Self-development in business coach training
Case study: Certified Progress Coach®

Leino Sannamari

Capstone project
MBA
2008
Modern business coaching is a fairly new concept. It has developed rapidly since the 1990’s, and is still evolving. In Finland, a coach is fairly new profession and is becoming increasingly popular in the past few years.

The Capstone project is based on the assumption that to become a good coach, one needs to develop a deep understanding of self in order to help others achieve their goals. In Certified Progress Coach® training, these skills develop through increased self-awareness and certain skills.

This Capstone project examines how the Certified Progress Coach® training develops the students’ self-awareness as their systemic coaching skills increase, and how they use these skills. This is done by interviewing both Coaches who have finished the training, and trainees, future Business Coaches, in the spring of 2008. The objective of this Capstone project is to provide a report about the development of self-awareness in during the Certified Progress Coach® training, in order to use it for further developing the training program.

In this Capstone project, a great variety of reference material was used. Due to the many non-academic issues involved also the material is variable in its validity. The reference material is intentionally large in number so that the issues in hand have been thoroughly examined. The information on the internet is used to add contemporary views.

Everyone interviewed felt that their level of self-awareness has at least somewhat increased during the training. The level and background of the students in the beginning was very different, but not previous training, current job nor genders were in no way found to have common aspects in the way the subjects talked about or experienced self-awareness.

As a summary of this Capstone project, it can be concluded that the Certified Progress Coach® training did indeed increase self-awareness. The people attending the training also received positive feedback that confirmed and helped grew known strengths. It became obvious that self-awareness is something that takes time to develop. No matter whether still a student or a certified Coach the same things were named as being the most influential concerning self-awareness during the training: Enneagram, peer support and the head trainer herself.

Key words
Coaching, self-awareness, business coach, self-development
Table of contents

1 Introduction ................................................................................................................... 1
  1.1 Background and objectives ..................................................................................... 1
  1.2 Research question .................................................................................................. 2
  1.3 Structure of the report ......................................................................................... 3

2 Coaching ....................................................................................................................... 4
  2.1 History of coaching ................................................................................................ 4
  2.2 Main differences between mentoring and coaching ................................................. 5
  2.3 Personal coaching .................................................................................................. 6
  2.4 Business coaching ................................................................................................. 6

3 Certified Business Coach® Program ......................................................................... 8
  3.1 Program background and credits .......................................................................... 8
  3.2 Goals and objectives ............................................................................................. 8
  3.3 Training content and schedule ............................................................................. 9
  3.4 The trainers .......................................................................................................... 10
  3.5 Selecting the trainees ........................................................................................... 10
  3.6 Learning in Progress Coach training program ....................................................... 11

4 Self-development through self-awareness ................................................................. 12
  4.1 Definition ............................................................................................................. 12
  4.2 How self-awareness affects us ............................................................................. 14
  4.3 Life structure and development theories ............................................................. 14
  4.4 Self-awareness in Certified Progress Coach® training ........................................... 17

5 Developing coaching skills .......................................................................................... 18
  5.1 Tools for the training ............................................................................................. 18
    5.1.1 Neuro-Linguistic Programming (NLP) ........................................................... 18
    5.1.2 Enneagram ...................................................................................................... 19
    5.1.3 Systems thinking ............................................................................................. 20
    5.1.4 Action Learning ............................................................................................... 21
    5.1.5 Appreciative Inquiry ....................................................................................... 22
    5.1.6 Sociometry ...................................................................................................... 24
  5.2 The coaching tools and self-awareness ................................................................. 24
Appendices

Appendix 1. Certified Progress Coach® training program ......................... 60
Appendix 2. Influences on the Self-Concept ......................................... 61
Appendix 3. Different life stages................................................................. 62
Appendix 4. Self-awareness in Certified Progress Coach® training .......... 63
Appendix 5. Systemic coaching tools in Certified Progress Coach® training 64
Appendix 6. The Enneagram figure ............................................................ 65
Appendix 7. Questions in the interview ....................................................... 66
Appendix 8. Summary of the answers......................................................... 67
1 Introduction

This Capstone project takes a look at a fairly new and still evolving field of business coaching. It examines one specific business coach training that is especially designed for European and Finnish business climate. The focus is to examine how the students’ self-awareness increases during and right after this training, as their coaching skills develop.

1.1 Background and objectives

Modern business coaching has developed rapidly since the 1990's and is still evolving. Finland is no exception. Since Finnish Coach Federation was founded in 2004, the number of new coaching companies and independent business coaches has soared.

Business coaching is a self-regulated industry and due to the lack of formal training the quality of business coaches varies. The training programs are as variable as their providers. At the moment, there is only one business coach training in Finland that is both developed for the Finnish business climate and certified by the Worldwide Association of Business Coaches, the first international association solely dedicated to business coaching. (Harju, K. 18.3.2008)

Certified Progress Coach® training provided by Fakta & Fiktio Oy is a unique business coach training in Finland because it is especially adapted to Finnish and European business climate. The program follows the ethical and functional standards of both the International Coach Federation and Worldwide Association of Business Coaches, which together with experienced and professional trainers, underlines its credibility and reliability.

The Capstone project is based on the assumption that to become a good coach, knowing technical coaching skills are not enough. One needs also to develop a deep understanding of self in order to help others achieve their goals. Throughout the Certified Progress Coach® training, increased self-awareness of the students is considered just as important as the technical coaching skills.

The objective of this is to provide a report about the development of self-awareness in relation to the systemic coaching skills learned during the Certified Progress Coach® training. The sponsor of this Capstone project is Fakta & Fiktio Oy and the results will be used to evaluate and improve the Certified Progress Coach® training program.
1.2 Research question

In the Certified Progress Coach® training, the focus on people and personal growth is just as strong as the technical coaching skills. The most important thing is to enable and encourage the Coach trainee to grow in self-awareness during the training process. This will help him to comfortably face all kinds of problems in the future.

The objective of the Capstone project is to find out how the Certified Progress Coach® training develop the students’ self-awareness as their systemic coaching skills increase, and how the already graduated coaches use these skills in their work. This is done by interviewing both coaches that have finished the training and trainees, future business coaches, in the spring of 2008.

The main research question is:

– How does the Certified Progress Coach® training support self-awareness?

This is studied by finding an answer to a series of sub-questions:

– What is the subject’s perception of her own self-awareness?
– What were the things in the training that supported or increased self-awareness?
– How does the increased self-knowledge show (or feel)?
– How can it be used in coaching?

This is an empiric case study that is based on theories relevant to Certified Progress Coach® training program. The research focuses on examining self-awareness in relation to the systemic skills as they are defined and included in the In Certified Progress Coach® training.

This Capstone project does not cover psychological theories or aspects but instead focuses on investigating these traits and skills from the Certified Progress Coach® training’s point of view. It will neither test nor try to build a theory. There are no comparisons to other business coach trainings because it is not relevant to the research goal.
1.3 Structure of the report

In Certified Progress Coach® training people study in groups of 16 people at the very most. There is a lot of practicing of the skills in groups but each individual is responsible for his or her own development and learning. In this Capstone project the group dynamics or aspects are not taken into consideration but it concentrates on a self-development on 7 individuals, three of them being students and four having already graduated as coaches.

This Capstone project consists of 8 chapters. The introduction reveals the background and makes the Certified Progress Coach® training familiar. The research goals are also stated, as well as the need for making this Capstone project. The second and third chapters take the reader deeper in to the world of coaching, and introduce the Certified Progress Coach® training in detail.

The fourth chapter is essential in relation to the research question. In this chapter the concept of self-awareness is defined both from the theoretical point of view, and how it is actually viewed and understood in the Certified Progress Coach® training. This chapter states the definitions that are later used when interviewing the subjects.

The fifth chapter introduces the main tools that are taught in the Certified Progress Coach® training to build the coaching skills and indirectly prompt self-development in the students. Each of these systemic tools are first backed up with theory and then defined with the Certified Progress Coach® training’s point of view. The sixth chapter determines the research methodology, the grounds, and reliability of this Capstone project.

The stories, findings and conclusions are introduced in the last two chapters. There are both direct quotes and summaries from the interviews before the final conclusion and recommendations for the future development of the Certified Progress Coach® training. The names of the interviewed subjects have been changed to protect their anonymity. At the very end there’s a bibliography and appendices to complete the Capstone project.
2 Coaching

To be able to understand coaching both as a method and as a profession, it is necessary to
describe its history, define the key areas that set it apart from mentoring, and get more familiar
with the specifics of business coaching.

2.1 History of coaching

Although there are various definitions for the word, coaching is basically a process that is used
by a Coach to enhance the client’s (a Coachee) performance in order to reach pre-defined
goals. That makes a Coach a person, who encourages, helps, gives support and feedback to
either an individual or a group. Every Coach has his own ways of doing this but the bottom
line is a dynamic interaction. This is most commonly done verbally, either meeting face-to-
face or over the phone. A typical meeting lasts 60 – 90 minutes. With groups the time is usu-
ally longer. The relationship between a Coach and a Coachee can be a short one with just one
or two meetings to relationships that last even years. This depends entirely of the set goals.
(Harju, K. 18.3.2008.)

Some may argue that coaching has been around as long as the human kind as a natural part of
life whenever people support or encourage others. But in its modern form as a commodity,
something that is actually sold and purchased, the history is much shorter and actually only
about 15 – 20 years old. In the United States, coaching started emerging as a popular profes-
sion in the late 1980’s (Zeus & Skiffington 2000, 4).

In Finland, coaching started emerging in the 1990’s. The Finnish Coach Federation (Suomen
Coaching-yhdistys ry) was founded in 2004, in order to develop business coaching, do re-
search on it, increase the general knowledge of business coaching, and also train Coaches to
increase their professional skills. Today, coaching is relatively widely agreed on being a cohe-
sive set of skills, knowledge and principles. (Suomen Coaching-yhdistys 2008.)

In the world that demands a wide range of capabilities, coaching has become the latest “it”
thing in both business and personal development. In a relatively short time it has been able to
spread world wide. Due to the fact that it is still spreading, developing, and evolving, the suc-
cess suggests that it is more than just a passing phenomenon.
2.2 Main differences between mentoring and coaching

Mentoring and coaching are often mistakenly used interchangeably. It is important to make a difference between the two terms. The role of a Mentor “includes coaching, but also embraces broader counselling and support, such as career counselling, privileged access to information, etc.” (Landsberg 1996, 122). A Mentor is usually an older and more experienced person who gives advice and shares this experience with a younger, inexperienced person new to his position. It is to be noted that mentoring is not teaching, where a teacher merely transfers knowledge or skills as such.

Table 1. Key differences between mentoring and coaching in Finland.

<table>
<thead>
<tr>
<th>Coaching</th>
<th>Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-oriented performance enhancement</td>
<td>Less goals, more guidance</td>
</tr>
<tr>
<td>Coach from outside the organization</td>
<td>Both parties from within organization</td>
</tr>
<tr>
<td>Comes with a price</td>
<td>Is free of compensation</td>
</tr>
<tr>
<td>Learn with</td>
<td>Learn from</td>
</tr>
<tr>
<td>Can be short (1-3 meetings)</td>
<td>Usually lasts 6-12 months</td>
</tr>
<tr>
<td>Performer-led</td>
<td>Mentor-led</td>
</tr>
</tbody>
</table>

The relationship of the parties in mentoring is usually less goal-oriented than in coaching (table 1). Most commonly both the Mentor and the Mentee are from the same organization and this relationship is formed in situations when a new employee needs support accommodating to the habits of a new organization, or when an employee changes her position in the company and needs support getting started. The relationship often increases the Mentee’s motivation and, being confidential, is a safe way to learn skills such as feedback. Mentoring is also used to make sure that talents are nurtured and encouraged forward in the organization. (Hirvihuhta 2006, 16.)

In Finland, almost all mentoring is free for the Mentee. This is certainly logical when the common factor between parties is the same organization. There seems to be an unspoken code of conduct that because a Mentor/Mentee relationship is beneficial for both parties, something that both can learn from, it is not compensated financially. Many schools provide voluntary Mentors from business life to support the students during their studies (Edupoli, Haaga-Helia, Markkinointi-Instituutti) and some organizations provide and train Mentors. A
good example is The Women’s Enterprise Agency (Naisyrittäjyyskeskus) that promotes entrepreneurship among women and has already ten years’ experience in providing entrepreneurial mentoring. (Naisyrittäjyyskeskus 2008.)

A Coach, on the other hand, is a professional, who is paid to enhance an individual’s or a group’s performance to achieve a specific goal. Usually, this goal is given by the Coachee’s superiors and is directly tied to the organization’s goals. The Coach is from outside the organization and thus both independent and unprejudiced. While it is sometimes an advantage that the Coach knows and understands the Coachee’s specific business area, it is not always required.

The Coach has no responsibility for the client’s behaviour but is there to guide, support and learn with the client. Achieving the goal is also solely the client’s responsibility.

Coaching is the process, whereby one individual helps another: to unlock their natural ability: to perform, learn and achieve: to increase awareness of the factors which determine performance; to increase their sense of self-responsibility and ownership of their performance; to self-coach; to identify and remove internal barriers to achievement (MacLennan 1995, 4).

2.3 Personal coaching

Personal coaching, also called Life coaching, is one of the two main fields of coaching. It is targeted for individuals who want to develop, set and reach their personal goals in life. The coaching focuses on helping the client find out what she really wants from her job, relationships or other areas of life. The coach then helps draw a clear action plan for the client to easier reach the goals and the kind of life and future she really wants.

A personal coach typically helps the client build self-confidence, find a purpose in life, help decision making process and overall just find a “joie de vivre”, the joy life. This kind of coaching is already popular in the Great Britain and United States. In Finland, there are already over 200 either full-time or part-time Life coaches. (Namaste Oy 2008.)

2.4 Business coaching

Leaders and managers are expected to have a wide variety of skills in order to succeed. Business coaching works solely in business context and is a way of developing management and
leadership skills and a good tool as a part of human resource development in organizations. In the beginning, business coaching was mostly reserved for senior managers and directors. Now business coaching is available to all as a professional development tool. Business coaching can operate in any model of business from traditional business environment to entrepreneurial to franchising. (Zeus & Skiffington 2000, 7-11.)

In business coaching, the goals are set to fulfil organizational goals and objectives. These are then aligned with the Coachee’s individual development needs. Business coaching can enhance commitment and motivation, which is especially important in turbulent situations such as organizational changes. In addition to the set goals, business coaching also develops interpersonal skills (this can actually be a goal itself) and helps the individual balancing work and life to a more meaningful direction. (Harju, K. 18.3.2008.)

Some business coaches have sub-categorized themselves as Executive coaches to differentiate themselves on the competitive market. Executive coaches typically have a track record of working in executive roles and want to concentrate on working with higher profile business leaders.

Most of the training centres around the world who offer business coach training do not introduce the content of their training more than very superficially on their web site. The companies who do post their training contents have no mention of self-awareness what so ever. There is general mention of behavioural change but only on the client, not the coach per se. The trainings seem to concentrate on giving different kinds of tools in understanding and solving specific problems in the customers’ business.
3 Certified Business Coach® Program

Certified Progress Coach® training is a unique business coach training in Finland for two reasons. Not only is it especially adapted to Finnish and European business climate, as mentioned before, but it also has a considerable focus on self-growth. This chapter introduces the background, goals, content and the trainers of Certified Progress Coach® training.

3.1 Program background and credits

The training and consulting company Fakta & Fiktio Oy was established in 1987 by Kristiina Harju who is a partner and the Managing Director. The company provides business training, coaching and consulting for both individuals and groups for domestic and international clientele. Certified Progress Coach® training started in 2005 and is an ambitious addition to Fakta & Fiktio’s services. (Fakta & Fiktio Oy 2008.)

What makes this training both interesting and professionally credible is the fact that the training follows the ethical and functional standards of International Coach Federation (ICF) and Worldwide Association of Business Coaches (WABC).

ICF is a non-profit membership organization that has professional personal and business coach members worldwide. It claims to be the largest worldwide network for professional coaches. (International Coach Federation 2008.)

WABC was founded in 1997 with a mission “to develop, advance and promote the emerging profession of business coaching, worldwide.” The organization is “dedicated exclusively to the business coaching industry and the only association of its kind with advanced membership standards based on business experience, coaching experience and client references”. It is located in Canada. (Worldwide Association of Business Coaches 2008.)

3.2 Goals and objectives

Certified Progress Coach® training is aimed at both people who aspire having a new career as a business coach and managers who want to refine their skills and use them in developing their organization. The training is comprised:
To strengthen the understanding of the dynamics involved between individuals, in teams, and organizations in general

- To learn skills for goal-oriented and constructive leadership, building strong commitment and developing human resources.

These goals underline the fact that the training is developed to meet the needs of a modern European business environment. In addition to these skills, the training aspires to reveal the students the importance of coaching as a line manager and the wisdom of using them in their work. (Fakta & Fiktio Oy 2008.)

To increase understanding and provide the skills needed, the Certified Progress Coach® training has a dual approach to all aspects of the training. First, the personal aspect takes into consideration that there are always two individual people taking part in the coaching process and they both must be understood in their unique way. Secondly, the Progress Coaching method is aimed for companies and the organizational point of view in the process is equally important. (Harju, K. 18.3.2008.)

### 3.3 Training content and schedule

The Certified Progress Coach® training is designed not only to teach skills and techniques, but also to concentrate and connect with the client on a much deeper level. This will bring better results as the coaching process is not just mechanical problem solving, but tries to really understand the root of the problem. Also, it clearly sets it apart from other business coach trainings in Finland. (Harju, K. 18.3.2008.)

The training lasts about 9 months. The training consists 12 seminar days, e-learning tasks, and group sessions. In addition, each student practices real hands-on coaching with four real customers, having five sessions with each of them. They can also practice coaching on each other throughout the training.

The key tools that are taught to build the coaching skills are Enneagram, NLP, Systems Thinking, Action Learning and Appreciative Inquiry. They will all be introduced thoroughly in chapter 5. Certified Progress Coach® training program schedule and content are presented in appendix 1.
3.4 The trainers

All of the Certified Progress Coach® trainers are experienced professionals. Kristina Harju is responsible for managing the whole training program and teaches most of the subjects herself. Ms. Harju has majored in behavioral sciences and she has over 25 years’ experience in training, consulting and coaching. She’s also a NLP Master Practitioner and Certified Enneagram Teacher.

Norbert Häg, originally an engineer, is a German who now works as a personal development trainer, executive coach and team supervisor. He is an expert in Enneagram, and the first Enneagram teacher in Europe accredited by the Association of Enneagram Teachers in the Narrative Tradition (AETNT). Mr. Häg is responsible for teaching the deeper understanding of the Enneagram method in Progress Coach training. He is the co-founder of the Gesellschaft für Enneagramstudien in Germany.

Gert Jurg is a Dutch, certified Enneagram teacher who works as a consultant and coach. His responsibility in the Certified Progress Coach® training is to teach the specifics of business coaching.

Tapani Rinne is a Business Coach with a specialty in Leadership Coaching. He has a lot of experience in import and merchandising industry, and has 14 years’ experience as a Managing Director. He is also a NLP Trainer (Neuro-Linguistic Programming studies the structure of how people think and experience the world) and the Chairman of the Finnish Coaching Association. In the Certified Progress Coach® training, Mr. Rinne is responsible for teaching the interaction and interpersonal skills needed in coaching.

3.5 Selecting the trainees

Not everyone is accepted in the Certified Progress Coach® training program. A person suitable for the training should have a background with at least some experience in the business world, especially in people management. The wider the experience is the better. This experience is very helpful in the future in understanding the needs and challenges of the coaching client.

The student should also already have enough social and interpersonal skills to be able to work with different kinds of people. He should be capable of working well in teams because team-
work is essential during the training process. He should also have a genuine interest in people and trust in personal development. A willingness to help others succeed is a must.

It is important the students have a real possibility to use their skills either as a professional Coach or in their work as a Manager. This makes the learning process more meaningful and motivates the students to real learning and growth.

### 3.6 Learning in Progress Coach training program

In Certified Progress Coach® training, learning is supported by active doing: group work, personal reflections and self-discovery. In the training the students can see for themselves, how skills are leaned best not by someone giving answers but finding the answers themselves. The same thing goes with self-awareness. It cannot be taught but the possibility can be offered.

Life is a learning process from the first moments to the very end. Not so long in the past, life was more about survival than a quest for greater awareness. But in today’s western society, the learning of mere skills is not enough. Modern survival takes deeper understanding, analyzing and evaluation of inner processes, enabling us to swing more smoothly in the man-made jungle of complicated systems.

In psychology, there have been roughly speaking two main schools explaining learning. Behaviouristic theory is the more traditional one, saying that all learning is basically intake and store-keeping of information. Thus, standards can be made for levels of learning and all learning can be measured (like tests taken in schools). The learner is seen as a passive party in the learning process. In cognitive psychology, our personal identity – self-awareness – plays a crucial role in learning. Learning cannot be measured by observing change in behaviour, because there may be no change. Learning is a process, where information is actively processed by adjusting and re-building thoughts. (Paunonen-Ilmonen 2005, 128-129.)
4 Self-development through self-awareness

Self-awareness is a general term used both in philosophy and psychology. It is often constitutive of consciousness: the understanding that one exists. Self-awareness provides access to development, learning about self and applying this knowledge to one’s performance, and understanding how our behaviour ultimately affects other people as well.

4.1 Definition

The term self-concept is often used almost interchangeably with self-awareness. Caproni says that while our genetics and environment certainly affect the way we are, we still have a free will to shape ourselves into what we want to be. We can change our self-concept “about who we are, who we should be, who we can be, who we can never be, and who we are afraid of becoming.” (Caproni 2005, 37-38.) Caproni’s theory of influences on self-concept is introduced in appendix 2.

Self-knowledge, on the other hand, is a very widely and loosely used term. While it is commonly used in philosophy as ”knowledge of one’s particular mental states, including one’s beliefs, desires, and sensations” (Gertler 2003), many religious and self-help groups use the word to the point that one definition for it is not easily found.

In leadership literature, it is easy to find definitions of the traits that make a good leader. Northouse (2001) describes the most important attributes being intelligence, self-confidence, decisiveness, integrity and social skills (Sydänmaanlakka 2004, 31).

In psychological level, human being has a unique gift to be aware of oneself as thinking, feeling and needing creature. In a deeper level, self-awareness includes knowing one’s biases, deficiencies, traits, capacities, skills, likes and dislikes. According to psychodynamic psychology founder by Sigmund Freud (1856-1939) a lot in us that we are unaware of affect our behaviour anyway. (Lindblom-Ylänne & Niemelä & Päivänsalo & Tynjälä 2004, 27, 73.)

When a person becomes aware of these things, he can then use this knowledge to modify these facets in order to develop, change and enhance performance – in self and in others. For example, developing self-awareness can help us recognize when we are under pressure or stressed, and then act accordingly. (Lindblom-Ylänne et al. 2004, 79-87.)
Jari Kaukua has studied a historic philosopher Avicenna’s (980-1037) concepts on subjectivity. Avicenna states that “nothing external is needed for self-awareness” but considers self-awareness to be an intellectual phenomenon in which the mere knowledge of existence is accounted as self-awareness. It is a human attribute; only humans are able of taking themselves as object of consideration. (Kaukua 2007, 111-125.)

This abovementioned, very basic concept of self-awareness is too narrow a definition to be helpful of this Capstone project. Therefore the concept of self-awareness is stretched to include the knowledge that there is a vast variety of known and unknown, conscious and subconscious things that have formed us, and keep forming us, to what we are today. This includes awareness of one’s own past and present life (actions, decisions, emotions, perception etc.).

The one thing common to all different concepts of a person’s self-development, is that there can be progress in all stages and ages. This is why it is important to also consider how age affects the level of self-awareness. While there are several things that can stall the process (e.g. outside influences such as psychological trauma or unwillingness to face true self), it is always possible to learn more about oneself. Because what really sets a good Coach apart from the rest is acute self-awareness: It is virtually impossible to manage others if we cannot manage ourselves.

Daniel Goleman was the first to introduce the term Emotional Intelligence, which is defined as a set of traits and abilities, on which the basic ethical norms of life are based on. Emotional Intelligence is the connection between emotions, character and moral instincts. The key abilities are self-control, enthusiasm, perseverance, and self-motivation (Goleman 1997, 13). Goleman uses Howard Gardner’s term, intra-personal intelligence, in defining the basis for self-awareness. Intra-personal intelligence is the ability to understand oneself; the observation and understanding of one’s feelings, and the ability to act with self-reflection in different situations (Goleman 1997, 61).

Although self-awareness has different definitions in different contexts, as we have seen, in this Capstone project self-awareness is defined as being aware of the reasons and consequences of our behaviour in relation with other people. Because the goal is to study a business coach training, psychological definitions and theories, as well as learning processes are excluded.
4.2 How self-awareness affects us

High level of self-awareness is a commonly accepted characteristic that set effective managers apart from others, whether we talk about managing others or just ourselves. It includes understanding what we want and why, knowing our personal styles, strengths, weaknesses, and also comprehending how other people perceive us. Self-awareness makes us see the consequences of our behaviour. Our “ways of thinking, feelings, and behaving affect our decisions, actions and relationships – and ultimately our personal well-being, professional effectiveness and the success of our organizations” (Caproni 2005, 32).

While the meaning of higher self-awareness in life cannot be directly proven, the experience of it is very real in individual people. Detailed measuring self-awareness is also not possible, but the subjective stories of development and change can be examined. A logical assumption is, that a person who knows herself sees the world in a more positive and optimistic way. Self-awareness gives self-confidence to find solutions, not problems. Work will be more rewarding, less stressful, relationships with co-workers better.

Self-awareness can be observed in behavior. According to Goleman’s definition on Emotional Intelligence, a person with good self-awareness

- Is able to observe his emotions, name them, and reflect the connection between thoughts, feelings and actions
- Knows how to separate emotions and facts in decision making, and is able to premeditate the consequences of his decisions
- Understands one’s own strengths and weaknesses
- Has a positive, but realistic view of oneself

(Goleman 1997, 319.)

4.3 Life structure and development theories

There are a number of different theories about the development stages of a human being. All stages include personal growth and the possibility to increased self-awareness; each stage ends in a transition that enables us to move on to the next stage. The oldest of the human life cycle theories are so old their origins are impossible to trace. Yet, some of them are still accepted as inevitable truths in old cultures, and one of the most influential modern life-cycle theories
made by Daniel Levinson, has its roots in the religious writings from about 500 B.C. (Levinson 1978, 6-7).

Judaism, Buddhism, and Islam have their own life cycle approach. A traditional Chinese philosophy names five different stages of development: Water, wood, fire, earth, and metal. After the first cycle, a person is grown but not ready. When one 5-stage cycle is finished, another one can begin, but this time on a different level. (Harju 2005, 32-33.)

In India, rituals are an inseparable part of life. The traditional way of seeing life derives from Hinduism and divides it to four cycles, each comprising 25 years: Brhamacarya (time to study and learn), Garhastya (time to have a family), Vanprastha (gradual detachment), and Sanyasa (teaching spirituality, renunciation of the world.) (Dunderfelt 1990, 25; India Heritage.)

C.G. Jung (1875-1961), a renowned Swiss psychiatrist and the founder of analytic psychology, divides life span into four stages: Childhood (ages 0-12), adolescence and adulthood (ages 12-40), maturity and middle-age (ages 40-65), and old age (from age 65) (Dunderfelt 1990, 37).

Life-span psychology is a part of psychological theory that broadens the area of developmental thinking. The main idea is that a person is more than just a sum of his life cycles. Different cycles or stages can be distinguished (infancy, childhood, adulthood, old age) but more important is to understand the dynamics and the whole of it. Life-span theory can be summed up in these assumptions:

- It is possible for an individual to develop and grow throughout the life, no matter what the age
- Every human life is unique as a whole
- Despite of great individualism, certain aspects common to developmental stages can be found
- Individual developmental changes can be understood better when these changes are put in the context of life-span theory
  (Dunderfelt 1990, 15-18.)

According to psychologist Daniel Levinson, life is a series of stages that an individual goes through. His life structure theory (1986) is a comprehensive theory of adult development, where the social and physical environments both have effect. The terms he uses are “life cy-
cle” describing the individual way of living one’s life, and “life structure” referring to the relations a person has with other people and the interests he has in different stages. Levinson’s cycles include pre-adulthood, early adulthood, middle adulthood and late adulthood. Between the different cycles there are smaller and bigger transitions, and these transitions may take almost half of adulthood. Each cycle has its own characteristics. According to Levinson, life is about change, and different things interest us in the different stages of our lives. He stresses that adulthood should be considered as an independent structure, not just a continuum of childhood. (Levinson 1986, 3-13.) Levinson’s life cycle theory is presented in appendix 3.

![Personality Traits Diagram](OutOfService.com)

There’s ongoing debate of how much our personality is actually formed by genetics, and how much by the environment in which we’re raised. One of the most interesting personality traits found by empirical observations is the Five Factor perspective (figure 1). It represents various personality description systems placing them in a more easily understandable, common framework. “The big five” traits (agreeableness, extraversion, openness, conscientiousness and neuroticism), are said to form by the age 20-25 and stay relatively unchanged throughout the life, with some “softening around the edges” usually in the middle-age (Harju 2005, 21,93; John & Srivastava 1999, 2-7.)

Levinson’s theory of life cycles is another important aspect in self-awareness. We need to understand that in different stages, we think and act differently, and different things interest us. This is especially important in coaching, where communication is essential. The customer needs to feel that the coach understands where he is. A very young coach with little life experience cannot know what life looks like in the age of 50. He can, however, study it and reflect his experience on his own cycles and use his imagination and understanding of the theory. Again, knowing oneself is helpful in helping others. In self-awareness, understanding these basic factors that make us individual personalities (personality, life cycles) is essential, because they affect our thoughts, feelings, needs and actions.
4.4 Self-awareness in Certified Progress Coach® training

The Certified Progress Coach® training stresses the fact that knowing oneself is the key to helping others. Without this awareness of one’s own thoughts, feelings and behaviour it is not possible to understand them in another person. Thus, helping others is not as effective and meaningful as it could be.

Self-awareness in Certified Progress Coach® training means knowing oneself in many levels. Several things contribute to our level of understanding of who we are: age, gender, sociohistory, geographical, religious, racial, and cultural roots. They provide the ground to build our self-awareness on. There’s a continuous and active process of examining our feelings. In getting to know one’s basic life strategy one must explore the beliefs, values and expectations she has. Through that knowledge one can paint a clearer perspective of the purpose in life and how to fulfil that purpose. (Harju, K. 18.3.2008.)

Self-awareness is not taught as such during Certified Progress Coach® training. However, the students are encouraged to confront their biases, traits, skills and capacities through learning the tools of coaching. The students are also introduced Levinson’s life cycle theory to increase the understanding of life in its different stages.

These tools are a door to greater knowledge of self, and an invitation to step further into the challenging world of self-knowledge. To which extent each student is willing to explore, is up to them.

To demonstrate the definition of self-awareness in Certified Progress Coach® training, I have made a table explaining all the different aspects. The table is introduced in appendix 4.
5 Developing coaching skills

This chapter introduces the key skills and tools that are taught during the Certified Progress Coach® training. A key skill for a Coach is to have conceptual and perceptual abilities to see the organization as a whole, combining various parts and functions together, and predict the outcomes not yet visible.

5.1 Tools for the training

The world can be unpredictable and illogical; things are rarely what they seem on the first glance. Accepting that lets us already take a first step to finding answers to questions. Keeping an open, non-judgmental mind takes us a bit further. Searching and finding the causal forces behind phenomena makes us systemic detectives, solving the most complex of problems. These are skills that can be systematically learned and practiced.

A good Coach has a set of “tools” he can use, to be able to better interact with the client, help her client solve problems, and achieve goals. It is important for the Coach to be able distance himself from the situation and create a bird-eye view. This includes understanding interrelationships across systems, and causal factors. Only by detecting the underlying interactions and their nature between people the Coach can start searching for the real problems and answers to them. The tools taught in Certified Progress Coach® training are introduced in appendix 5.

5.1.1 Neuro-Linguistic Programming (NLP)

NLP combines three very influential components that are responsible of producing the experiences people have: neurology, language and programming. The basic assumption in NLP is that “the map is not the territory”. In other words, there is not just one true reality that exists and that we share, but reality is something that each of us construct in our own minds: The same events literally mean different things to different people. We experience the world around us through our unique neuro-linguistics maps, where neurological systems control our body and the language we use (i.e. the choice of words) determine how we communicate with others. How our mind (neuro) and language (linguistic) interact, affects our body and behavior (programming). (McDermott & Jago 2002, 6-12.; Suomen NLP-yhdistys 2008.)

NLP was created in the 1970's by Dr. Richard Bandler and John Grinder (Ph D. in psychology and linguistics). They found out in their originally psychotherapeutic studies that some the-
rapists have better results than others, and this excellence had clear structures. These fundamental patterns in human thought and behavior were made into structures and modeling techniques. After being formalized, they began to teach them, choosing the name NLP to accentuate the innate relationship between the brain, language and the body. (McDermott & Jago 2002, 6-12.; Suomen NLP-yhdistys 2008.)

5.1.2 Enneagram

Enneagram is a word commonly used in geometry. The word itself comes from Greek words ennea (=nine) and grammos (=something written or drawn), thus meaning a nine-pointed figure. (Wikipedia 2008a.)

The origin of Enneagram is not fully known although something similar has been used in ancient Sufi traditions. The modern version has no religious meaning. Its scientific accuracy has not been proved either, although the underlying structure of Enneagram “is based on testable ideas about motivations and emotions” (9types.com 2008) and some effort has been made to make a correlation with a widely known and scientifically proven Myers-Briggs (MBTI) personality test. This test is based on C.G. Jung’s approach in psychology and defines people in four different categories: introvert-extrovert, interest in details-large contexts, basing decisions on emotions vs. logics, general flexibility-decisiveness. (Baron & Wagele 1996, 145-164.)

Several sources state George Gurdjieff (1879-1949), a Russian teacher of esoteric knowledge, as having used Enneagram in his teachings. But it was Oscar Icahazo (born 1931 in Bolivia) who developed the Enneagram model to more fully explain the function of the human psyche. Claudio Naranjo, a Chilean psychologist, continued Icahazo’s work and brought Enneagram further into Western psychology in the 1970’s. Several people have contributed to this development since, adding aspects such as spirituality to the theory. (Wikipedia 2008b; Baron & Wagele 1996, 11.)

Modern Enneagram was developed and is mostly used as dynamic personality system, dividing people into nine different personality types that describe our patterns of feeling, thinking and acting. When discovering our own type, it is also possible to see what motivates us, how we cope in different situations and to find keys to personal development. Enneagram emphasizes psychological motivations. It pursues to explain why people act in a certain way and points out individual points of strength and development. (Harju 2002, 251-252.)
In the Enneagram model, everyone can be defined mainly to just one personality type by using a special test. While our life experiences (birth order, culture, maturity) affect all of us, our basic motivations and survival strategy do not change all that much during our lifetime. Each type is also connected to one or two types next to it, and these connections are called wings. These wings add aspects of different types, adding depth to them. The same thing happens, when we’re stressed: All types “lean” towards another type, acting instinctively in a certain way. (Baron & Wagele 1996, 11-15.)

To sum it up, Enneagram is a tool to understanding oneself and others. We all have a unique way of looking at and interpreting life around us. But while we all are unique individuals, Enneagram points out that there are many things that are similar for a lot of people. With the help of categorizing our selves and people around us according to the Enneatypes, it is possible to unveil patterns of behaviour and thinking with surprising accuracy. With this knowledge, understanding one self and others becomes easier and may lead to new possibilities and greater self-awareness. The Enneagram figure and Enneatypes are described in appendix 6.

5.1.3 Systems thinking

Kalli describes a system as an internal structure that is connected to its surroundings; the internal and external properties that interact may create yet another system, comprising a whole. A family is considered a social system. An organization is a system. These systems consist of individuals, and each person’s past experiences, their way of seeing the world and the way they communicate, affect the system’s success and interaction with other systems. Systems thinking approach see problems as being related to all aspects of an organization. (Hämäläinen & Saarinen eds. 2006, 261-263)

Systems thinking is a practical framework of thought that helps us to have a holistic view in complex situations and for greater understanding the world around us. It means examining things in the specific context they happen in. Systems may be something tangible and independent of us such as a municipal transport system. But there are also systems in our minds. The emergence of systems thinking aspires to bring control to the chaos of different systems that we encounter each day, to understand and respect the characteristics of systems.

Fischer has found (Hämäläinen & Saarinen eds. 2006, 105) that positive attitude significantly increases interpersonal relations, effectiveness at work, even marital happiness. According to
Fischer, whether it is teams or individuals that have been researched, the end result is the same: The relative level of positive communication affects directly happiness and end results.

In organizations, communication is essential. It is a systemic phenomenon in the sense that 1. All issues are connected, 2. Small changes in one part of the system have big effects in another part, 3. Separate parts of the system are not unrelated, 4. A system can be emergent (Hämäläinen & Saarinen eds. 2006, 147).

The breakthrough in systems thinking was Peter Senge’s classic *The Fifth Discipline* (1990) where he described and emphasized mental models to help a company to become a learning organization. The book has many examples of the positive results of using systems thinking in service, human resources and high-technology companies. It started systems thinking to be explored more widely. Senge’s work as their inspiration, Hämäläinen & Saarinen introduced the term Systems Intelligence in 2004. Where Senge sees people as part of a controlling system, Systems Intelligence sees people as active forces within systems, using productively the “holistic feedback mechanism of her environment”. In fact, it is criticized that systems thinking may be useful but it is still only *thinking*, and not very useful for a leader who is expected to act. (Hämäläinen & Saarinen 2007, 8, 295-296.)

### 5.1.4 Action Learning

Action Learning means just how it sounds: Learning with action. Revans calls it “a social process, whereby those who try it learn with and from each other.” (in Pedler 1997, 4). The learner works on real problems and both the students and the teacher(s) bring in their personal experience and knowledge. Action learning derives from earlier experience where new information is added and all this is brought together to produce answers to real problems or needs. Thus, the group is used as a learning tool in defining the problem, finding solutions and evaluating the results. The focus is on learning on both about the specific issue on hand and what can be learned about oneself. Ideally, Action Learning enhances both individuals’ and organizations’ ability to learn. (Revans in Pedler 1997, 4-5; Wikipedia 2008c.)

Action Learning takes traditional learning a step further. Where traditional methods often focus on knowledge and skills, Action Learning is a process in which the students observe their own actions to improve performance. The key in Action Learning is interaction with others. Typically it takes place in small groups, which enables a person to reflect and review the action they have taken and the learning points arising. This also enhances learning about
group processes and ways of working together more efficiently. The group also provides support and challenge and thus develops management skills. “For in true Action Learning, it is not what a man already knows and tells that sharpens the countenance of his friend, but what he does not know and what his friend does knot know either” (Revans in Pedler 1997, 5).

The Action Learning method was developed by a Cambridge physicist Reg Revans. In his book The ABC of Action Learning (1983) he describes the process like this:

1. A small group of ideally 4 persons meet to discuss a problem (individual or organizational) every other week for 6 to 12 weeks
2. The type of the problem is circulated on a note to the members prior to the meeting
3. The meeting lasts ca. 2 hours during which time all members have an equal opportunity to discuss, challenge and debate about the problem. At the end, emerged feelings are shortly discussed and the process is reviewed
   (Peer Assisted Learning Systems Ltd 2008.)

The method is especially well suited for adults as the analytical skills are typically more developed than in childhood or adolescence. The values connected with the Action Learning are an important part of the process. One must be honest, have respect and understanding for self and others, be able to take responsibility and have a non-judgemental attitude. Although working in a group, each individual is responsible for her own learning and actions.

5.1.5 Appreciative Inquiry

Appreciative Inquiry is a development tool originally meant for organizations. The key idea is to build and strengthen what already works, instead of trying to fix some insignificant detail that doesn’t. Appreciative Inquiry sees “problems” often as just being the result of our own perception. Thus, problems become possibilities, the glass that just looked half empty is suddenly half full and resistance is turned into energy. Some have called it an invitation to a positive revolution. (Wikipedia 2008d.)

Appreciative Inquiry was developed by Suresh Srivasta and David Cooperrider. It is a particular way of asking the right questions to reveal the endless positive possibilities any situation or organization has. This increases the sense of unity and promotes positive change. Appreciative Inquiry actively involves the people in the organization for its renewal turning critical thinking into generative thinking and problem-driven organizations into vision-led organizations. Con-
centrating on positive things, “what works”, takes the focus away from problems: By rephrasing sentences as envisioning positive outcomes actually gives better results. (Cooperrider & Srivasta 1987, 129-169.)

In short, Appreciative Inquiry is essentially the search for the best in people, their organizations, and the world surrounding them. It focuses on appreciating the best of what is, seeing what could be, and dialoguing what should be, all the while keeping in mind that an “organization is a mystery to be embraced” (Cooperrider & Whitney 2005, 8-13).

Appreciative Inquiry utilizes a 4-step process (figure 2). In the first step people discuss and discover through stories the times the organization is at its best. Structured interview is often used to help the stories unravel. The second step is used to envision that the things discovered in the first step are a normal way of things happening, not an exception. On step three, the “dream” is made true by thinking of ways to make it happen. Step four implements the changes. The Appreciative Inquiry process was originally spread out over a period of time. Today, it is also common to take place in four consecutive days, each day concentrating on one step of the process.

Although Appreciative Inquiry started as an organizational development tool, it can be seen as a tool to human development. It can be a way to become aware of the strength and potential of ourselves as well as in others and conquer our personal limits that are often unconscious. Positive thinking lead to positive results, and according to Appreciative Inquiry, it is simply a
matter of choice that we make in our way of seeing things. The past successes can be used as a foundation of building the future.

5.1.6 Sociometry

Sociometry is a quantitative method for measuring social relationships, more specifically the degree of relatedness among people. The word itself comes from the Latin words “socius” (=social) and “metrum” (=measure).

The method was introduced by a psychiatrist Jacob L. Moreno (1934) when he developed it in a 6-year study in New York as a way to analyse interpersonal relationships within a group. Sociometry is based on the fact that in interpersonal relationships, people make choices. According to Moreno, it is irrelevant whether the choices are rational or not, choices are being made all the time. (Moreno 1953, 527, 720.)

There may be several criteria for any choice made. They may be subjective, such as liking or disliking someone, or objective, such as knowing that a person doesn’t have skills for some specific group task. In a group, people can make choices based on given criteria, and afterwards explain why the choices were made. This method can be used to define social rankings, informal leaders or isolated individuals in a group. In Certified Progress Coach® training, Sociometry is not taught but used as one of the tools in group learning situations. (Harju, K. 18.3.2008.)

5.2 The coaching tools and self-awareness

The Certified Progress Coach® training uses the fact that people are easily “locked” in their systems and behaviour models. In other words, people keep doing things in the same way because they cannot see outside the box, even if they realize that their behaviour is not bringing results they hope. Old habits die hard but this is exactly one of the strengths of the Certified Progress Coach® system. Excellent results have been obtained, even permanently, by not just helping the client to open the lock and seeing things from a different angle, but by actually teaching the client systemic thinking and making it a part of his problem solving abilities for the future. (Harju, K. 18.3.2008.)
The tools used in the Certified Progress Coach® training give many opportunities to learn more about oneself, the capabilities and possibilities still dormant, to those who are willing to be open and increase the level of self-awareness.

Systemic approach defines people as autonomous beings that cannot be fully understood or changed. Systems thinking gives a holistic view, and arranges chaos into understandable systems (figure 3). It takes willingness, ability and self-awareness to take a step back and broaden the view to see systems around us. But if a person can see herself in a system, and more importantly as a significant part of it, she may find a new world. She can see where she has come from, what things have contributed to who she is at the moment (age, gender, culture, etc.), and what she can do to make changes.

Action learning and Appreciative Inquiry are hands-on working methods that emphasize learning from others. Working in a group teaches self-control, flexibility, tolerance and respect of different opinions, and responsibility. As intensive, intimate communication methods, they make a person face his biases, likes, dislikes, capacities and deficiencies. If a person is willing to openly estimate these very personal issues, her self-awareness can grow immensely.

The two most important of the program tools to increase understanding of self and others are Enneagram and NLP. Although in the Certified Progress Coach® training NLP is used mostly to enhance interpersonal skills, it can be a real an eye-opener to self-awareness because it empowers people by finding the sources they need to succeed. It helps find the potential we all have, the style we use when communicating, stops us to examine (maybe for the first time ever) our personal balance, the systems we live in, and gives a mirror to examine who we are.

Today, NLP is used widely in different therapies, leadership, management, parenting, and education; wherever communication can be made more effective. In the Certified Progress
Coach® training, NLP gives specific tools and models for appreciative interaction, an essential skill for any Coach. It has a clear role throughout the training program every time “people skills” are discussed. When we understand how people make sense of the world and interact with others, we can make better sense of it and have an effect on it. “Once something can be described it can be taught and learnt” (McDermott & Jago 2002, 11). One of the basic strengths in NLP is that it is helpful in finding ways and resources to work towards goals, encouraging change in the customer to develop better problem solving abilities. (Harju, K. 18.3.2008.)

Like NLP, also Enneagram encourages us to examine our patterns of feeling, thinking and acting. But where NLP asks how, Enneagram asks why. The key in Enneagram is finding the underlying psychological motivations of each person. Finding these motivations may lead to deep self-discoveries and understanding of both self and others. NLP and Enneagram support each other in self-development. For example, with NLP, it is easy to break the behaviour patterns found in Enneagram.

5.3 Theoretical framework

There are several theories, assumptions and analytic models of what self-awareness is made of. They indicate that people have traits they are born with, some things that are learnt through trial and error, outside influence and own experience. In addition, some things can be studied, practiced and methodically used in our everyday lives, especially in interrelationships. These theories and models offer a foundation of examining what self-awareness is about.

The one thing combining all theories is the fact that they all conclude that self-awareness has effect on our behavior (Caproni 2005, 32; Goleman 1997, 319; Dunderfelt 1990, 15-18; Levinson 1986, 3-13). The higher the level, or the better we know ourselves, the better we can understand ourselves, others, and the world around us. Thus, it can be speculated that self-awareness could be observed in the person’s demeanor (open/reserved), choice of words (positive/negative), objectivity (taking others into consideration) and self-reflection.

Different life structure theories (see chapter 4.3) suggest that people go through different stages throughout their lives. These stages are related to either physical age, mental maturity, or both. A stage cannot be skipped as they follow each other consecutively. Each phase is different from the previous one and takes a person further in self-awareness. How much, that depends on each individual. However, it can be assumed, that the more advanced the phase,
the more one can benefit from actively studying self-awareness, because the life lived has already given perspective a younger person cannot possibly have.

Certified Progress Coach® training’s key concept for supporting self-awareness is Enneagram. Enneagram is taught quite thoroughly, with the possibility of deeper self-examination. NLP supports the findings of Enneagram. With Action Learning and Appreciative Inquiry as tools, self-awareness is able to grow. Life experience (life structure theory) defines largely, to which point the self-awareness is able to grow. To top it all, with systems thinking it is possible to tie all this knowledge together into a rational and manageable whole (figure 4).

Figure 4. Theoretical framework:
Development of self-awareness in Certified Progress Coach® training
6 Research methodology

This Capstone project is an empiric and qualitative case study project. It examines the development of self-awareness in a business coach training program.

6.1 Choice of research method

This case study will observe only one business coach training, the Certified Progress Coach® training provided by Fakta & Fiktio Oy. It is done in the form of interviews which can bring out information and depth that quantitative study cannot reach.

Qualitative method has been chosen because of the limited source of information and because it is better than quantitative method in describing individual behaviour and experiences, giving room to interpretation (Soininen 1995, 34-35).

The collection of information and the way this information is then handled is essential. In this kind of so called grounded theory the researcher does not test existing theories but forms her own in reflection to and interpretation of the collected material. (Syrjälä & Ahonen & Syrjäläinen & Saari 1994, 123.)

A case research in the form of interviews can bring out information and depth that are essential for the study’s success and later use of the material as a development tool. This is why it was chosen as the research method of this Capstone project. The objective was to have a descriptive result of the self-development process and it was never meant to be turned into numeric form. Instead, there was to be room for flexibility, reflection and even forming new hypothesis. These are all definitions of a qualitative case study. (Soininen 1995, 81-82.)

6.2 Data collection

The data collecting was conducted by interviews. Person-to-person interview is good a way to collect data in order to have valid and reliable information to work with. It is an interactive way of communicating, allowing immediate feedback and a chance to confirm or specify given answers. (Soininen 1995, 112-113.)
The data for this Capstone project has been collected in personal interviews with some semi-structured questions and room for spontaneous flow of thoughts. In addition to the answers, observations during the interview were written down and later summed up before the analysis. The things that mainly were observed were how self-awareness is obvious in general interaction and atmosphere, manner, and what was discussed, the choice of words, and self-reflection. Personality traits were not analysed. The questions that all the interviews were based on are presented in appendix 7.

The purpose was to collect and to describe personal views of a small group of people, regarding self-awareness and the business coach training. Seven people were interviewed, both men and women, aged approximately between 40 to 55 years of age. Four of them had already finished the training and were experienced coaches or HR professionals. Three interviewees were just finishing their studies and were conducting their coaching practicing with rehearsal customers. The interviews were conducted in Finnish in order to ensure good communication and prevent linguistic misunderstandings. The words ”itsetuntemus” and “itsensä tunteminen” were used as the Finnish equivalent for self-awareness.

The interviews were conducted in various places: Two in the privacy of the subject’s offices, five in relatively peaceful surroundings in different cafés. The place of the interview didn’t seem to have effect on the result. The meetings lasted 1 – 1.5 hours. All interviews were recorded on a computer and transcripts were written within three days of each interview.

There was a series of semi-structured questions that were the basis of each interview. They were divided into three categories: Questions about self-awareness in general, self-awareness and the training, and self-awareness in general. In order not to direct the answers, the concept of self-awareness was not discussed with the subjects before the interviews, nor was it defined in any way beforehand, or after. The subject was approached by asking about knowing oneself.

Each interview began with the general questions. Due to the open nature of the questions, and the unique way each of the subjects answered the questions, the questions were not asked in any specific order, nor were the questions quite the same. Some subjects answered some of the questions without even asking; their answers tended to be long and many sided. However, all the main aspects were answered by everyone, with or without separately asking.
6.3 Data analysis

The data was analysed throughout the data collecting process, starting with the meeting of the subject and making behavioural observations, all the way through listening, writing transcriptions and reading the answers. The written text was then studied and comments relevant to the research questions were marked. Individual answers and comments were compared and categorized by questions asked. The final outcome was formed with reading the material repeatedly, comparing it with the theory and training program, and making interpretation of the whole material. The analysis was done manually without a help of a specific computer program. An Excel table was used to help summarise key points, and it is presented in appendix 8.

The subjects had different work backgrounds, and this information was carried along throughout the analysis. Their gender, previous education, current job status and entrepreneurship were all taken into account in order to find similarities with these aspects and self-awareness during the training.

Although not everyone wanted a written letter of confidence, in such a small group identities may easily be found out. Each person was coded and the names omitted in order to protect their privacy. For the same reason, it became obvious that the Enneagram numbers and sex of each individual needed also to be omitted from this Capstone project. Therefore, the subjects are referred to by a randomly assigned single number from 1 to 7. Each number represents only one individual.

The objective of the data analysis was to understand the reasoning behind the answers, not to be able to explain the stories. The interviewees’ overall experience on self-awareness and the training was the main focus.

The following aspects were defined irrelevant and are not included with the reasoning. Although gender, sociohistory, geographical, religious, racial, and cultural roots affect one’s self-awareness, they are not categorized in this Capstone project mainly because the group was so homogenous. For example, differences in the subjects’ statements are not categorized as being either men’s or women’s. The group was so homogenous in the aspects mentioned, that they were not taken into account as separate observations.
6.4 Reliability and validity

Qualitative research is subject to subjectivity. There are variables such as the interviewer’s personal beliefs and values that can affect what she hears vs. what she wants to hear, and the things she writes down, and thus is able to reconstruct the interview later. However, other methods are not necessary any more reliable: The questions of different methods’ questionnaires are always made by someone, and may not be as objective as it seems. But when the researcher is careful and aware of these dangers, he is able to minimize the risk that his beliefs or opinions clash with the data he collects. (Soininen 1995, 39.)

Two things were taken into consideration when analyzing the answers. First, throughout the interviews, the meaning of concepts and detection of possible meta-meanings was monitored by active listening and constant defining questions. This was done to make sure that both the interviewee and the interviewer were indeed talking about the same thing. Second, the conclusions were checked to follow the answers. This was done to avoid misinterpretations or false conclusions. Both points are essential for the validity of a qualitative study (Syrjälä et al. 1994, 129.)
7 Research findings

The empirical material collected for this Capstone project is examined based on the existence and development of self-awareness in connection to Certified Progress Coach® training. The key points are introduced, analyzed and summarized in order to find out how the training program supports self-awareness.

7.1 General observations

The general attitude towards being interviewed was very positive. Everyone was willing to participate and take the time to sit down with a stranger, and share even very personal feelings and observations. There are some points and themes that were very obvious from the beginning, shared by most of the subjects, and later confirmed to being very important part of the training.

The one thing common to all was that everyone already had a variety of previous interpersonal and self-development training or experience. The subject of self-awareness and self-reflection was thus familiar to all. Everyone stated that self-awareness is very important in life and critical for a coach, in fact it is the very basis coaching is built on. This confirmed the assumptions earlier, and was a good start for these interviews. Everyone was interested in the subject of self-awareness and willing to share even quite personal observations.

“How would you describe the meaning of self-awareness in working as a coach?”

1: “It is the basis of everything, the key thing, an absolute necessity. You cannot do this work if you don’t know yourself.” … “It is an irreplaceable tool.”
2: “I think it is very important. It would be difficult to do this work if you cannot observe yourself, what’s typical to you, and develop accordingly.”
3: “Understanding someone else begins with understanding yourself.”
4: “It’s the key, because you put yourself so fully on the line there.”
5: “There are conflicts in coaching situations and you need self-awareness to be able to control the process. You have to be strong and rely in yourself.”
6: “I think it is terribly important, with it you can avoid misunderstandings.”
7: “Self-awareness has to be number one in coaching.”
7.1.1 Knowing oneself

In order not to direct the answers, the concept of self-awareness was not discussed with the subjects before the interviews, nor was it defined in any way beforehand, or after. The subject was approached by asking about knowing oneself. Everyone spoke of their own perception.

All subjects felt that they know themselves. They had studied self-awareness either formally or informally, in courses or in work-related seminars, or through different personality tests, and felt that they have a lot of experience in self-reflection. Everyone stated that getting to know oneself is a process that is closely connected to age and general life experience. Knowing oneself was described as a process which may include turning points, bright and positive “eureka” moments when something suddenly becomes very clear. Or painful experiences like divorce, burn-out or bankruptcy, where one must face difficult things in one self but which at the end teach a great deal.

“Do you know yourself?”

2: “At this age you’re bound to know yourself.”…”It’s a road, a process, or an adventure!”
3: “If you don’t know yourself at this age...there’s already a lot of life experience. And what life has taught, that’s one path, and work has taught more.”…”I know myself better than 10 years ago, even more so than 20 years ago, and extremely better than 30 years ago.”
4: “At the moment I feel I know myself. I have attended many leadership courses.”…“I have learned to know myself, my strengths and weaknesses. But it has been a long process. Continuous progress, I think… it cannot be a project; it’s a never ending process.”
5: “Yes, I know myself well...except that when (a crisis) happened, it started a new period of self-growth and it forced me to examine who I am…and it will continue my whole life.”

7.1.2 Self-awareness and life structure

As mentioned before, the subjects thought that knowing oneself correlates directly with age and life experience. Five of them specifically mentioned their age directly as being important. Two of the subjects felt that they were currently in a very acute stage of living the life of a 40+ age transition; one mentioned that the earlier crisis of turning 40 had had significant effects on life in general through an age-related crisis.
This finding supports the life structure theories’ point of view of self-growth. As we age, we’re bound to have more experience, and the transition periods (in these cases Levinson’s mid-adulthood transition) can be a significant experience, through either a crisis or self-enlightenment. But as one person pointed out, there must be room for self-reflection in the time of transition, in order for it to go smoothly:

1: “My own 40-year crisis was quite central (in knowing myself)...I went quite deep and there were great disappointments.”
2: “Now that I am in this specific and very tangible transition period, it helps living it through the same time as I’m studying it. And it helps tremendously in understanding what is happening in me, my generation and people in the same situation.”...
5: “I’m living so strongly the life of the 40 something, just like Kristiina writes about. It’s like hitting oneself with a brick, all things happening at the same time.”
7: “I think I’m more whole than 20 years ago. The mileage shows. I don’t have to deny or hide anything anymore.”

7.1.3 Importance of the personal interview

Kristiina Harju’s persona and especially the opening interview at the beginning of the program were important to most of the subjects. This was also their first touch with Enneagram in this training, as Ms. Harju helped everyone find their own number, which included finding the basic life strategy, as well as personal strengths and development areas. All this combined, the interview left many in awe of her, and most people (5) developed a strong connection and respect for Ms. Harju, which lasted throughout the training and beyond.

1: “Kristiina’s Enneagram interview, there were a few key points already in the beginning, and I had to face the painful things of (number) and the growth direction.”...
2: “The communication with Kristiina has been really meaningful, the relationship and how she reflects...I believe my self-awareness has grown a lot due to her persona, her skills and the interaction I’ve had with her.”
5: “It’s a jungle out there, and Kristiina is my reference point (in coaching).”...

The personal session with Kristiina
was important and really good.”…”She is brilliant in the way that she is so persistent and
doesn’t let you get off easily.”
6: “In the opening interview with Kristiina there were a couple of things I hadn’t noticed be-
fore so clearly, things to do with (number). They were new to me.”…”She opened up their
meaning and gave me advice how to handle and balance them.”
7: “Kristiina is unique, far away from my style, and I had to work with it to allow her to be an
authority to me, she had to earn it.”…”I’m sure she knows I consider her as my teacher.
There are very few, but she is one of them.”

7.1.4 Self-awareness and coaching tools

Curiously, Enneagram was the only coaching tool introduced in the earlier chapters that eve-
ryone mentioned. To some, it had made a considerable impression, even having life-altering
effect. Only one subject said that Enneagram was not at all significant. The same person was
also the only one not using it in any way in coaching situations; all the rest said that it was a
part of their coaching routine in one way or another. Some had already decided to study En-
neagram further, even to the point of becoming Enneagram instructors themselves.

The impact of Enneagram was so significant, that people actively referred to themselves by
their numbers. One subject mentioned his/her own number 42 times during the interview!
The average was 12, and referrals to other than own number were 4 times in average. Interest-
ingly, the one person who talked about the Enneagram numbers the most could not be clearly
concluded to have been the most excited about it. And vice versa, the person who didn’t name
any numbers at all, was definitely very excited about it but just managed to choose the words
so that no numbers were directly referred to.

Everyone was able to recognize themselves the Enneagram definitions; had found their own
number, knew the strengths and weaknesses of it. The subjects felt that it brought up behav-
ioural details in a tangible way and helped find new things about themselves:

1: “Only then I realized I was (number).”…” I didn’t want to admit it and the power that
comes with it. But this situation opened my eyes: is this the way I really am…it was really
tough. I’ll remember it for the rest of my life.”
2: “I have acknowledged the strengths of being (number) and I know that I must work on this
side, otherwise the coaching doesn’t move forward or the customer isn’t able to get what she
deserves and needs.”
4: “Let’s just say that Enneagram didn’t bring anything new but strengthened my old perceptions of myself, and the basic life strategy was found quite easily at the end.”

5: “It helped me see the way I am, also as a coach, and what are the dangers as a coach. Now that I’m aware of them I can do something about it.”…”It helped me notice which direction I have grown, and accept my deficiencies.”

6: “I consider myself (number), and then I have these wings (numbers). “If I use this wing, then I have strength to finish what I have started.”…”Now I know what my basic motivation is and I know how to avoid the pitfalls typical for (number),”

7: “I have been able to see my past life and behavior quite clearly through my Enneagram style. It has helped me clear my head.”…”I can’t imagine doing coaching without using Enneagram.”

Only two people mentioned NLP very briefly, without further elaboration. Systems Thinking, Action Learning, or Appreciative Inquiry were not mentioned by anyone at all. But it is obvious that these tools were used in one way or another, based on the comments concerning group work.

Group work, especially small groups consisting of 3-4 people, was the most influential means of examining self and learning both self-awareness and the actual coaching. Coaching was rehearsed several times in these small groups so that there was a Coach, a customer, and 1-2 observers who gave feedback. The roles were often exchanged within the group. But, again, Enneagram was inseparable also in these circumstances.

Everyone agreed that the group sessions were good or excellent. There was only one critical comment about the group work and even that didn’t criticize the group itself but the instructions of how to get the most out of it:

1: “There were lots of (own number) in the group and they were damn good people. Watching them in the rehearsals and observing the way they act…”…”Others were really supportive…and I think it’s great that they admire me! And I thought I’m just doing things as usual…”…”It has been a really empowering experience, healing and boosting self-confidence to have been able to use others as a mirror for positive feedback.”…” There were other (own number) there, and it was great to finally talk with people who get to the point without beating around the bush first, and who understand you from half a word!”
2: “They are so positive and supportive, these people. They’ve made me feel I have a lot of good coaching qualities in me.”…”I’ve learned watching others do things and I’ve recognized that this and this I cannot do yet, but I can learn.”

3: “They (small groups) were really good and useful to learn the process.”…”And the changing of roles and giving feedback, it worked well.”

4: “I’ve been lucky and happy to have such a good group. They (the meetings) have been interesting and useful. This method makes us know each other pretty well. People really open up, it’s been surprising.”

5: “Through the group, it helped me confirm the strengths I kind of knew before, and dismiss things (beliefs) I didn’t need any more.”…”I grew in this process and got tools to help others.”…”It was a win-win for everyone.”…”The atmosphere was really positive.”…”Tools and methods you can always read, or go attend a course. But finding a life-long, encouraging group you can always count on, that’s awesome!”

6: “Kristiina could have stressed more the importance of group work and using each other, that it is just as important in the learning process than the other methods.”

7: “Our group it was like being in a mirrored house… the own style (number) hit you from every direction.”…”There was challenge in the group, we talked about it and everyone agreed.”…”Our meetings were quite revealing; am I really like that?”

7.2 Influence of the training on self-awareness

The main research question pursued to find connection between the Certified Progress Coach® training and its support of self-awareness. While all of the subjects claimed to know themselves well, self-awareness was perceived in different ways, and not always according to the definition described earlier. Mostly the subjects based their self-knowledge or self-awareness to their age, life and work experience, and also earlier courses, seminars or tests taken for example when applying for a new job.

Because the answers to the subjects’ own self-awareness have already been examined in chapter 7.1.1, the following chapters describe how the subjects felt that their self-awareness developed, showed, and how it can be used in coaching situations. All of the subjects also said that they have used it also in other than work situations, mainly with family or friends, but these are not included in the findings for the purpose of keeping the results connected directly with coaching.
### 7.2.1 Developing self-awareness

During the training, everyone was able to find things in themselves that had confirmed previous beliefs, strengthened old traits, or increased understanding of self during the training.

*What were the things in the training that supported or increased self-awareness?*

1: “Enneagram has been an essential tool to increased self-awareness and the reason I chose this training. “… ”The opening interview, all the little things”…“The personal coaching that I received…a process diary that I wrote…and watching the others in the practicing situations.”

2: “It’s the Enneagram, acknowledging my own typical traits…also, the theory of how things could be and the models; they have become real as we have coached each other. Without either one, it wouldn’t work, you need both. And, of course customer work, you learn so much about yourself from it.”…”The communication with Kristiina has been really meaningful, the relationship and how she reflects…I believe my self-awareness has grown a lot due to her persona, her skills and the interaction I’ve had with her.”

3: “Partly it was the theory of coaching but the real eye-openers were the real practicing situations.”…”Every time you work with a customer you learn something new.”

4: “Enneagram… strengthened my old perceptions of myself.”…”But I believe that all training has effect, one way or another. The question is, how?”

5: “Enneagram keeps spinning in my head.”…”And the spirit and support of the group, it surprised me and really went deep inside.”…”And the personal session with Kristiina, finding our personal roles, it was important and really great”…”And the life cycle theory, noticing that I really am a different person now than at age 25.”

6: “Enneagram.”

7: “Enneagram and the network, getting to know people. Our group sessions were quite revealing.”…”I am really happy to have been able to attend this training.”

### 7.2.2 Manifestation of increased self-awareness

The new things these people have found in themselves during the training are quite similar. Noticeably they all feel that the new things have brought positive things in their way of acting and communicating with other people. Many said that they can use these new things not only in coaching but with all communication, including family and friends, or the girl at the checkout counter in the neighbourhood grocery store.
Increased confidence was mentioned by five, and in coaching situations all of them said that they are now more attentive. Listening skills had also increased for everyone. Keeping quiet and refraining from giving advice was clearly something that everyone said they have to work with.

How does the increased self-awareness show (or feel)?

1: “I can make people listen. I am able to consciously use the courage and power, to express myself in a certain way, so that everyone goes wow! And then I’m, like, wow!”

2: “It (self-awareness) gives you a chance to soften the edges in coaching situations, and also strengthen the weaknesses in you.”

3: “I may have been too direct before this coaching experience and blurted things out without thinking that the coin has another side, there’s been some development.”…”I’ve been able to be more present with the person.”…”This was new: presence and the right kind of listening.”

4: “I believe in self-awareness and that it has great influence.”…”Other people can probably see it from the body language…real confidence and harmony is visible to others.”

5: “When you’ve gone through the (coaching) process yourself and recognize your strengths, you’re able to help others.”…”Increased self-awareness has giving me a boost.”…”It helps me every single day to be a positive member of my working community.”…”Self-awareness also makes people trust you better.”

6: “Things are better in proportion, you don’t carry these weights you would have done earlier, and not take other people’s responsibilities for yourself.”…”Self-awareness supports well-being and stamina, knowing what you’re good at and what you need to develop.”

7: “I can be more careful with people, not give advice or press so hard.”

7.2.3 Using increased self-awareness in coaching

Self-awareness can be used in different ways in coaching. Increased awareness of one’s personal development areas helped noticing them better, and even physical means were used not to let these traits interfere with the coaching. This was especially important in refraining from giving advice. One subject uses hand over mouth technique, two said that they “change hats” if they have to consult instead of just coaching: They use the gesture of taking the coaching hat off, put it on the table and put on a consultant’s hat. This way the customer knows that the role of the Coach has changed and doesn’t get confused.
How do you use your self-awareness?

1: “Usually I physically shut my mouth by putting my fingers in front of it, to keep it shut and refrain from giving advice.”… “Without knowing myself I could really crush the other person.”… Other people have avoided me and I didn’t realize it was me… I just didn’t get it!”… “Knowing that I have an intense physical presence, I can create a safe atmosphere and be careful of not coming on too strong.”

2: “I can listen very intensively, be analytical and capture the situation so that it moves forward on to the next level.”

3: “What I genuinely learned during the training, and what I since have successfully accomplished, is a realization that during a conversation, the level of my presence affects the whole process; careless presence does not bring things to a good ending, and I may miss important details.”

4: “I don’t use it consciously, but I’m sure that self-awareness has increased confidence in communicating with people.”… “On the other hand, if the coach has a basic life strategy like this (number), that there’s a drive towards usefulness, finding answers, and sharing it with the client, isn’t this a pretty good combination?”

5: ”And self-awareness keeps me from starting things without thinking first, things that may not be within your reach so easily, but instead doing things I know I’m capable of.”… “Now I have strength to make contact with different kinds of people.”

6: “I do and I don’t. Every now and then I notice I’ve fallen in the same ditch as always. But now I take a note of it and climb back up. And sometimes I can even avoid it before falling.”… “I know I have these glasses I look behind from…it makes me more attentive.”

7: “I can be more careful in not ruining things, remember to ask questions... pushing the brakes and thinking how to add the question mark to the end of each sentence to make it useful to the customer.”… “My number does not seek compromise; I appreciate good answers but the customer needs to be able to back them up. I’m really firm.”

7.3 Self-awareness development

So far it has been established, that there has been development in self-awareness during the Certified Progress Coach® training. As everyone’s starting point as well as the definition of self-awareness were different, comparisons between individuals is not relevant here, or even possible.
The measuring of self-awareness was discussed and the common opinion shared was that it cannot be measured. Some changes and development can be observed, but overall it is a subtle thing and sometimes only feed back from others open the eyes to see that something new has happened. Typically the person to give spontaneous feedback (apart from what you receive during the training) is a family member: the spouse or the children.

*Can self-awareness be measured?*

1: “I use the Johari Window model (in measuring self-awareness). When my self-awareness is aligned or contradicted with the feedback I receive from others, I can use it as a measurement. If other people see something in me that I don’t want to face, I don’t think my self-awareness is very good.”

3: “I’ve interviewed people, who claim not to have any points to develop in themselves…it’s a difficult starting point.”

7: “I don’t know how it could be measured.”...”I feel better and more in peace and that’s good. Maybe it’s some kind of kindness I feel towards myself.”

### 7.3.1 Understanding of self

We are affected by many things even before we’re born. Although the following aspects were defined irrelevant, they still affect all of us and are something we carry with us: Age, gender, sociohistory, geographical, religious, racial, and cultural roots.

With the exception of age, none of the subjects brought up any of these themes in connection with coaching. Their behaviour was not what could be considered stereotypical to gender (males tough and to the point, females soft and rambling). None volunteered religious beliefs, although one shared thoughts about it when asked about personal values in life. Only one person revealed a specific thing in childhood that had caused certain issues later in life. Otherwise no one talked about their childhood, family background or cultural roots. All were Caucasian, living in a dominantly Caucasian environment, so that race was not an issue that appeared relevant, either.

Age was the only thing that came up in the interviews and everyone stated that it has an effect in either self-awareness, working as a coach, or both. Self-awareness was described as a road, or process, which obviously develops and moves on as time goes by, thus enabling more the older someone is. This was discussed with examples in Chapter 7.1.2.
While there was no evidence found that the subjects had indeed become more aware of their biases, it was obvious that there was definitely an increased understanding in individual traits, skills and capacities, including strengths and weaknesses.

Everyone’s strengths seem to have been discussed at length in group sessions, and in a very positive, or “energizing” atmosphere, as one of the subjects said. Enneagram was the tool that pointed out new strengths or development points for everyone. In group sessions, they were further strengthened. And even if these traits were already known to the subjects, they were happy to hear affirmative feedback.

1: “I’m good at networking, I know everyone and everyone knows me. Somehow I always make it, I know a lot of people and I’m at home everywhere and with anyone.” …”I’m a quick decision maker”…”If I do something, I do it with full force, it’s all or nothing.”

2: “Some things are not natural to me and I must actively practice to become a good coach.”

3: “I know quite well myself nowadays, the strengths and weaknesses.” …”My strength is clearly in one-on-one conversations.” …”I’m also good at and sensitive to noticing when someone doesn’t answer a question.” …”I can keep track on the conversation and steer it back in line, or link it to the agreed goal.”

4: “I’ve learned to see my strengths and weaknesses, but it’s an ongoing process.”

5: “My strengths had been asleep and they came back to life. I’ve always known them but the daily life had made me forget them. A new thing was self-confidence, that I can make it.” … “I know what things I can do, what I can give to make it better, and when I better ask someone else to do it.”

6: “I know I’m no good in conflicts, or speaking my mind, or saying no.” …”On the other hand, knowing my business area so well is both a strength and a weakness.” … ”Knowing my strengths and weaknesses is really useful.”

No negative traits or emotions were directly discussed, nor were they asked about. Nobody volunteered information on having received negative feedback. It seems that again Enneagram was the tool through which the personal traits that are not good in coaching or otherwise constructive in general, could be discussed objectively and in a positive way. A common nominator when talking about strengths and especially weaknesses was to impersonalize them and referring to them in Enneagram numbers. Five of the subjects used this method:
1: “At worst, (number) can be self-destructive when controlling the whole world.”…”It’s (number’s) blind spot.”
5: “In the small groups, where we rehearsed coaching with each other, I found new aspects, strengths and development points, and they were all handled in a very constructive way.”…”We didn’t just discuss strengths and weaknesses, but we searched for solutions, like, you could maybe do that this way, or that you’re really good in, or gosh, we really enjoyed hearing that.”
6: “(Number) is basically free in spirit”…”If there’s too much disappointments (number) will get depressed.”
7: “It’s really easy for (number) to ask questions.”…”It suits (number) really well to know these things.”

7.3.2 Understanding and observations of feelings

Emotions are at the centre of self-awareness and according to the theory, a person with good self-awareness is able to observe own emotions, name them, and reflect the connection between thoughts, feelings and actions. Emotions were not discussed in the interviews as a separate subject, but the connection with self-awareness can be observed according to the given definition and read between the lines.

Understanding emotions is the key in understanding self. To increase this understanding, means actively observing and examining one’s feelings (Goleman 1997, 69). It has already been established that the subjects value self-awareness very high and consider it essential in coaching in understanding others. This means that empathy and control over one’s own feelings are essential (Goleman 1997, 146).

1: “As a coach, people use me as a mirror, reflect things through me. I need to know my feelings and reactions to be able to separate what comes from me and what comes from the other person.”…”I’ve realized the responsibility for my own life: I can do what I want, accept it and use it to my advantage; it’s essential in self-awareness.”…”I trust my intuition; if something feels good I go for it and see what happens.”
2: “When I first met with our group, I had a weird feeling and found no soul mates, no one with strong connection. Later I realized I was the only (number) there. It was a big relief to realize that ok, there’s nothing wrong with me, and neither is with anyone else. They just saw the world in a different way!”
3: “I am a positive person.”…”When you work in tough situations with people, it makes you stop and think how harsh life can be. Through this job I’ve found the meaning of helping others, and that I’m quite good at it.”

4: “I’ve had issues with (some feelings) I’ve been able to overcome through self-awareness.”…”I find it essential that the coach coaches with his/her persona. Knowing and controlling self, acknowledging your strengths and weaknesses, that’s self-awareness.”

5: “If I’m too empathetic, I end up carrying other people’s worries.”…”When I’m strong in myself, other people can’t take advantage of me and start leading.”…”I’ve learned to let go some of the old beliefs or issues I have no use for anymore.”…”This internal voice I have, it has developed a more positive tone through feedback from others.”

6: “I’ve found reasons for my behavior. I think it is part of me and my past, and acknowledging this helps in living with those things.”

7: “… I think I don’t know myself very well but I’ve developed a sense of humor about myself; I can laugh about myself when I screw things up.”…”I don’t try to necessarily get rid of all bad things but accept all sides, trying to notice when I can choose another way of reacting: the reward is immediate and caring and immense.”

7.3.3 Action with self-reflection

One of the definitions of self-awareness is the ability to explain own behaviour and to modify it according to the situations and people at hand. Separating emotions from facts and pre-meditating consequences of one’s decisions are the ways to act with self-reflection.

Curiously, not everyone seemed to be aware of the effect they make in their surroundings, and there was a contradiction between the said things and the atmosphere during the interview. A subtle but noticeable reserved-ness, or even slight arrogance can be signs of a blind spot in self-awareness: The consequences of one’s behaviour in relation with other people is not totally clear.

The following descriptions of the interviewing situation and people’s own comments point out things that reflect the self-awareness of each individual. Key words or phrases are in italic.

Subject number 1 appeared to be a balanced, open and positive person. Firm handshake, direct eye contact, and open gestures, clear and sure way of communicating made a good impression and the atmosphere was relaxed and constructive. The comments below support
these observations during the meeting, that this person is aware of the reasons and consequences of his/her behavior.

“I used to be afraid of criticism and negative things.” “…I have recognized a great need to give advice, I want to protect and guide. But I can’t do it, and people are always able to find their own solutions. They’re different from mine, but I’m sure they work better for them””…”At home I’ve apologized for my earlier ignorance to my behavior.””…”Now (through personal experience) I know people can change…and I am able to take better care of myself.””…”Everything affects everything… I’m more aware of the risks, stress for example. I notice the signs and take corrective action.”

Subject number 2 seemed a bit reserved in the beginning. But as the interview got going, s/he opened up and was able to talk about everything very candidly, building rapport and consciously seeking the positive side of things. Clearly s/he was willing to examine and learn even more self-awareness.

“I believe it was meant to be that I applied and was accepted to this training. These were themes that had interested me for some time and I realized this is what I want, what I appreciate.””…”I’ve been able to direct my know-how towards something new and motivating. It’s very inspiring.””…”I’ve consciously made growing as a coach a personal challenge.””…”I usually think how things ought to happen…but I accept they mostly don’t.””…”It is very shallow if you don’t know yourself, because you can’t develop, take in feedback, and see the consequences your actions have. When you take on the role of a coach, you are what you are, but you need to see also that when I act this way, the other person is not the same and the consequences and impression can be something else””…”I can notice if I’m being too strong, and then say something positive to strengthen the other person.””…”One of my customers just canceled the coaching, but I respect her decision.””…”One customer had this big issue he didn’t want to face…I was really persistent and it worked.””…”I trusted myself and my skills.””…”All in all, you receive just as much as you are willing to give.”

Meeting with subject number 3 was very intensive, even challenging. What made it interesting is that s/he didn’t seem to notice the almost overpowering effect s/he had. The communication was very business-like and based on facts, with little elaboration or personal input. It is hard to say if this is the natural way for him/her to communicate, or whether s/he does it on purpose to give a certain power effect.
“Different situations make you behave in different ways, sometimes more or less predictably. Situations change, not personality.”…"You learn not to bang your head against the wall, however determined person you are.”…”I’ve dared to admit to myself the comfort zones and the reasons why they are or aren’t that.”…”I’ve learned that before you can learn something from other people, you have to know yourself, and especially that I can listen more than talk.”…”I’ve had customers in really difficult situations and it has helped me understand people.”…”If your coaching is technically perfect, nothing happens. You have to have connection with the customer, and be able to direct and empower him so that he can figure out the answers himself.”…”You have to understand the mental stage of the conversation and then use techniques to take it deeper.”…”I think I’m pretty structured and this usually creates a feeling a safety for people, knowing what to expect.”…”You need to stay calm, even if your head hurts, and not give answers or interfere.”

Subject number 4 had positive confidence that s/he was able keep up and still be very professional. With relaxed demeanor and personal stories s/he clearly had worked around the subject on self-awareness.

"Re-evaluating and prioritizing has an effect, I think.”…”I’ve created a personal way of communicating with people at work and it makes things easier.”…”With each customer you need to evaluate whether you share the same values, even though it is business coaching, you can’t ignore it.”…”Interaction with people is easy for me; the challenge is not to give advice.”…”I’ve had to study reading people.”…”Communication is never mechanical; you have to give a lot of yourself, too.”…”I am a solution seeker; I want results in action, look for beneficial things.”…”And I’m totally confident that we all have answers to all possible questions in the world!”

Subject number 5 was enthusiastic and bubbly, and had gone through a lot in the subject of self-awareness. S/he had a lot of positive energy that was contagious. His/her ability to act with self-reflection was noticeable, open demeanor invited in a deep conversation.

“During the training I had to work with self-awareness a lot: Is this how I react? Now what do I say when he said like this? We were all so different.”…”I’ve learned not to judge people by their appearance.”…”Now I have strength to face different kinds of people.”…”I’ve come to accept you cannot change other people.”…”I’m able to change the role from coach to advisor, if needed.”…”And if I notice things moving too much in the direction of therapy, I step back.”…”You have to be really sensitive, to be able to listen well.”…”You learn by doing, trying out what feels right for me.”…”I usually make long term commitments and now that I’ve done this (training), I can do anything. Change is not scary after all.”
Subject number 6 had reserved demeanor and didn’t volunteer much. The expectations towards the training had been big and there was some disappointment in the air. However, s/he admitted to maybe not being very attentive during the training, blaming partly weak guidance. Self-awareness was a familiar subject.

“I notice my reactions, and mostly know what to expect”…”I don’t take the blame any more if things don’t work out; instead I aim to be objective.”…”I give the responsibility to those whom it belongs, instead of taking it myself.”…”I realize that if I’m not aware of some side of myself, it can interfere with communication”…”You just need to accept it that new things take practicing.”…”I have a need to belong to a community.”…”I’ve not been too active during this training and I’m still hesitant about some things.”…”Knowing I look the world through these glasses, I can be more observant.”…”My job is not to change people, everyone does it all by herself.”

Subject number 7 was extremely open and candid, creating an atmosphere of intimacy and sharing. This much of opening up with a stranger is not usual, but given the subject of self-awareness, it was generous and understandable. S/he seemed to be able to actively evaluate the capacity of the listener and adjust the choice of words and intensity of the stories.

“The drive I’ve had and all the stumbling I’ve had in me…”…”I’ve abandoned my body many times.”…”It’s painful to accept in coaching that the objective is not mine, it’s the customer’s.”…”I’ve experienced so much and become so strong, I can take almost anything from the client and not freak out”…”This acceptance towards self can be made visible in interacting with people, apologizing instead of hiding.”…”At the same time I’m wary of giving advice and I’m humble to the fact that every person has their own road to follow and I can’t interfere. It’s worth gold to them and I need to honor and respect that.”…”I can create an atmosphere of safety and sometimes people, even men, feel secure enough to cry.”

7.3.4 View of oneself

A person with good self-awareness understands one’s own strengths and weaknesses, having a positive, yet realistic view of oneself. This seemed to be true for all of the subjects, and some of it has already been apparent in the previous answers.

1: “I am a firm leader-type person who easily organizes things and takes the lead.”…”Self-development is one of my goals in life.”…”I and my ego can have these conversations, he sits
here on my shoulder giving advice and we negotiate.”…”I have been really harsh to myself; others have helped me see the good person in me through positive feedback”…”If people see even half of the things I see in other people like me, I’m a terrific person!”

4: “You’re in balance; accept yourself, your limits and possibilities. And change is always an option, if you’re willing.”…”You can achieve miracles, if you want to. In fact, it’s just a decision away.”

5: “I’m able to let others be strong as they are; I’m good as I am, and my life is also good, but I’m sure yours is too!”

6: “I know a part of me is wary and another part gets things done. Realizing this helps me control things, not to waste my energy.”

7: “I’m not afraid of surprises concerning myself, I know there’s a good person deep down there and whatever more I find won’t hurt me.”…”I used to have opinions of everything, and I’ve had to say it. Now I’m at peace, I don’t even have to have an opinion, and this feels really good, it’s a new way of being.”

7.4 Goals for self-awareness in Certified Progress Coach® training

It has been established earlier that one of the things that makes the Certified Progress Coach® training unique is the fact that it places great value to self-awareness and the realization that it is the key to helping others in business coaching. This goal was well achieved within the people who were interviewed.

The basis of what the self-awareness is built on (age, gender, religion etc.) was excluded from closer examination, except for the many comments on life stages that were mentioned by many in the interviews. The Certified Progress Coach® training strives to explore the basic life strategy of each student, as well as the purpose in life. To do this, one must explore beliefs, values and expectations (see Chapter 4.4). Also biases, traits, skills and capacities are examined.

It is obvious from the answers introduced earlier, that Enneagram has been an important way of finding the basic life strategy. But the purpose of life didn’t come up with any of the subjects. How and with what tools beliefs, values or expectations were taught, was also not obvious. The question of values did not come up with everyone, but it was clear that they were not specifically examined during the training, because not all knew what they were. The same goes with biases; they didn’t come up in the interviews. Traits, skills and capacities however, seem to have been gone through thoroughly in many group sessions.
Many had experienced some kind of tangible change in themselves during the training, although not all. Increased self-awareness had added the positive view of self, and given confidence.

Did you change somehow during the training? Did you expect it to happen?

1: “I didn’t really expect it to happen and I was really positively surprised that I changed so much! I had expected to learn professional tools, not to go on a journey of change.”…”I really thought I couldn’t change, that it’s impossible…”…”To tell you the truth; I’m blown away about it.”

2: “Yes, I did, I’ve received more tools to understand myself.”…”It started a personal development process. It didn’t go at all as I thought it would, but still, it goes on and it’s real, self-awareness and understanding has increased.”

5: “Oh yes, absolutely! It wasn’t on the top of my mind because I thought I’d learn methods and get tools.”…”Even my job changed.”…”And Enneagram and the support in the groups helped and made things grow like in a vegetable garden, and they made old things bloom as well!”

7: “I was open to everything, and yes, I did bring changes.”…”I consider it a happy thing for myself that I attended.”

7.5 Summary of the findings

As a summary of this Capstone project, it can be concluded that the Certified Progress Coach® training did indeed increase self-awareness. The people who were interviewed also received positive feedback that confirmed and grew known strengths. Surprisingly, the only one of the tools introduced in Chapter 5, and that was named by the subjects was Enneagram.

In the beginning, everyone claimed to know themselves well enough. This subjective view was a good starting point but quite vague, as self-awareness was not determined in any way. Neither was the level of it. But it was unanimously concluded that self-awareness very important for a coach, and is a lifelong process, or even “an adventure”, in which a person can never be totally ready.

It was obvious that self-awareness is something that takes time to grow, and can also be learned in interaction with others: Observing the behavior of other people, imitating it, giving
and receiving feedback. A person’s age plays a big role in self-awareness, and getting familiar with a life-cycle theory with its transfer periods, can bring new perspective and deeper understanding of both self and other people.

No matter whether still a student or a certified coach, the same things were named as being the most influential concerning self-awareness during the training. Interestingly, none of these were offered as a ready choice, nor were they specifically asked about, but volunteered spontaneously. These were (not in any specific order):

- Enneagram as a whole
- Peer support, especially the interaction, feedback and practicing in small groups
- Ms. Harju herself, her persona, professional knowledge, and the opening interview

Although only one person admitted entering the program in order to seek personal growth, everyone felt that their level of self-awareness has at least somewhat increased during the training due to one or all of these things. The level and background of the students in the beginning was very different, but not previous training, current job nor genders were in no way found to have common aspects in the way the subjects talked about or experienced self-awareness. It is also obviously a very personal and even intimate subject to talk about and speculate on.

Although only five of the subjects said that self-awareness is essential for a Coach, it can be safely concluded from the interview material that all of them agreed that this is indeed the case. Everyone had also used these newly found or strengthened features in coaching, either already in their job or training with the customers, or on each other.

All of the subjects felt that they were be able work as a Coach after this training, but also said that it takes a lot of practicing, and as with self-awareness, it is also something you can never master completely. What was very positive, although not directly connected to self-awareness only, was the fact that everyone, both the ones still studying to be a Coach and the ones already graduated, said that they had been able to achieve significant success with their clients. This is due to the combination of self-awareness, Enneagram, and the questions asking technique.

Although not one person mentioned Appreciative Inquiry, Systems Thinking or Action Learning, and NLP was mentioned only very briefly by two, they were clearly used somehow in the
training. The things people brought up in the interviews can be directly connected to these tools: Having a holistic view, promoting positive attitude and making people part of the system (Systems Thinking), learning from others, interaction and using earlier experience (Action Learning), strengthening what works, using past success to build on and seeing problems as possibilities (Appreciative Inquiry).

All in all, everyone was happy with the training and felt like having been able to learn what they originally wanted, whether it was increased self-awareness or merely tools for the trade. They developed a professional identity of a coach to the extent that they all were comfortable with being called a Coach, although not everyone worked as one. Increased self-awareness built a more realistic view of self and increased self-confidence. Everyone was willing to recommend the Certified Progress Coach® training for someone who wants to be a coach.
8 Conclusion

This Capstone project has studied Certified Progress Coach® training program for business Coaches. The objective was to find out how the training program supports self-awareness in order to find ways to develop the program.

8.1 Summary

In the continuously changing world of business people are required to be resilient and have a wide range of tools and skills, in order to keep them in the game. As coaching grows in popularity it can be included in the companies’ development strategy in general, and not just be a marginal support tool for the elite. Coaching is a superior development tool for every level of people in an organization.

This Capstone project studied the development of self-awareness in Certified Progress Coach® training. It was done as a qualitative case study, and the material was collected by interviewing seven people, four of whom had already graduated and three students who were still on the training but close to finishing their studies.

The process of the study was to determine the focus and the research question, plan the interviews (determining the questions and subjects), do the interviews, process and analyze the answers, and finally interpret and report the findings. The questions were asked in no particular order and not always using the same words, to keep the conversation flowing as freely as possible and trying to catch the undercurrents of the interaction, things that were not being said, and at the same time offer a way to find new possibilities or points of view.

Based on the findings it can be concluded that self-awareness is an important subject but intangible and even vague, and thus challenging to teach and evaluate. It also takes willingness and effort to learn. Willingness to listen and learn from others, accept other people as unique individuals and value their opinions is a key success factor in the learning process of becoming a Coach. At best, the communication flows freely and opens doors to new possibilities to development and change in self, which in return helps communication with others later.

The teachers have a great responsibility during the studies. The support of the teachers, in this case Ms. Harju, was emphasized in the answers. She has an important role throughout the
training in supporting the growth of self-awareness and in finding new strengths and possibilities in the students. Much of the training’s success relies on her persona, expertise on the subject and the tools that she chooses to teach.

8.2 Recommendations

One of the main goals of this Capstone project is to find recommendations to develop the program. The main research question was:

- How does the Certified Progress Coach® training support self-awareness?

People who were open to new things, were willing to accept the principles of Enneagram, and were impressed by Ms. Harju, were clearly the ones who had changed the most, or learned the most of themselves.

As in all training, comments like ”You receive as much as you are willing to give” are important in finding ways to increase the motivation and willingness to really succumb, to be able to really learn new things about self. As one subject said, it can be a “teary” process, and thus not seem very attractive at first, but the success stories are very encouraging and could be used as a reference in the beginning of the training.

Based on the material collected by interviewing people who have attended or are currently attending Certified Progress Coach® training but are almost finished with it, it can be concluded that while the training supports self-awareness, there are some points that are worth further consideration.

Self-awareness is clearly very important part of the training. Making it a clear objective to achieve personal growth during this training and defining common terminology around self-awareness would be helpful in getting deeper into the subject. The leader of the program should make sure everyone understands the meaning of team work, sharing, throwing your self in it in order to achieve results, and encourage practicing with different people as much as possible throughout the training.

What sets the Certified Progress Coach® training program apart from other business coach training programs is the fact that it emphasizes the importance of self-awareness in coaching. However, none of the subjects brought up how it was actually taught or handled during the
training. If the way to better self-awareness is through Enneagram, then it should be clearly stated. If it was, it did not come up in the interviews.

It became also obvious that people with the same Enneagram number were able to significantly support and learn important things about self from each other. Making sure that there was more practicing among people with the same number would probably bring new dimensions to the training. However, it may not always be possible because the Enneagram number only becomes known to the participants after the training has already started, and there may not be two students of each number.

Enneagram was extremely dominating in throughout the training. While it is good that everyone is put on a same map, so to speak, and a common Enneagram language is determined, there might be a big risk. What happens if a student doesn’t accept the Enneagram theory? The one subject who didn’t really think much of Enneagram also didn’t think there was really any change in him/her. Also, it seems that the Certified Progress Coach® training program is very depended on the Enneagram. This dependency may be a risk to the success of an individual student concerning the growth of self-awareness.

Ms. Harju had clearly made a strong impression. She was the only trainer mentioned; none of the others were named at all. In fact, her persona is clearly one of the key factors for the success of the whole program. It was very interesting to find that while none of the questions concerned her, she was quite extensively talked about in the interviews. To an outsider, it seems to be very challenging to bond so strongly with so many different kinds of people. And if the connection is not made, what happens to the learning and motivation of this student? Also, if Ms. Harju becomes unavailable to continue training, the whole training program is at risk because so much of it is based solely on her persona and expertise.

Based on the interviews and especially the strong influence of the group work, I would also recommend that an alumni or a voluntary support group would be set up for those who have already graduated. As learning from each other was strongly emphasized in the answers and stories, it could be valuable network for everyone concerned; a supportive team of peers with whom experiences could be shared. This group could meet 1-2 times a year to share good practices and success stories, give support in tough situations and sustain the idea of continuous learning.
8.3 Suggestions for further research

One of the points that became obvious in the very beginning in the interviews was the fact that there were no common terms and definitions for self-knowledge. Therefore people may have talked about different things, using their own terms and meanings for those terms. While it was also a good thing and intentional that the subjects’ answers were personal and spontaneous with no preparation, the results might be very different if they all had the word self-awareness defined and questions given beforehand. Comparative study might give other important details that did not come up in this study.

Another thing that can be further researched is developing the selection process of new students. As the Certified Progress Coach® training becomes better known and even more popular, there will be more student material to choose from, and the key to future success of the training program lies in the type of students that are accepted in. A certain kind of openness and willingness to change increased the self-awareness of the students more than in those who merely wanted to learn tools for the trade. The Certified Progress Coach® training stresses the fact that knowing oneself is the key to helping others and this self-awareness makes helping others as effective and meaningful as it could be. Therefore it is worth studying, which criteria would be the best in the choosing process of new students accepted in this training, in order to get the best people, with the best potential in becoming a good Coach.

One more important thing worth further research is through a customer view: Which kind of Coaches will get the best results with the customers? There were two kinds of subjects in this study. Three of them were independent Coaches, three were in a managerial position and one was yet unsure of how to use the newly acquired skills. To find out whether these two groups benefit from the same things, a further study could be made of how they use their skills, what tools they benefit from the most, and if they are able to get the same kind of results. In the future, there could maybe be two different kinds of training: One for independent Coaches, one for managers and leaders.

Everyone said that they had received enough coaching tools to serve their purpose and work as a Coach. A study that would find out what these tools really are, besides the obvious question asking methods, and how exactly are they used in coaching, could bring out interesting details when developing the program.
Bibliography

9types.com 2008. URL:

Baron, R. & Wagele, E. 1996. Yhdeksän hyvää tyyppiä. Enneagrammi itsetuntemuksen ja
kanssakäymisen oppaana. WSOY. Juva


Cleveland Consulting Group, Inc. 2007. Ohio, USA. URL:

Cooperrider, D. & Srivasta, S. 1987. Appreciative Inquiry Into Organizational Life. In Pas-
more W. & Woodman R. Research in Organizational Change and Development, Vol 1. JAI
Press Inc. Greenwich, CT.

Berret-Koehler Publishers. USA.


Fakta & Fiktio Oy. Helsinki. URL:

versity of Technology. Helsinki.


India Heritage. URL:

International Coach Federation. USA. URL:
http://coachfederation.org/ICF/For+Coaching+Clients/What+is+ICF/ Quoted 8.3.2008


Kaukua, J. 2007 Avicenna on Subjectivity. A philosophical Study. Jyväskylä studies in education, psychology and social research 301. URL:


Naisyrtäjyyskeskus. Helsinki. URL:

Namaste Oy. Helsinki. URL:

OutOfService.com. URL:


Peer Assisted Learning Systems Ltd. 2008. UK. URL:

Productivity Solutions. 2007. New Zeland. URL:


Suomen Coaching-yhdistys ry 2008. URL:
Suomen NLP-yhdistys ry 2008. URL:


Wikipedia 2008a. URL:

Wikipedia 2008b. URL:

Wikipedia 2008c. URL:

Wikipedia 2008d. URL:

Worldwide Association of Business Coaches. Canada. URL:

### Appendix 1

Certified Progress Coach® training program (Harju, K. 18.3.2008)

<table>
<thead>
<tr>
<th>Days 1-3:</th>
<th>Coaching, supportive management as a professional method and process</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>— coaching in real life, the process of coaching, the effects of change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Days 4-5:</th>
<th>The blocks and opportunities of change in individuals and groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>— exploring strengths and “weaknesses” of the customer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Days 6-7:</th>
<th>Re-modelling thoughts, feelings and actions as part of coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>— developing interpersonal skills for coaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Days 8-9:</th>
<th>Influencing organizations through individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>— how organization is involved in coaching, developing skills for special circumstances</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Days 10-13:</th>
<th>Methods and practical examples for different coaching situations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>— developing deeper understanding of skills learned, presenting final reports</td>
</tr>
</tbody>
</table>
Influences on the Self-Concept (Caproni 2005, 38)
Different life stages by Daniel J. Levinson (Harju 2005, 36)

<table>
<thead>
<tr>
<th>Time before adulthood: 0-22</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Early adulthood transfer: 17-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early adulthood development 17-45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle adulthood transfer: 40-45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-adulthood development 40-65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Late adulthood transfer: 60-65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late adulthood development: 60-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Late adulthood development: 60-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-adulthood maturity: 53-60</td>
</tr>
<tr>
<td>50-year transfer: 48-53</td>
</tr>
<tr>
<td>Mid-adulthood start-up: 45-50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early adulthood transfer: 17-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early adulthood maturity: 33-40</td>
</tr>
<tr>
<td>30-year transfer: 28-33</td>
</tr>
<tr>
<td>Early adulthood start-up: 22-28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early adulthood transfer: 17-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early adulthood development 17-45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time before adulthood: 0-22</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Early adulthood transfer: 17-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early adulthood development 17-45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Late adulthood transfer: 60-65</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late adulthood development: 60-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Late adulthood development: 60-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-adulthood maturity: 53-60</td>
</tr>
<tr>
<td>50-year transfer: 48-53</td>
</tr>
<tr>
<td>Mid-adulthood start-up: 45-50</td>
</tr>
</tbody>
</table>
Self-awareness in Certified Progress Coach® training
Appendix 5

Systemic coaching tools in Certified Progress Coach training

- Systems Thinking
  - Gives a holistic view
  - Finds order in chaos
  - Promotes positive attitude
  - Makes people a part of the system

- Action Learning
  - Learning from others
  - Key in interaction
  - Uses earlier experience
  - Learning both issues, group processes and self
  - Enhances ability to learn
  - Demands honesty, respect, non-judgmental attitude, responsibility and understanding of self and others

- Appreciative Inquiry
  - Strengthens what works
  - Uses past success as a foundation to build on
  - Sees problems as possibilities
  - Encourages generative thinking and positive outcomes
  - Enables us too see our strengths and potential

- NLP
  - Interpersonal skills

- Enneagram
  - Inspects motivations and emotions, way of thinking and acting
  - Determines methods of coping
  - Helps understanding self and others
  - Promotes personal growth by breaking behaviour patterns, finding new strengths and pointing things to develop

Self-awareness in coaching:
- Better interaction
- Better problem solving
- Better goal achievements
The Enneagram figure
Nine personality types and their connections (Baron & Wagele 1996, 14-15)

Type 1: Perfectionist, realist
Type 2: Helper, giver
Type 3: Achiever, thriver
Type 4: Romantic, individualist
Type 5: Observer, investigator
Type 6: Loyal, defender
Type 7: Adventurer, optimist
Type 8: Leader, challenger
Type 9: Mediator, peacemaker
Questions in the interview

**Background:** name, work experience, current job

**General questions of self-awareness**

1. Who are you? How well do you know yourself?
2. What has contributed to your self-awareness? What happened? Please elaborate.
3. What is the meaning of self-awareness for a coach?
4. Can self-awareness be measured?
5. Do you use your self-awareness, and how?
6. Do you recognize yourself when others describe you?
7. Can self-awareness be taught?

**Certified Progress Coach® training**

8. How well did you know yourself before this training?
9. Did you learn something new about yourself during the training? What?
10. Did you change during the training? How? What happened?
11. Did something in the training increase your self-awareness? What?

**Work as a Coach**

12. How important do you think self-awareness is considering your job and customers?
13. How does the (increased) self-awareness show or feel?
14. Has your self-awareness become part of your job? How?
15. Has your self-awareness made you a better communicator? How?
16. Has your (increased) self-awareness has helped your customer? How?
## Summary of the answers

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows him/herself</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Thinks self-awareness is essential to coach</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>O</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Has training/experience on self-awareness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Thinks self-awareness is a process</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Eureka moments during this training</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinks age is important and has effect</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Has experienced crisis (burn-out, divorce...)</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Crisis at 40 had effect on self-awareness</td>
<td>X</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Names Enneagram as the most important thing</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses Enneagram in coaching</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Names Ms. Harju’s persona important</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Will continue/has continued studying Enneagram</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enneagram not important</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has helped customer significantly</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Has used coaching skills with family and/or friends</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Is interested in self-development</td>
<td>X</td>
<td>X</td>
<td>O</td>
<td>X</td>
<td>X</td>
<td>O</td>
<td>X</td>
</tr>
<tr>
<td>Open, enthusiastic</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Expected to change during training</td>
<td>X</td>
<td>X</td>
<td>unsure</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changed during the training</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Learned new things about self</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Expected mostly to learn professional tools</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mentioned NLP</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group sessions important</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Became more self-aware</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Is a ready coach</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Times that mentioned own number during interview</td>
<td>42</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Times that mentioned other number during interview</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

X = yes
No fill = no
O = not known (not discussed)