heading towards, and getting into property and a relatively stable till venture. That would be my aim.

Liam

It's a very rich picture that you described by where you want to get to and again, we have discussed this before, and it makes sense, and there are multiple dimensions of this picture, there's business success, personal success and there's generating change for good. There are family and the family being defined in that broader sense. And there's a sense of moving towards that as well as a recognition that it's a journey, it's not a single step. What do you say is the thing that's holding you up on that journey? Or the rock that's on the road ahead of you that needs moving?

Elijah

If I look at it in a different way, what isn't holding me back? It's probably the family side. I'm happy with that. I think I just want to maintain that, portray what I want to do. I think it's making a change? I'm making a change, but in a small way, that will come by overcoming the obstacle, which would probably be for me moving ahead with the business side of it. Firstly, making sure my venture is related to that environmental thing which can meet my goal of being something successful which in my eyes is probably a larger organisation, or multiple smaller ones, which reach that goal. I think the challenge for me is 'will it work?' And 'how long is it going to take?' That's a thing for me...