

A safe space

Coaching clevers in a high-risk environment

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What some coaches do (or don't do) to establish a safe space with clevers in a high-risk environment.

Many thanks to those who guided and helped – and for being enough!

Once upon a time...

A little more than a year ago, I left my old role in group human resources in the bank to take on a new challenging role as chief human resources officer for the Nordic wholesale bank, a part of the bank. In my new role, it's an important task to organise activities to support development of the wholesale bank's star performers and high achievers, which are crucial to attract and retain other star performers, high achievers as well as graduates from top universities to stay ahead of competition. In particular development of the group of so-called clevers, extremely smart and talented professionals, are important to foster a high-performance environment balancing getting ahead and getting along behaviours to produce value to the clients, the organisation and individuals.

The wholesale bank focuses its business towards large cap Nordic or multinational corporations, central or commercial banks, other financial institutions and governments. In short, wholesale banking covers client relations, economic and financial research, product sales, risk advisory, trading and money markets, capital markets and transaction banking; integrating all parts of the value chain to meet the clients' needs. The wholesale bank offers expertise to boards and key decision makers in areas such as capital structure, risk, funding, mergers, acquisitions, divestments, equity transactions or bond origination. It also delivers trade and export finance, custody services and liquidity management solutions. The trading floor is for many emblematical of financial markets, so let's take a closer look.

The workday begins early on the trading floor in a wholesale bank. Most arrive at 7:00-7:30 a.m. having already read papers and watched morning news. At the desk, reading updates starts; and at around 8:15 a.m. a briefing takes place with updates from research analysts. Senior management has a daily morning meeting at 7.45

a.m. to discuss yesterday's results and outlook for the day. Work hours can seem more reasonable than for analysts or sales brokers, as the floor closes abruptly at 4 p.m. London time; a few stay behind to close off, but many keep track of markets until late evening to stay on top - or at least keep the illusion alive. Some products require a different environment than volume, flow and related intense pressure; so sales brokers, credit and risk analysts work longer hours in the office.

A floor can seem like a pressure cooker of anxiety or a war zone with absolute chaos and news arriving by the minute. One, if allowed to enter, will see traders sitting on desks should-to-shoulder, back-to-back with multiple phone lines ringing and a number of monitors blinking with orders and updates, and a business card glued to a chair to mark one's private space. On evenings and weekends, the floor is completely void of life except for television screens tirelessly showing news or re-runs from financial markets across the globe. Some compare the desk with a task force in the Military, because of a strong sense of belonging, interdependency, frequent, loud and direct communication, no kid's gloves. Traders are often glued to the desk while markets are open. Most tend to pick up a quick lunch in the cafeteria and eat at their desk, which mixes the dampness with a strong smell of food.

The floor calls for respect, it's seen as rougher, more intense, extreme and riskier than any other job in wholesale banking. Traders must deal with inflamed emotions of ups - downs, and profit - loss, to balance back to a normal arousal level quickly. Fantasies probably exist similar to characters portrayed in movies such as Wall Street, Margin Call or Inside Job boiled down to fast money, parties, beautiful women, racing cars or bikes to maintain the adrenalin kick, omnipotent fantasies and a manic defence to deal with the pressure. Most traders, at least in this wholesale bank, are part of a nuclear family, married or divorced, have children, an

apartment or house a little better or bigger than average. Traders often retire early in the forties or fifties, or make (dramatic) career transitions, and risk a burn out making decisions with win - lose consequences, because of an extreme pressure dealing with gains and losses at a pace against human nature. Besides traders, research analysts, sales brokers, credit or risk analysts, originators, and associates work on the floor - and could all be labelled investment bankers. A common trait is that they place high demands on others for support to do what they do best. Investment bankers in general are possibly projection screens for (destructive) fantasies about power, money, sex and death in the fast lane.

In the new role, in what appeared to be a very different world than the previous habitat, a couple of dilemmas caught my attention. One that I was particularly baffled about, coming from a development and coaching cosmos, was the paradox about reflection, negative capability and safe space in a high-risk environment with constant high demands on performance and pressure for positive capability. A new normal in financial markets, uncertainty, threats and possibilities, an environment dominated by splitting, black and white thinking, with no or limited nuances. It's probably easier to act out, or react to, if complexity is somewhat ignored, and something is considered better than something else. It can be understood as a simplistic defence in itself with an idealisation and devaluation dichotomy. It seems reasonable to propose that it's difficult to take time to reflect in a melting pot like a trading floor with the smell of a predator cage of anxiety and testosterone. It's a potentially toxic cocktail of competition, confidence, anxiety and vulnerability in an environment, in which projected aggression distinctly defines and directs the in-group (friends) and the out-group (enemies).

It's demanding in itself to be part of personal development and challenging to reflect on what happens as it happens, to be reflective in-action, especially with a constant pressure and high activity level. A possible reflective space may be reduced with constant action, which may make one feel better, as anxiety is released, but perhaps a need to provide a good enough container to express and act out relevant ambivalent feelings. How does one establish a safe space for thoughts, mentalisation and reflection? - And how safe can or shall it be? Is it really needed from a clinical perspective or is it possible to survive without it? It may be difficult to comfortably be oneself, step to the limits of or outside one's comfort zone and show vulnerability in a competitive environment with a masculine winners or losers mentality. It struck me, however, intuitively, that in this environment, it might be particularly demanding - and specifically for the group of clevers. How does one strike, when the iron is cold? Help without doing harm?

It can be argued, that typical conditions characterising a developing coaching relationship is well described in the literature, however distinctive needs may be imposed on coaches to coach clevers in a high-risk environment, in particular related to establishing trust and safe space in an environment characterised by a different interpersonal paradigm and completely other dynamics. I decided to examine this assumption to investigate some specific circumstances of what may characterise interactions with clevers to shape development from an organisational and individual perspective to understand events that clicked (or didn't) for this specific group. In particular, I was interested in the seedling box programme launched in September 2011, - and if introduction of coaching interventions added to the developmental process for clevers effectively, especially what some coaches do to establish a safe space or not in this atypical environment.

Abstract

In education programmes, a safe space to explore and experiment has proven to be important to take interpersonal risk without a fear of negative consequences, particularly in company programmes a concern often occurs about exposure of self to peers and executives. Clevers habitually stay within comfort zone, fear failure, don't reveal limitations, and shy away from what's unknown. It seems counterproductive for personal development. This thesis explores what some coaches do (or don't do) to establish a safe space in coaching interventions with clevers in a high-risk environment to open up for personal development, highlighting from a clinical perspective the importance of safe space; – and the link to effectiveness of coaching experiences. To better understand what it is some coaches actually do or don't do seen with a clinical lens, a qualitative hermeneutic study was conducted in a Nordic wholesale bank. Results from an analysis of a dataset derived from comparing and contrasting reports from four dyads, delegates' fairy tales and video vignettes about coaching experiences, indicated that experience of safe space (or not) is closely linked to the effectiveness of coaching interventions. Results highlight importance of safe space from a clinical perspective to reduce paranoia, anxiety and arousal, accept discomfort and vulnerability temporarily, for delegates to express relevant thoughts, feelings and fantasies in a reflective, thinking space with a competent helper; an expert to equal clevers and an authority in role too, to mentalise with someone, and allow ambivalence and doubts without risk of exclusion. Coaches' calmness, empathic attunement and compassion are important seen from coaches' and delegates' perspective for delegates to feel psychologically safe to share personal, deep and felt stuff with coaches. Boundaries, especially psychological, seem important to help delegates emotionally withhold and disclose appropriately in a boundless environment. Further, a key finding, which seem to contradict much of the existing coaching literature, is that delegates expect coaches to suggest solutions to experienced conflicts and dilemmas, not take a neutral stance, which becomes unsafe and indifferent, as all appears evenly good, not seen as a reality in a high-risk environment. Fairy tales show that delegates move through a developmental process similar to a transformational quest in fairy tales and myths. This study shows that the psychology of fairy tales can be adapted to establish a safe space to be temporally unsafe, deep reflect, get some distance to one's inner theatre and high-risk organisation-in-the-mind, while exploring and experimenting with new behaviours in a personal development process.

Keywords: *Clevers, high-risk environment, safe space, psychological safety, fairy tales, coaching interventions, coaching effectiveness and clinical lens.*

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Introduction

Coaching interventions are often associated with executive coaching (Kampa-Kokesch & Anderson, 2001; Sherman & Freas, 2004; Passmore & Gibbes, 2007; Kets de Vries, 2006; Brunning, 2006), part of a leadership programme (Kets de Vries et al, 2010; Wallis 2010), and a popular solution to facilitate transitions (Ibarra et al., 2008; Ibarra & Barbulescu, 2010; Kets de Vries et al., 2010; Sherman & Freas, 2004; Coutu & Kauffman, 2009), less with development of clevers (Goffee & Jones, 2007; Jones & Spooner, 2006; Jones, 2008) or high achievers outside of sports (Khosh, 2005). Coaching (Brunning, 2006) origins from sports psychology, group relations training and individual therapy. In other words, it's a development space with coaching borrowing from consulting and therapy. The bond in the therapeutic working alliance (Bordin, 1979; Horvath, 2000) has by many (Gelso & Carter, 1994; Jowett, O'Broin & Palmer, 2010; Gyllenstein & Palmer, 2007; Bordin, 1979; Hougaard, 1994), been defined as important for effectiveness of coaching interventions. Some studies found the coaching relationship to be an absolute key (Coutu & Kauffman, 2009; Gyllenstein & Palmer, 2007; Machin, 2010), and Kemp (2008) adds person of coach, present and assertive, as evenly important. Others argue that coaching is therapy taking into a business context (Kilburg, 1996; Tobias, 1996), whereas some (Grant, 2009; Kilburg, 2004; Passmore & Gibbes, 2007) propose an existence of key differentiators such as past or present, diagnose and treat (or not), as well as some overlap between the two, such as coach or therapist being paid to ask the right questions, explore individual's subjective experience, build individual capabilities and behavioural change. O'Broin and Palmer (2006; 2009) add that trust, deep listening, empathy and adaptability to coachee's needs in an egalitarian relationship distinguish coaching from a more authoritarian therapeutic relationship. It can be contended that coaching is still in its infancy, even though the body of literature is substantial and rapidly evolving (O'Broin & Palmer, 2010), and still to be explored to understand the effectiveness of coaching as an intervention.

Kampa-Kokesch and Anderson (2001) add coaches "*establish safety in intense relationships, confront the executive on reality of his/her behaviour, and use the executive's developmental history and test data to identify themes*" (p. 211). Recent literature (Korotov, Florent-Treacy, Kets De Vries & Bernhardt, 2012) concentrates on tricky aspects of executive coaching seen from coaches' perspectives with a psychodynamic lens, suggesting that psychological safety and safe space is critically important for effectiveness of interventions, however seldom coaches reflect "*on whether or not he or she was able to create a psychologically safe environment*" (ibid, p. 59). Research questions about a safe space have been examined

(Korotov, 2010; Korotov et al., 2012), so to add to the existing body of literature, I sought for insights in a different context and dataset; *clevers* (Goffee & Jones, 2007) in a high-risk environment. On the first day as chief human resources officer in the wholesale bank, I stopped on the trading floor to get a sense of the smell. It's dense, tight, loud, lots of artificial light, flashing screens, intense attention on something and complete lack of interest in something else; an experience of a lot is at stake here; it's an extreme hyper stimulation, more a dance floor than a balcony, and one's heartbeat reflects busyness and chaos sooner than one may think. A first thought, already working extra time, is how immense a mental switch this new habitat actually is for me compared to coaching interventions in a red couch in a quiet office. It seems, as if affect and excitement is both a trait and mental state. It's a live experience of a completely different interpersonal paradigm from right across the street in a different building. One paradigm, in which the goal is to win, come first, be best, achieve most, earn most, act quickly, one man's gain is another's loss, all while watching one's back. Another paradigm, in an entirely different cosmos, in which it's all about reflective space, trust in a dyad, what and how much to share, disclose and explore self, to dwell, question and doubt – and to tolerate ambivalence and uncertainty. It appears to be an immense task to establish safe space in coaching interventions in this context switch.

DeLong and DeLong (2011) contend, that so-called *clevers* “*often let anxiety about their performance compromise their progress. (...) have successful images to preserve, so instead of embracing risk, they hunker down and lock themselves into routines – at the expense of personal growth*” (p. 120). *Clevers* may have immense feelings of inadequacy; incompetence and fear to take risks, because it may end badly, so rather stay within one's comfort zone in a narrow field and enjoy recognition. The system may have something contradictory in itself strident for a particular set of behaviours, too. Most *clevers* in a wholesale bank are vastly specialised, and experience a constant narrowing of working identity and potential career path. An inside out and outside in perspective on self and others can consequently be relevant to help *clevers* develop self-awareness, be comfortable with who and what one is, to enhance performance and getting ahead behaviours, strengthen getting along and collaboration behaviours, and fast track progress in an organisational context. It's disturbing to be at the limit of ones comfort zone, as it often causes discomfort and emotional stress, perhaps especially anxiety provoking in a win-lose, not forgiving, environment with a binary thinking about success or failure, nothing in between. A substantial task in my new role is to shape activities to support development of *clevers*. It struck me intuitively that this

environment might be particularly demanding – and perhaps especially for the obvious target audience: clevers. Clevers may fantasise about impact of development on careers; hope to grow, fear disclosure of flaws, be exposed as a fraud, and paranoia about how and where revelations to a coach turn up. I am curious, if it is as an enormous mental switch for clevers used to competitiveness, hyper-stimulation, neurotic anxiety, not always realistic with related mal- or adaptive responses, splitting and aggressive projections, to step into a quiet, nicely decorated office to meet a coach and psychologist purporting to facilitate personal development, as it appeared to be for me that very morning stepping on to the trading floor. So, a seedling box was made aiming to assist clevers develop personally with blended learning methods, of which I chose to zoom in on safe space and coaching interventions.

This thesis' rationale is to add some practical evidence of what some coaches do (or don't do) to establish a safe space (or not) to open up for personal development with particular clevers (referred to as delegates) in a high-risk environment – and to learn more about what's effective for this group. I suggest that the research question addresses a problem in practice and a gap in current literature, little research dedicated to inform us on what some coaches do to establish safe space, and if delegates felt safe. The topic is practical, close to coaches and delegates in the field, close to me as a practitioner researcher and person. It has potential impact on design of the company programme, may be presented to the human resources community and can be applied in a consulting practice. Essentially, this thesis encompasses:

- a) Highlighting from a clinical perspective the importance of a safe space – in a challenging high-risk environment in a wholesale bank; and
- b) A comparison and contrasting of reports from several dyads on the existence (or not) of a safe space – and the link to the effectiveness of the coaching experience.

Phenomenology provides descriptive, rich data (Creswell, 2013) to describe safe space (or not) in coaching interventions with clevers, consequently this approach was chosen.

Following this introduction, research aims, objectives and research question are specified. In the next paragraph, selected current clinical psychology literature is reviewed to understand the concept of safe space, what it calls for and how this study adds to the practice. Thereafter, I describe research lens and methodology; the following paragraph sets out to explicate research setting and context, continued by data gathering and analysis. The next paragraph underpins the theory and analytical framework, thereafter findings are discussed, followed by limitations and future research, before the conclusion rounds of the thesis.

Research aims and objectives

I suggest it's an immense task to establish safe space for clevers to give them courage to step to the limits of comfort zones, be temporally vulnerable and perhaps feel uncertain, or even incompetent, to gain self-awareness and grow in a high-risk environment. Consequently, I propose to study how some coaches establish safe space (or not) in this particular context.

Thesis objective: This thesis explores how some coaches establish a safe space (or not) in coaching interventions with delegates to open up for personal development without drawing general conclusions on what prospective coaches ought to do (or not), – and the link to the effectiveness of coaching experiences to understand events that clicked or didn't.

Research context: This study encompasses coaches and delegates, who participated in coaching interventions in a company programme, which purports to develop delegates intra- and interpersonally, in a Nordic wholesale bank defined as a high-risk environment. The particularly interesting clinical psychological question is therefore;

Research question: "What do some coaches do (or don't do) to establish a safe space with delegates in a high-risk environment to open up for personal development?"

- a. What does a safe space mean to coaches and delegates?
- b. What events clicked (or didn't) in coaching interventions from coaches' and delegates' point of view? What is effective and less effective for this particular group of delegates?

This study concentrates on safe space in coaching interventions with clevers and draws on a clinical perspective to understand underlying irrational behaviour establishing safe space (or not). The aim is to examine coaching experiences, especially safe space, above and beneath the surface, with a theoretical perspective that includes systems theory and psychodynamic psychology applied in an organisational context.

Literature review

The literature review has contributed with a preconception of coaching relationships, safe space and psychological safety, as well as themes and questions for the interview protocol.

Building on current clinical psychology literature

A possible definition of coaching from a clinical perspective is an intervention that *“involves a one-to-one relationship between a coach and a client, which aims to further the effectiveness of the client in his or her role. It is a dyadic task relationship, in which there is*

always an implicit external context in view” (Brunning, 2006, p. 41). As a psychological concept, relationships (Kelley et al., 1983; Jowett et al., 2010) can be described as a situation, in which two people’s feelings; affection, closeness, trust, respect, thoughts and behaviours are mutually interdependent. Byrne (1961; 1971) defined a law of attraction that states that the closer someone shares ones’ attitudes, the more one likes the other. Later field studies showed that similarity of general attitudes plays a role in attraction, but much less important than initially thought by Byrne (Sprecher, 1998; Willerton, 2010). Selfhout, Denissen, Branje and Meeus (2009) found perceived similarity to correlate strongly with higher liking, and actual similarity measured as closeness between completed personality profiles wasn’t very important. The psychology of encounters is relevant to interpret and understand how some coaches establish trust and safe space (or not) with delegates. Yalom (1998) and Rogers (1959; 1975) highlight psychological contact, a mental space, and therapist as person in a coaching relationship. Rogers (Cullberg, 1999; Rogers, 1975) emphasise therapist as a person with non-possessive warmth (encourages independence, but accepts dependence), empathy (clearly separate self and other) and authenticity (egalitarian relationship, but expert role of coach). Kahn (1990) suggests that 3 psychological conditions exist to facilitate personal engagement: meaningfulness, safety and availability, and *“people have dimensions of themselves that, given appropriate conditions, they prefer to use and express”* (p. 700). Supportive, trusting relationships (ibid) with clear boundaries promote safety, in particular predictable, consistent situations with understandable potential consequences. In an inquiry, Jones and Spooner (2006) found establishing a coaching relationship on ultimate trust and mutual respect of most importance coaching high achievers; and in addition flexibility, challenge and adding value proved to be important. Dunn and Schweitzer (2005) also find trust to be an aspect of safe space; *“the willingness to accept vulnerability based upon positive expectations about another’s behaviour”* (p. 736). I suggest, that psychological safety is an interesting concept to explore what some coaches do (or don’t do) to establish a safe space with delegates.

In the context of education programmes, psychological safety is defined as *“feeling able to show and employ one’s self without the fear of negative consequences to self-image, status or career”* (Korotov, 2010, p. 30). Korotov adds that the coach’ reputation, telling the delegate that he/she is in control of choosing what/how much to share, and confidentiality, are ways to build psychological safety. In company programmes participants are often concerned about misuse of information, threat to self or career prospects, or being in the same group as

potential peers/competitors. Korotov (ibid) finds that a critical issue in coaching interventions is perceived psychological safety, because most often a safe place to explore new behaviours isn't present in executives' working environment. It can be argued that it's not only executives, who may have concerns, but clevers too, fantasising about vulnerability and exposure. In Edmondson's (2011) definition, psychological safety goes beyond interpersonal trust, respect and feeling respected, to describe a climate, in which one can be comfortable being oneself and making oneself vulnerable to others' future actions. Kets de Vries and Korotov (Kets de Vries et al., 2007) highlight a few techniques to establish a safe space; reframing, encouragement and rehearsal of difficult situations, and add "*exploring oneself, one's emotions and one's behavioural patterns is a stressful undertaking for anyone*" (p. 152), which implies that a safe space is needed from a clinical perspective to open up. Psychological safety is an ability to be safe with someone and rely on one's ability to self-protect against destructive impulses from within or from others. "*The belief that one will not be rejected or humiliated in a particular setting or role, describes a climate in which people feel free to express work-relevant thoughts and feelings*" (Edmondson & Roloff, 2009, p. 48). Edmondson (2011) argues that psychological safety requires trust and respect, openness, tolerance for ambiguity, patience and acceptance to make it safe to speak up and take interpersonal risk. It requires courage to confront ones' and others' imperfections. A safe space goes beyond an actual coaching session to define purpose, contracting, tools and place of the coaching intervention as such (Korotov et al., 2012, p. 59). Holley and Steiner (2005) found a safe space to be a setting for "*students to feel secure enough to take risks, honestly express views, and share and explore knowledge, attitudes and behaviours*" (p. 50). Safety in this sense refers to protection from emotional or psychological harm, however not necessarily an environment "*without discomfort, struggle or pain*" (ibid, p. 50).

Bowlby (1988) argued a need for a secure base to explore the outside world in a confident way, knowing that one can return, if uncomfortable or distressed, to a secure place, which is attentive, available, ready to respond when called upon to support autonomy, guide or problem solve, with an intuitive understanding of and respect for attachment behaviour. A secure base is important from a clinical perspective to explore and express thoughts and feelings for delegate to be curious, competent and fully engaged in personal development. Throughout adult life, availability of responsive attachment figures is part of a secure base and feeling secure (p. 69), looked to for protection, comfort and support. Bowlby (1979) also contributed with the concept of inner working models of relationships, which is a

hypothetical construct that mentally represent self and others enabling one to think about reality, to make assumptions about the world, predict events and behaviours. Reality becomes structured by past experiences and perceptions, which includes self in interaction and attachment figures (who, where and expected response). This may influence how delegates perceive a safe space and coaches, either as good objects; accessible, trustworthy and ready to help, or as bad objects; uncertain accessibility and unwillingness to help. I propose, it's relevant to include Bowlby's (1979; 1988) attachment theory and secure base to understand affectional bond and trust in a dyad, provision of a safe space and helping behaviour. The object relation theory (Hart & Schwartz, 2008) describes the process of developing a psyche as one (self) grows in relation to others (experiences and me assumes an other). It can be said, that experiences of interactions with others are encoded into infants from caregivers.

Winnicott (1971; 1990) introduces the concept of holding environment as a caring, attentive environment that feels safe and predictable. In coaching, it can be a thoughtful frame with clear boundaries, tasks and roles to protect against confusion about what's inside and outside the system, and it's a precondition for relationships. It's important for caretakers to survive aggression and aggressive attacks (ibid) to set a frame for a safe, caring environment to project confidence and become a significant, good object. In a safe space, opportunities, views and difficulties can be explored. It gives coaches an opportunity to contain, interpret and give feelings back to delegates. With a clinical lens, Winnicott's (1971) term potential space is a psychological space between fantasy and reality, in which one can be playful, while at the same time connected to a trusted other, provided that the holding environment is reliable, trustworthy, stable and mirroring reactions are non-distortionary (develop a true self referring to ego/id), thus feeling confident, curious and calm. It's a hypothetical space, which use depends on early life experiences, in particular a sense of confidence and reliability. It's a transitional space too, which can be used to reality test associations between inner theatre and outer reality to examine how individuals unfold organisational roles. A large potential space can allow for a versatile expression of the role, because fantasies are reality tested on an ongoing basis, which may allow for new behaviours. It's an interesting concept to understand delegates' potential space labelled *clevers*. Winnicott's (Hart & Schwartz, 2008) concept of mirroring is a psychic function, which means to see and convey what one sees to the other, as the child mirrors self in mother's facial expressions, internalise an experience of being seen (or not), if the mother identify with the child and associate expressions with what she sees, so the child sees self. It can be argued that mirroring is a concept of interest in coaching, as

delegate looks into the coach's eyes to explore what one sees or wish to see, a sort of little mirror on the wall like in some fairy tales.

Winnicott's (1984) and Bollas' (1987) concept of transitional objects may also be relevant; understood as an early and important link between self and other to develop a capacity to be genuine in relationships. Transitional objects help the child cope with separation; develop independence and feelings of self-efficacy. This concept is suggested to be relevant for safe space helping delegates cope with personal development in coaching interventions. Early experiences of objects (Bollas, 1987) and mental representations of close relationships are important for transference and countertransference, therefore relevant to understand safe space; arguing that coaches have to establish a good enough safe space and inner safe space for delegates. Literature review suggests that Bowlby, Winnicott and Bollas make important contributions to an understanding of safe space in dyads. Horvath and Luborsky (1993) found stable client object relations, capacity for attachment and interpersonal life story to be of importance for therapeutic relationships. Transference and countertransference (Luborsky & Crits-Christoph, 1998) may be important establishing a safe space with delegates to understand the undercurrent dynamics of trust, intimacy and expectations of others' responses. The core conflictual relationship theme method, CCRT, (Luborsky & Crits-Christoph, 1998; Luborsky, Popp, Luborsky & Mark, 1994) gives an understanding of transference in interpersonal relations (intentions, wishes, core beliefs, expectations and hope). The individual CCRT determines whether one is trusting or suspicious (Kets de Vries, 2006) and expects others to be available, supportive or detached. Each CCRT is distinctive (ibid), but often CCRT circles around common relationship issues (loved, understood, assertive, independent or comfortable), which influences personality and work style. Expectations and behavioural, affective reactions to others' may influence how a safe space is established (or not), as past taints present.

It can be argued that a safe space has similarities to the psychological function of fairy tales (Bettelheim, 1977); a safe place in which one can be transitorily unsafe and brought to the limit of ones comfort zone trusting a good helper – and essentially suffering and pain ends, it has a time boundary. It follows a certain script and has a cast, either good or bad to reduce complexity, which is necessary for personal development to move between a paranoid-schizoid and depressive position (Klein, 2002). I propose that fairy tales may have a particular potential exploring safe space in a high-risk environment supporting delegates' deep reflection about coaching experiences. It seems evident that concepts of secure base,

attachment, holding environment, potential space, mirroring, transitional objects, transference and countertransference are relevant to explore safe space in coaching interventions.

Conclusion on literature review

The existing coaching literature concentrates on working alliances and therapy, executive and leadership coaching, or sports psychology to coach high achievers. Substantial research within psychology exists to examine object relations, attachment, bond, transference and countertransference, therapy vs. coaching, person of therapist or coach, and work with self. Recent literature has begun to look at psychological safety (Edmondson, 2011), safe space and transitional spaces in executive programmes at business schools (Florent-Treacy, 2009; Korotov, 2010; Korotov et al, 2012). I propose, we continue to understand to little about what some coaches do (or don't do) to establish safe space with clevers in a high-risk environment, say coaches have an instrumental influence on safe space, consequently effectiveness of coaching experiences (O'Broin & Palmer, 2006; Gyllensten & Palmer, 2007; O'Broin & Palmer, 2010). It's surprising, as coaching literature (Kemp, 2008; Kets de Vries et al., 2007; Jowett, O'Broin & Palmer, 2010) consistently emphasises the dyadic relationship. It seems reasonable to propose that a gap in practice and literature exists to study what some coaches do (or don't) to establish safe space, if delegates felt safe and what clicked or didn't in coaching interventions, however not to be prescriptive, generalise or draw conclusions on what prospective coaches ought to do. The literature review suggested contrasting and comparing coaches' and delegates' reports on coaching experiences and safe space (or not) to explore richness and complexity adding a perspective from both sides of the dyad.

Methodology and lens

This thesis is a phenomenological study describing the existence of safe space (or not) from coaches and delegates' subjective, individual experiences. This led to a qualitative method to search for nuanced understandings and meanings established talking to coaches and delegates (interviews), gathering narratives (fairy tales, video vignettes) and studying the context.

Assumptions

I suggest that a clinical paradigm (Kets de Vries, 2006) is helpful to examine safe space. It recognises irrational human factors to understand defensiveness, wishes, desires, hopes, fantasies, inner conflicts, fears and anxieties. The thesis' theoretical perspective is a systems-psychodynamic approach to understand unconscious mental life, what goes on above and beneath the surface, adding open systems theory (Miller & Rice, 1967) to understand context,

organisational boundary, primary task (or anti-task) and role. Detective work is done with a clinical lens to find meaning and rationale behind irrational behaviours and hidden motives, perhaps influencing behaviour. A clinical paradigm and systems-psychodynamic approach follow some distinct ontological assumptions about nature of the reality; reality is material, interpreted inside out, guided by representations and mental schemas within a given, not constructed, reality. The unconscious, "*the ego is not the master in its own house*" (Freud, 1917, p. 103) is an important concept in psychodynamic psychology, and it affects thoughts, feelings, fantasies and behaviours. Psychodynamics (Burr, 1995) assumes that the individual has an essence described as lasting traits or certain objective characteristics beyond language. Regulation of emotions (Kets de Vries, 2006) is essential and consists of predisposition to some emotions (temperament) and internalised childhood feeling-states; and defensive structures (ibid) can make one blind for dysfunctional behaviours and shadow sides. Inner mental life (Beck, 2012) is dynamic, developed in relationships with others. Early relationships are important from a psychological perspective for how one relate to others, and for repetition of behavioural patterns. The concepts surface (conscious layers of the psyche) and depth (unconscious layers and beliefs) are needed; this dichotomy (Visholm, 1993) is a reality, which cannot readily be known; so meanings need to be explored in affiliation between surface and depth to interpret, understand and explain the unconscious, e.g. observe, form hypothesis and reality test.

The epistemology (Creswell, 2013) is an interpretive lens to get as close as possible to coaches and delegates without going native (Hollway, 2009), but maintain a professional distance. Knowledge is acknowledged by coaches and delegates' subjective experiences about existence of safe space (or not) in interventions, studied applying an actor-oriented approach (Kvale & Brinkmann, 2009). Evidence is assembled from individual perspectives (interviews, fairy tales, observations and video vignettes) to extract an essence from coaches' and delegates' perspective on safe space with the given limitation that I've not been an active participant in interventions, but is present with biases and preconceptions in the study. The axiological assumption (Creswell, 2013) is engaging and subjective to reflect mine, coaches' and delegates' interpretations. The study is contextual, i.e. it has underlying values, suggesting a safe space has a positive connotation for learning and effectiveness, and coaching is an appropriate intervention to develop self-awareness, unlock potential and enhance performance. An inherent belief is that each has a (not unlimited) potential, some

self-actualising tendencies to ensure proper development in ones best interest, personal development produces results and some adaptability is required to get along.

The method (Creswell, 2013) is inductive and emerging in collecting, analysing data within its context (Hollway, 2001; 2009), consequently a data collection strategy is required, which allows for an open structure and modifications to understand the research question better. Empirical data are collected by an in-depth illustrative case (seedling box), semi-structured interviews, inspired by the free-association narrative interview (FANI) method (Hollway & Jefferson, 2000; 2001; 2005) with coaches and delegates to gather stories, delegates' fairy tales about coaching experiences, video vignettes about turning points (in classroom) and a composite personality profile for delegates. The nature of this dataset should make the decision to take a hermeneutic approach logical to investigate meanings. An inductive-deductive logic is applied going back and forth between data and themes, until a comprehensive set of themes are established. Analysis of raw data is inductive from the details to more general perspectives and themes, then working deductively to gather evidence to support themes and interpretations forming broader and broader categories. All interviews, except for one have been conducted in Danish, thus all quotes have been translated and this can also be seen as an interpretation in itself similar to the writing process as such. The study is triangulated collecting information from multiple sources of evidence: initial observations, reflections about what goes on below the surface, interviews and field notes, coaches and delegates as key informants to understand both sides of the coin, fairy tales, observations in a classroom setting and video vignettes. The sources aim at validating a safe space, so achieve internal data validation. Researcher triangulation isn't possible, sole practitioner researcher, but an interview with me to uncover assumptions and preconceptions is conducted to bracket out personal experiences with coaching from a coach's perspective. A peer review of findings has been conducted, and coaches and delegates participate in an interpretation of a composite fairy tale and events that clicked or didn't. An in depth case (Yin, 1994) is used to capture social processes in this particular context, and it doesn't allow for a wider generalisation of findings. I propose it's possible to gather a set of data in a thorough way for exploring safe space and what events clicked (or didn't). Especially, an expectation is that fairy tales will contribute with insights into the unconscious and safe space.

This study's approach – and conditions of an ordinary world

The interpretive framework with the objective of enriching understandings about a safe space adds a postmodern perspective (Creswell, 2013) to position the study within Western culture

from late 20th century onwards. Jørgensen (2002) describes a new cultural context of late modernity as individualistic, constant quest for self-realisation, contributing to opportunities and insecurities, because one is responsible for one's good life. In postmodernism, one has to find an identity, what one wants and needs, and may experience pressure to be special, of being and belonging. Pragmatism is placed in the foreground (Kvale & Brinkmann, 2009), and knowledge is a means to master constant changes. It exists between humans and external reality, emphasise usefulness of theories and practice prevails. Stories (Gabriel, 2000) add sense and meaning, but no one story has privilege. A postmodern interpretive framework (Creswell, 2013) assumes this: a collaborative research process with participation from me, coaches and delegates in interviews, observations, composite fairy tale, video vignettes, reflexivity, self as instrument and personal experiences. It suggests multiple ways of knowing through inductive, subjective evidence emerging into a common essence, understanding the individual meaning coaches and delegates hold about safe space, highlighting issues and concerns about process and findings. It's described in peeling the onion (appendix 10a).

The aim is to understand coaches and delegates composite experiences of a safe space to uncover thoughts, feelings, fantasies and motives. A hermeneutic tradition permits me to include experiences as a coach and take an active role through empathy and deep listening to interpret data. I add, it's difficult to suspend one's presuppositions, if unaware, it can be brought unconsciously into interpretations. Truth isn't definitive and objective, it's one of many interpretations, but consistent and meaningful, seen within a systems-psychodynamic ontology, and the explanatory value is particularly important to answer the research question asked. Interviews are a talking practice to research, so it's essential to address the role of the practitioner researcher (me) too.

Research setting and context

A wholesale bank in a country far away

This study is completed in a bank, based in the Nordics, offering a full range of banking services (wholesale, business and personal banking). The part of the bank, in which this study is conducted, is the wholesale bank. It focuses its business towards large cap Nordic or multinational corporations, central and commercial banks, other financial institutions and governments. Offices are located in: Copenhagen, Stockholm, Helsinki, London, Dublin, Oslo, New York, St. Petersburg, Moscow, Hamburg and Warsaw. It offers investment-banking services ranging from research to advice on capital structure, mergers, acquisitions,

risk management, trading and payment traffic to typical clients such as boards and key decision makers.

Buildings are made of glass (Gabriel, 1991; 2005) to display and define what lies behind, and it gives associations to attention, protection and admiration. Organisational characteristics can be described as histrionic or dramatic (Kets de Vries, 2011); attention seeking, longing for excitement, hyperactive, impulsive, disproportionate expression of emotions, sometimes inspiring action for action's sake, a strong sense of entitlement tending towards extremes. It can be debated, that the trading floor at times reflects a model I organisation (Moxnes, 1998, p. 294) with basic assumptions, suppressed feelings, fantasies, stereotypes and ruthless competition taking over, a deep role organisation with winners and losers, friends and enemies, important to win and avoid to loose at any cost. It seems safe to suggest, that a histrionic neurotic style can be blended with paranoid characteristics, hypersensitivity and – alertness, an overly concern with hidden motives and quickness to counter seeming threats. An initial assumption about the organisation-in-the-mind (Armstrong, 2005) can be a perception of activities and relations dominated by a Nobel Prize complex (Kets de Vries, 2010) being under constant pressure to perform well and engaging in all or nothing thinking, or by the Sisyphus complex (ibid), in which one is only being valued on the basis of achievements, not as a person. The banking sector as such can be said to suffer from a compulsive style (ibid), which has been challenged in financial crisis, from idealisation to devaluation, suffering from depressive characteristics of guilt, worthlessness, hopelessness and a certain degree of paranoia. It's ambivalent as Gabriel's (2005) metaphor of glitter and fragility, a glass palace or cage; potential entrapment depending on which side freedom lies.

I suggest that the smell of the place (Ghoshal, 2010), in particular the trading floor, can be compared to New Orleans on a warm, humid summer day in the middle of the carnival; overpowering atmosphere, smell, heat and noise. The air is thick from hope, desires, greed, gains and losses, power, intense competition and splitting to keep the level of actions high, especially the smell of anxiety in the air with a sense of much is at stake here. Clevers in this environment have to live with micromanagement in a risky job with practically no privacy, limited openings for withdrawal, and it feels claustrophobic with the physical setup on the floor. It get's a little rough at times working with all-male teams, and culture may be dominated by fathers law (Gabriel, 1999, p. 155) with leaders seen as omnipotent, omniscient, unafraid and someone who rewards and punishes arousing loyalty and fear. Senior leaders are idealised (Gabriel, 1997) and mirrored, some narcissistic tendencies are

exhibited, matched to dependency needs of staff. A hypothesis for a composite fantasy or unconscious wish (CCRT) may be that *“I want to get attention from and impress the people who count in my life”* (ibid, p. 98). Surroundings are functional and rarely decorated with artefacts not related to work, except for an occasional family picture.

Individuals working in the wholesale bank are a mix of relationship bankers (bankers with a broad product knowledge), sales brokers (deals tailored to clients), associates, advisors, financial analysts, economists or credit analysts with deep, narrow product expertise, research analysts (markets/products), and traders (market makers setting prices on supply/demand and managing risk). An implied prerequisite exists for working independently and autonomously within each professional grouping, as well as collaboration between groupings to provide holistic services to clients. Individuals are highly educated with backgrounds in economics, finance, physics, quantitative analysis, actuaries or mathematics (quite a cohort of masters/PhD's), a banking qualification or advanced finance diploma. Clevers are dedicated professionals with deep expertise and confidence in a narrow work field. Individuals are often perceived as independent, result-oriented, ambitious and with an exceptional high stress tolerance. Alertness is qualifying in some roles, it calls for a constant move between extremities, i.e. intense pressure, high pace, acute workload, high risk and low tolerance for errors; or absolute boredom. Delegates are valued for in depth expertise within a professional grouping whether it's risk, advisory, asset classes, research or legal. In this context, high performance requires not only deep understanding of economics, math or physics, but equally strong interpersonal and communicative skills, however difficult for some to acknowledge a need for soft skills. The performance curve may be steep and narrow, performing extremely good under some particular circumstances, and reverse very low performance, if outside expertise and comfort zone, looking at a correlation between arousal (x axis) and performance (y axis). Dongier (2005) highlights that *“to form the right team also meant letting go of the least productive team members”* (p. 4), no protected environment for novices in an elitist environment; neither does it exist for delegates. How can a safe space be established with delegates in this environment?

The case and its specificity are applied to study the phenomenon of safe space in a challenging, high-risk environment in wholesale banking. No children's tickets are issued similar to other elitist performance environments (army, sports, police force), therefore limited space to experiment, potentially fail and a shared perception that consequences might be fatal (exclusion) in a culture that punishes hard, when someone mess up (loose money)

and don't forgive easily. It's interesting to discuss high-performance, high-risk and safe space, as there may seem to be a paradox. Delegates have no obvious reason to risk anything at all stepping outside comfort zones to develop, perhaps instead all good reasons not to. Consequently, the study is positioned within this context, as it seems to provide a unique setting for this practitioner research.

Not long ago, a seedling box programme was born

The seedling box programme (appendix 1) purports to help delegates understand self, uncover potential and begin a personal development process expected to increase individual and organisational worth. The programme is particularly tuned in on intra- and interpersonal awareness to strengthen getting along behaviours. It lasts for 12 months and includes an action-learning lab, personality profile, 360-degree feedback collected by delegates, an individual assignment, 3 educational modules of 1-2 days each and individual coaching interventions. The target group is clevers with approx. 5-6 years of working experience in average and potential to advance; e.g. senior analyst to chief analyst; not purposely a leadership track, but possible for some. Often, delegates have been recruited as summer interns, graduates (amongst top 3 of peers in university) or with some (up to 1 yrs.) working experience. Senior management has selected clevers for the programme. Delegates (clevers) need to demonstrate motivation, results (performance, persistency), social skills (seek help, interpersonal skills, work ethics) and learning ability to participate (by invitation only).

The cast in this study – and how to get access to the set

2 coaches, 13 delegates (2 females, 11 males) were selected as a narrow, purposive sample to participate. All experienced coaching in wholesale banking and participated in the seedling box programme 2011/12. Average age for delegates was 35 years, and an average seniority of 5 yrs. 9 months (appendix 2). This sample (Creswell, 2013) is a typical average case, but in a challenging high-risk environment, which may be particularly demanding to foster development, intense to ensure information-rich descriptions and homogeneous to simplify. 4 delegates were selected randomly (2 per coach), not snowball, to participate in interviews (appendix 3; 4). Participation in coaching interventions is the only criterion applied as such, an expectation that delegates aren't hesitant to speak about experiences in this setting, and I will use all information; delegates give me (composite or anonymous) in this thesis.

The study has been approved following an appropriate business school review process of a thesis proposal for practitioner research. The bank is informed about background, purpose

(EMCCC MA thesis) and use of report. Individual data is confidential, only composite or anonymous data are shared, unless approval has been obtained. A reader, a professor and an associate research director will have access to a complete dataset, if requested. Local permissions to gather data from individuals (by acceptance of invitations to interviews and verbally prior to interview) and sites (senior management in the wholesale bank) have been obtained at an early stage. An email to all delegates describes purpose and setting to ensure informed consent to participate. Coaches and delegates have been informed about purpose prior to and immediately before interviews. They are told, they have the right to voluntarily withdraw at any time, and they decide what and how much to share. Names of coaches and delegates have been protected by aliases to ensure that statements and fairy tales cannot be traced. A letter (e.g. *N* for Noah) is used when referencing statements. Length of interviews is from 36 minutes, 49 seconds (track 151800.m4a) to 60 minutes, 48 seconds (track 130246.m4a); average 49 minutes, 5 seconds. Word counts from 5.297 to 11.449, average 7.774. Interview transcripts are referred to as e.g. *CJ* (coach Josh) or *DE* (delegate Ella) with page, line numbers and fairy tales (appendix 5) are quoted as *FT* (fairy tale, delegate alias Thomas). An overall conclusion in bullet points is reported to the organisation, tactically broadened to include a more generic perspective on development, coaching experiences and a clinical perspective on the importance of safe space in a high-risk environment. I am interested in composite themes in its entirety, so material, which is particularly important for some individuals, but not as a whole may not be included.

Data gathering and analysis

A description of safe space assumes that it's possible to get an understanding of individual experiences and a composite experience to finish with a narrative. Consequently, I chose to apply a qualitative research method and an emergent design, in which data and applied theory together allows for reflections on common themes to support a conclusion. I wish to explore coaches' and delegates' inner mental life through insight into individual experiences of safe space or not (Hollway & Jefferson, 2000). Consequently, it seems reasonable to suggest a combination of methods: qualitative semi-structured interviews (Kvale & Brinkmann, 2009; Kvale, 1983), inspired by free-association narrative interview (FANI) method (Hollway & Jefferson, 2000; 2001; 2005), fairy tales (Bettelheim, 1977; Campbell, 1988; 2008), observations (Creswell, 2013) and video vignettes (Gabriel, 1998; 1999; 2000).

Interviews are designed according to Kvale and Brinkmann's (2009, p. 122) 7-stage method. As preparation, a semi-structured interview guide (appendix 6a) with themes and open-ended

questions was compiled based on theoretical pre-conceptions and research question. An interview protocol (appendix 6b) was designed to listen and inquire in the actual interviews, logging observations and reflections. Questions were asked based on a psychodynamic interviewing technique opening up for free associations without an attempt to diagnose. Questions (ibid) contribute thematically to produce a composite description (aha moments, metaphors, emotions) and dynamically to establish a relationship. Questions set guidance, but not slavishly asked, opens up for nuances and supports openness to subjective individual experience, without fixed, final categories. Coaches and delegates can describe individual experiences; underpin opinions and actions in their words. Significant themes related to the research question and individuals' reality can be brought up; it's possible to follow up on responses and interpretations in order to limit the influence of my preconceptions. Interviews are conducted as qualitative life experience interviews to understand coaches' and delegates' perspectives based on Kvale's 12 aspects (ibid, p. 46). The FANI method (Hollway & Jefferson, 2000) admits the unconscious, an open agenda and open questions to unfold experiences that can provide insight into safe space. An open approach assists to investigate unconscious motives, thoughts, feelings and fantasies. Coaches and delegates are referred to as psychosocial (ibid); discursive and defended, based on individual conscious/unconscious motives governing stories.

Before interviews, delegates have received an email (appendix 7) with an introduction to the study, instructions for fairy tales and ethics. Interviews are documented as sound recordings, field notes and verbatim transcriptions. I'm aware that conscious/unconscious interpretations cannot be completely bracketed out, which may influence data as countertransference and preconceptions, so used as data itself. Fairy tales are inspired by the psychology of fairy tales and myth (Bettelheim, 1977, Campbell, 2008), and the link to the unconscious through associations (Gabriel 1999; 2000) to explore multiple levels of understanding going a bit deeper to push delegates to the limits of comfort zones to be picked up at a different level of consciousness. Delegates decide what to include in fairy tales exploring coaching experiences, if to submit a fairy tale (or not), which is also data, so had some freedom interpreting the task. Fairy tales are emailed to me in a written format. A composite fairy tale (appendix 8) is interpreted with delegates to examine what's effective and less effective for this group. Individual fairy tales are made anonymous (alias) and not included in the public thesis. In observations, most time are spent as nonparticipant, to address interactions (what's done or not) between coaches and delegates, and safe space in small groups (what's shared or

not). Physical setting (appendix 20), activities, role and reflections (initial interpretations, feelings, confusions, fantasies) are documented in an observation protocol (appendix 9). Notes are prepared immediately after observation ends. The purpose of video vignettes is to develop hypotheses about experimentation that go broader than actual coaching experiences. Vignettes are filmed, if okay with delegates. Both assignments allow deep reflection and time for delegates to make meaning of programme, coaching experiences and safe space.

Peeling the onion (appendix 10a), I analysed and interpreted a dataset using van Manen's (1990) phenomenological reflection and Colaizzi's (1978) method endlessly asking what is this an example of looking for rich descriptions of safe space and coaching experiences, what happens, how does it happen, what do events and objects mean, looking for meaning through an intensive interpretive approach, allowing several interpretations and ambivalence to reflect on essential themes balancing parts and whole. I first read each verbatim transcript and fairy tale several times looking for indications of safe space or not, and what events clicked or didn't, to approach experiences with a sense of novelty. Each time, I came across what seemed to be a significant statement, I noted it in the margin, and when I came across what seemed to be a category related to safe space and effectiveness of coaching experiences, I highlighted text that seemed to fit and assigned a colour code to it, going over transcripts and fairy tales several times to do a thematic analysis making sense of data zooming in and out. In reading fairy tales, I used myself as instrument deep listening (Van de Loo, 2007) with my third ear, a felt inner anxiety, to stories of coaching experiences, transformation and safe space in contrast to a high-risk environment. Fairy tales were analysed by Campbell (1988; 2008) and Bettelheim (1977), looking for deep roles (Moxnes, 1998), organisation-in-the-mind and CCRT (Luborsky & Crits-Christoph, 1998). Video vignettes were viewed several times to look for deeper layers of transformation. I wanted to be able to tell a composite fairy tale about safe space (or not) in coaching interventions.

Role of practitioner researcher

The practitioner researcher (me) is a key instrument in qualitative research (Creswell, 2013) collecting data using instruments designed by me (questionnaire, instruction for fairy tales and video vignettes). I am not an expert with the best questions (ibid); subsequently questions are refined in the process to reflect an increased understanding of safe space and coaching in wholesale banking. In real-world research (Kvale & Brinkmann, 2005), as I have an organisational role, it is important to consider, if coaches or delegates consciously or unconsciously may wish to impress, or may consider it career inhibitory to make negative

statements. I may need to assess issues, which may be harmful to coaches or delegates or put them at risk. I cannot entirely bracket out my experiences, thus chose to be explicit about experiences with coaching in banking to identify personal experiences, partly set them aside to concentrate on coaches and delegates perspectives. I have chosen not to share personal experiences with coaches and delegate, not to risk contaminating data.

Unconscious dynamics (Hollway & Jefferson, 2000; 2001; 2005) are relevant, as countertransference may offer insights on anxiety or defences. It's used as a method (Stein, 2001) to capture emotions that may affect data. Unconscious processes cannot be excluded from interviews and observations, but countertransference can help forming hypotheses, e.g. a collusion or parallel process acted out in the interview. The researcher too has hidden motives and an unconscious, so something is included and excluded. Attention is given to what makes sense and what doesn't: disturbances, exceptions, resistance or out of context experiences. Perceptiveness, ability to self-reflection, awareness of (hidden) motives, valences and projections will impact interpretation of data. Countertransference is used as a method of triangulation, to inquire more into coaches and delegates, deep listen and critically verify analysis and findings. Findings are discussed with an external psychologist to explore transference and countertransference, continue to work on self-awareness to tune self as instrument; and a peer reviews the thesis.

Anticipated ethical issues and potential field issues

It's essential to establish supportive, respectful relationships without stereotyping and attaching labels coaches and delegates don't embrace (Creswell, 2013). Individuals must be respected as such, i.e. common, non-discriminatory language and masking names by aliases. Integrity and ethics become particularly important, when I am an instrument for obtaining knowledge and have a role as an insider, which both adds to an imbalanced power relation. Stories and narratives can open up for emotions (Stein, 2001), which may mean that the coach/delegate can feel vulnerable and I can come in contact with deeper feelings (Gabriel, 1998), consequently obliged to be respectful. Questions about sensitive topics such as childhood and early relationships are not asked, even though data may contribute to the study of safe space.

Reciprocity is considered for coaches and delegates not to feel abandoned after participation in the study. A closing workshop with delegates are organised to work on deep reflections from fairy tales and video vignettes. Two networking events are facilitated for delegates to

continue the intra- and interpersonal work. Coaches are invited individually to discuss overall findings relevant for practice, balancing confidentiality and anonymity. I have chosen a site, in which I have a vested interest, as an employee, to reciprocate for the organisational investment in the executive master at INSEAD. I may therefore (Creswell, 2013) be kept from acknowledging all dimensions of safe space and coaching experiences, may see or hear something, which is uncomfortable or experience that delegates or coaches are fearful of exposure (risk of consequences to cooperation or career). It may be a risk too, that delegates are altering stories in interviews, perhaps less critical not to seem ungrateful. I disclose part of self to coaches/delegates in observations and share relationships with the internal coach (training group for experienced leaders) and delegates (career discussions). I have some experience with interviewing and consider myself an inexperienced observer, which may be a potential source of errors. To limit sources of errors, I have been prepared and tuned in.

Standards of validation and evaluation

The validity and evaluation of the quality of detective work (Creswell, 2013) is discussed to be confident about evidence, interpretations and meanings attained to describe safe space and coaching experiences. I used multiple sources (self, coaches, delegates) and methods (semi-structured interviews, fairy tales, video vignettes and observation) to triangulate data (Stein, 2001). A peer review/debriefing was used to keep me honest and accurate of participants' experiences, not to silence coaches' and delegates' voices. Comments on past experiences, potential biases and prejudices have been made in a separate section making assumptions explicit. Related meanings deduced from significant statements and composite Hogan was discussed with coaches to ask their understandings. A composite fairy tale was presented to some delegates to let them judge the accuracy. A potential source of error in an interview (Kvale, 1994; Kvale & Brinkmann, 2009) is that it is conducted in an everyday language, but interpreted in a theoretical language. Robustness of the study is demonstrated in a data collection matrix (appendix 10b), an interview guideline/protocol (appendix 6a/b) and coding (appendix 12), to describe relatedness between theory, data and interpretations.

I spent extensive time in the field (Creswell, 2013) to build trust with coaches and delegates, learning about the high-risk culture in wholesale banking and checking for distortions in collected data. Errors are tried minimised by relating to my valence and preconceptions. I may unconsciously have influenced participants by nodding affirmatively, not responding or smiling at particular points. Self-reflection is proposed to contribute to validation of the work too, supervision has been received to heighten self-awareness and help me be reflexive

throughout the study. An ethical protocol (appendix 11) has been written to remind me to respect the egalitarian aspects of investigation, as well as boundaries. Detailed field notes (Gabriel, 1998; Creswell, 2013) have been documented in a rough checklist (appendix 13) and observational protocol (appendix 9) to be aware of transference and countertransference, parallel processes and mirroring. As an only practitioner researcher; consequently I don't have anyone to compile or reality test observations or understandings with in the field. A good quality digital recorder has been used for recording, interviews were transcribed (appendix 10c) and transcription principles explicitly explained (appendix 10d). Participants didn't review transcripts, as written speech may be confusing or inconsistent.

Theory and analytical framework

The purpose of the EMCCC MA thesis is not to write a theoretical dissertation, however a theoretical perspective is needed to analyse and interpret what some coaches do (or don't do) to establish a safe space (or not) with delegates. The clinical lens proposes to go beneath the surface to understand dilemmas, irrational behaviour, and explore self to better understand intra-psychic and interpersonal undercurrents and conflicts. This study concentrates on practical application in this particular organisational context with close proximity. The initial literature review suggests that studying the coach-delegate relationship is not so new; in a bank newer though, with clevers in a high-risk environment in a wholesale bank it's new – and even more so adding fairy tales to investigate coaching experiences, and safe space in particular. The theory included builds on practice focused on applying the clinical paradigm to organisations and contributes with relevant insight on safe space seen with a clinical lens. Collected data is analysed with contributions from Bowlby (1979; 1988), Bollas (1987), Winnicott (1971; 1990; 2006), Rogers (1959; 1975), Edmondson (1999; 2011), Korotov (2010), and Kets de Vries et al. (2007; 2010) to understand safe space and psychological safety, which has been discussed in the literature review. Basic clinical psychological definitions and concepts are presumed known from the lectures at INSEAD, EMCCC literature and class discussions. Fairy tales (Petriglieri, 2007) represent psychological underlying patterns, archetypes and the unconscious, which may help get one past stuckness or compulsion to repeat. Fairy tales are relevant in this context to make sense of coaching experiences as a psychological transformation, quest to find authenticity or get through a crisis/development in a safe space to be vulnerable with sometimes surprising helpers. I'll therefore concentrate on the psychology of fairy tales as the analytical framework.

Campbell (1988; 2008) uses a monomyth to describe common patterns in transformations, and Bettelheim (1977) suggests that enchantments from fairy tales relate to psychological aspects of tales as a transformational journey. It can be suggested that myths or fairy tales are a safe space to be unsafe as a psychological demarcation to explore and experiment with self, guiding helpers, transitional objects and deep roles to develop personally. Moxnes (1998; 1999, 2006) contributes with a view on archetypes of fairy tale roles brought to life as collective role-stereotypes (deep roles) manifesting expectations, fantasies, feelings and anxieties. Campbell (1988) suggests myths as the more mature inward journey, whereas fairy tales are told for entertainment (ibid, p. 138), however helpful to get past stuckness and crisis; dragon killings represent killing the infantile ego and bringing forth an adult. Common to both (Petriglieri, 2012) is that on the journey to a happy ending (it's safe to be unsafe), motifs occur of one being in some sort of deep trouble (stuckness and inner conflict) and having somebody to help one out; dependence to autonomy growing up and getting one safely pass the threshold. This may be interesting to understand safe space and coaching experiences for delegates. Campbell (1988, 2008) suggests a common pattern (appendix 14) of the adventure of the hero, which describes a quest (monomyth) in 17 steps and 3 parts: one of separation (departure), initiation (fulfilment) and return (integration) with a strong reference to clinical psychology going from a rational, common and known world into the unconscious, unknown. Very few myths contain all 17 steps, some contain many and others only a few, some may emphasise only one step, which may be relevant interpreting delegates' fairy tales. Some narratives may be organised in a somewhat different order. In the most intense narratives, the hero must survive a real challenge, often with help, parallel to becoming more self-aware (determination and virtues), growing up and finding a true self. The hero (ibid) goes through trials and temptations (desire, fear, submission to public opinion), which represent future, present and past (regrets), either alone or with help. The monomyth is relevant to include in interpretation of fairy tales, since it is essentially about growing up or small child in a grown up world, parallel to clevers in a high-risk environment, studying safe space, personal development and delegates' potential transformation to experiment with potential and demands for mastery at the next level (upon return).

Bettelheim (1977) proposes that fairy tales permits access to the unconscious and a better understanding of self and others developing resources to cope with inner conflicts. The fairy tale starts in reality (visit grandmother, poverty, sibling rivalry), then leaving this world (once upon a time, in olden times), not to "*hit too close to home for comfort*" (ibid, p. 62), events

occur (dark, hidden and familiar like the unconscious), and then returns to a happy, but not magical reality. Fairy tales stir up deep anxiety and countless hope, attune to anxieties and prove them unwarranted, face fears and see resolutions, patterns, consistency and predictability (it's safe enough to be unsafe and it ends), arouse emotions and curiosity, some give assurance that one can succeed, get help when needed and find a secure place, if one follows a true path with deep inner confidence. *"Applying the psychoanalytic model of the human personality, fairy tales carry important messages to the conscious, the preconscious, and the unconscious mind, on whatever level each is functioning at the time"* (p. 6) suggesting that fairy tales are not simply for children, but enabling adults to understand, cope with and go through emotional content also, inner psychological phenomena, asserting existential dilemmas (abandonment, life and death, hope and fear, love, bond and hate) – and interpretation depending on personal preoccupations and valence. Fairy tales can be said to be ordinary (p. 37) and everyman-like, not superegos as represented in myths, which do not seem to carry the same feeling of relief (happy endings). Bettelheim argues that myths are definite, while fairy tales are suggestive helping one to find one's solution. Bettelheim's use of fairy tales is interesting to apply, because fairy tales externalise the inner experience of safe space (or not) in coaching interventions and what it seems to imply about the unconscious and inner conflicts for the delegate, thereby getting a better sense of meanings.

Moxnes (1998) adds the concept of deep roles in essential family: father, mother, son and daughter, and its helpers: spiritual, material and transformational, to the unconscious life in organisations. 14 archetypical fantasies (inner roles), externalised into 12 organisational deep roles (Moxnes, 1998, p. 290), are projected onto certain people representing interpersonal realities. Deep roles tend to be split up into good and bad in an as-if reality (king or devil as father, a wise man or false prophet as family helper) and affectively charged with emotions, anxiety, fear, hate and love. A deep role carry a symbolic power as a character in fairy tales, and a *"profound influence on emotional life in organisations directing deep feelings of love and hate, closeness and distance, fear and courage, hope and despair, power and depression"* (Moxnes, 1999a, p. 1432). Deep roles (Moxnes, 1999b) can be linked to the development of a personality factors structure (Hogan/Big Five) and associated with power (father), agreeableness (mother), conscientiousness (son), neuroticism or affect (daughter) and openness or intellect (wise man) as descriptive terms. Individuals' learning (Moxnes, 2006) may be isomorphic with the main stages of development of a typical hero fairy tale to arouse many of the same basic feelings, excitement, surprise and curiosity, to change how

one feels and thinks through experiential learning. Deep roles may be a useful concept to analyse inner roles projected to coaches, delegates and others in an organisational context to understand the unconscious dynamics influencing safe space, guiding figures and transitional objects, that delegates may be attended by. Moxnes (1998) claims “*fantasies can be more real than reality*” (p. 297), which may influence a safe space in a high-risk environment, if anxieties and paranoia aren’t reality-tested. I shall now present findings and discussions applying the theoretical, analytical framework.

Findings and discussions

In the study, it became evident that a possible understanding of safe space needed to be positioned alongside an understanding of a high-risk environment. Fairy tales produced data helpful to explore delegates’ understanding of self, inner reality, what’s safe, unsafe and high-risk from a clinical perspective. Interviews contributed with descriptions of some coaches, trust and closeness, interpersonal risk, psychological safety and what’s needed for delegates to feel safe. Analysis and findings are oriented around: personal experiences with coaching in wholesale banking, delegates seen with a clinical lens, inner experience of context and irrational undercurrents from delegates’ perspective that may influence safe space and psychological safety, coaching experiences above and beneath the surface, a composite fairy tale, comparing and contrasting reports from dyads about safe space (or not) and events that clicked or didn’t.

Initial reflections about what may go on beneath the surface (appendix 13) can point to coaches’ anxiety about being evaluated, not to disrupt delegates by asking about safe space and coaching experiences, or violate confidentiality, maybe projecting coaches’ feelings of resistance onto delegates; – and perhaps sibling rivalry and envy among the psychologists similar to what may happen in the seedling box among delegates seen as promoted siblings (Khaleelee, 2003). In a meeting with group human resources, I sensed an idealisation of talent development, not ready or willing to see a potential dark side; competition not collaboration, disappointment and loss of motivation for excluded clevers, parental responsibility to give delegates what’s needed, not what’s necessarily desired, and risk to be hated or devaluated. In a planning meeting with coaches, I felt like an intruder in a balanced dyad, perhaps an inner conflict struggling with a (new) working identity, reflecting on delegates’ splitting; idealising coach B as omnipotent, devaluating coach J as a fraud or clown (what not to be) by projecting fear of failure, other difficult emotions or a taboo of money as motivation, onto coach J, somewhat parallel to systems dynamics.

A coach, as you know, in a red couch (epoche)

It was so lovely in the beautiful old building with a cobbled stoned cosy courtyard, close to downtown and the waterfront with deep dark waters. In her past role in the bank, coaching interventions took place in a red couch in her quiet office. Most interventions took place on late Friday afternoons during the colourful autumn with the sun playing through the windows with an amazing light bringing hope and warmth. The delegate is a woman in a powerful apple green dress with a fragile personality beneath. She came to the coach, because she felt helpless, vulnerable and stuck, and on top had a somewhat toxic relationship with her boss making it difficult for her to ask for help. Fear of exclusion, consequently a heightened arousal level, didn't allow her safe space, until she sat in a red couch. The delegate passed the first threshold (Campbell, 2008) writing an emotional curriculum vita to understand her past quests and trials on the road ahead. In interventions, she explored unconscious dynamics, experimented and learned. The fairy tale can be interpreted as a romantic tale (Bettelheim, 1977) with a personal story of someone risking coming into contact with vulnerability and helplessness, breaking patterns and exploring self. It's possible that the coach can identify with delegate, perhaps an anxiety about one's vulnerability and helplessness, thus can mirror delegate's feelings with appropriate affect (McAdams, Jackson & Kirshnit, 1984), so enhancing trust. It emphasises that a coach must work with one's inner theatre to be aware of self and others to establish trust and closeness (McAdams & Powers, 1981) paramount to establish psychological safety for a delegate, as found by Dunn and Schweitzer (2005). The fairy tale (PR) describes the delegate's coaching experience resembling a myth (Campbell, 2008) with life changing events, a helper and threatening trials. Like fairy tales (Bettelheim, 1977), it has a happy ending and the helper has provided a safe space to explore and experiment; *"I think because I was so aware of the duality that I certainly had a great desire to create a safe setting early in the process, both by my own quietness that is to just be in room, maybe talk a little slower than I usually do, sit quietly in the chair, so a minimum of movement, keep a lot of breaks to leave the scene to her"* (PR:02:25)"; calmness and quietness not to disrupt delegate and increase defensiveness or emotional disequilibrium.

Table 1 includes 25 significant statements and related formulated meanings extracted from a verbatim transcript of an interview with me (PR). 4 themes emerged about safe space, what this coach (me) does (or doesn't do) to establish safe space and what event's clicked (or didn't). The themes (appendix 15) addressed empathy (Nathanson, 1986) and compassion to suffer with the delegate sharing personal, deep and felt stuff with coach, a psychological

space to take emotional risk within an organisation setting. Coach balances connectedness, closeness and distance to give delegate a reflective space, a confidential space to think and talk with someone, but with safety boundaries to frame what can be discussed (or not) with an internal coach (Ward, 2007). The work events that clicked from the coach's point of view, appears to be written homework to help reflection, triangulation of methods and data, deep reflection, mirroring in an acceptable form; what does delegate see looking in the coach's eyes. It clicked with support outside of interventions, coach's calmness, openness and availability (as found by Kahn, 1990), to be kind-hearted honest, not neutral, but dare to be present as a person and suggest potential solutions to dilemmas and conflicts, give authority back to delegate in a caring manner, for delegate not to feel abandoned. It didn't click to set too strict time boundaries, not let interventions go on unlimited either, as a good enough container sets boundaries, or to stay too much on delegate's organisational role, but avoid therapy to stay relevant in an organisational context.

Data suggests it's effective from coach's perspective to have a reflective space, exploring past and present with someone, and coach using self as instrument to investigate deeper "(...) *using me as an instrument and verbalise it by saying, here-and-now I feel something, do you feel something too. So in fact use it as data*" (PR:07:32)"; possibly less effective that interventions were limited. It's possible that the coach (me) is a spiritual helper (Moxnes, 1998) or a transformational heroine in a fairy tale as-if reality. It's perhaps an unhelpful belief of mine that the more I give the better it is (PR:06:15), but I risk that the delegate becomes dependent, or an oral collusion follows, which may be dis-engaging and dis-empowering instead. My experience with safe space and coaching may have, consciously or unconsciously, influenced interpretation of data, what's in the foreground and background.

In the Nordics, clevers live in a castle of glass and stone

A fairy tale may begin like this; not long ago a young man (FH) checked his watch and realised he was once again running late and had to rush to get to the next stop leaving a messy desk in a hyper-competitive environment, in which it's all about be first, act fast and watch ones back. He feels the chilly wind outside walking to a building, where a psychologist is waiting in a small austere meeting room at the end of a corridor. He's never discussed personal stuff with anybody but his wife; he fears it'll make him uncomfortable, but he is curious to learn, especially how to survive in an unordinary environment.

The composite personality profile (appendix 16a/b) proposes that delegates are comfortable and want to be with others, trusting, responsible, coachable and fairly conservative; don't overdo it with new methods. It suggests a possible inner conflict between affiliation (attachment/affiliation need system, Kets de Vries, 2006), power, influence and achievement. It indicates that delegates are motivated for personal development, if supported by data, linked to relevant context and proven applicable for achievements and recognition. Delegates tend not to seek feedback, except this shows a significant dispersal in scores, so some delegates will be more malleable than others. The composite personality profile proposes that delegates will engage in exploration with coaches, if this helps assert self, produce mastery and autonomy (exploration/assertion need systems, *ibid*). Delegates' learning approach points to a fact based approach, almost too much. It supports engaging delegates in development work based on proven theories, methods and triangulation to ensure a solid set of data to establish safe space with confidence and trust. Overall scores show good ego-strength, competitiveness and many resources for personal development.

The composite profile points to good attachment and trust, however individual profiles show diversified experiences across 13 delegates; especially with authorities (inclusion or exclusion), uncomfortable if one trusts too quickly, and what delegates expect to see in the eyes of others, i.e. merely achievements or a person; 5 delegates are moderately skeptical and 2 highly skeptical seen on the paranoia scale; it's extremely unsafe to step outside the narrow area that represents ones expertise - and it creates a high degree of inner unrest. Individual profiles show some compensatory performance to get recognition from those who matter for some delegates. Delegates prefer predictability and are somewhat uncomfortable with ambiguous situations, which may suggest sensitivity towards unfamiliar situations posing a potential risk or threat, such as coaching experiences; what are the rules in this new game? It can lead to assumptions about delegates' valence; work hard, seek new challenges, but need to be encouraged to seek influence, dutiful and dependent, can tolerate micro-management – and hopes related to coaching. The derailer excitable (Hogan et al., 2007) is interesting from a relationship perspective, as it may point to a potential overreaction to difficult situations or simply giving up, i.e. stay within comfort zone. The profile proposes that boundary management is needed for delegates not to end up in strained relationships (strong enthusiasm, then disappointment), thus potential risk of idealisation of coaches, then devaluation or splitting idealising one, devaluating another (winner or loser). Delegates' derailer dutiful seems to suggest, coaches have to be careful not to cause dependency, too

much parenting, but give authority back to develop autonomy. It may seem obvious that delegates' traits may require something special to establish safe space.

A hypothesis about delegates' CCRT (Luborsky & Crits-Christoph, 1998) can be deduced from fairy tales (appendix 17) to understand the unconscious wishes, needs and intentions to establish trust, closeness and safe space. It can be suggested that an unconscious wish exists to be understood (comprehended, empathised with or seen accurately), which is organised as number one for five delegates; to be accepted (approved of, not be judged, be affirmed) organised as number one for two delegates. A hypothetical second wish can be to achieve (be competent and win), to be ones own person (not to be conform, to be unique) and to be respected (be valued, treated fairly and important to others). A tendency in the composite personality profile is to be concerned about others opinion about self, and diligence is a potential derailer, which may make it more difficult for delegates to establish safe place outside of coaching interventions (Korotov, 2010), because of a higher than average predisposition to neurotic anxiety and irritation of the system. It can be argued that some of the delegates suffer from a Nobel Prize complex (Kets de Vries, 2010) feeling more than usual anxiety with unattainable, unrealistic standards for self, a constant pressure to perform and a want to outshine, but a fear failure, never feeling good enough; or a Sisyphus complex (ibid), a need to be constantly busy, not feeling a sense of satisfaction, not questioning why or what, but pleasing parents, and delegates' may be affected by it from the system, so organisationally contagious. A possible defence is to be dutiful (dependence, eagerness to please, difficult to express disagreement) or leisurely (passive-aggressive, argumentative, procrastination), which is manifested in delegates' composite profile as derailers (appendix 16a). This may explain the need for a safe space to explore, reflect and develop personally to set realistic standards for self to experiment in areas, in which one is not an expert.

Observations in interviews (appendix 18a-f) may propose that delegates' propensity to trust are different based on earlier experiences with attachment and trust (Bowlby, 1979) similar to evidence in personality profiles. One delegate is skeptical towards what he gets, questions methods and coach's ability, parallel to questioning me about purpose and methods showing a need for predictability to feel safe and trust others. One delegate seems genuine and eager; he may stir up skepticism, rivalry and envy, which can be demanding for others; this interview felt longer than other ones, but was in fact the shortest. He may be anxious about safe space, or of making a good impression, and he moistures under the arms. One delegate projects vulnerability, appreciates empathy, but is careful around authorities with in- and

exclusion powers, which may indicate ambivalent feelings towards trusting coaches, as an authority in role. I feel that it may be difficult to trust others, perhaps authorities in particular, perchance it's a new experience that others actually listens deeply, don't judge, and she gets tears in the eyes talking about being seen and met as a real person. It appears, as if the delegate is used to protecting self by not taking emotional risk. Another delegate wants coaches with ability to manage content, read and understand delegate as more than achievements, somewhat digital in perceptions, either succeed or fail as standards – and gives feedback in a direct way, which he does at the end of the interview, because I didn't write anything down on paper; notes written immediately after, but perhaps felt like a failure not saying anything important enough. This delegate seems quite confident entering, yet I'm a little baffled as to surface and depth, I feel a certain pressure to restore reciprocity, because delegate missed out in coaching interventions, which didn't seem to be effective. One delegate projects interest and some impatience; interview is shorter than the other ones (36:49 minutes, 6.255 words), in average 49 minutes/7.774 words, precise and to the point in a pleasant manner, which can be seen as a parallel process to what's needed in interventions with him.

The topic about safe space stirs up emotions in most delegates, red on the skin of their necks, moisture under the arms and teary eyed. In interviews, I sense that numbness can perhaps be a coping strategy for some delegates, as it appears to be difficult to contain emotions. It may lead to an assumption that coaching interventions are seen as safe and risk free compared to real-work, or delegates have not consciously reflected on safe space or not, before engaging, or it simply may be that it's very difficult to reduce anxiety and paranoia, when it's needed to survive in a dissimilar interpersonal paradigm, so safe space may seem like an illusion. It's demanding to be labelled a clever and life outside a safe space in coaching interventions is risky in a culture with a basic assumption of succeed or fail; if one risks to fail, then don't engage, as it may be fatal in a challenging, not forgiving, environment. It suggests that it may be difficult to establish safe space with delegates based on psychological traits, mental state and high-risk environment. Next, I will look at inner experiences of high-risk environment.

An inner experience of the woods far down

Delegates' fairy tales can be interpreted as a composite organisation-in-the-mind (Hutton, Bazalgette & Reed, 1997), like a high-risk environment with dramatic consequences, if one doesn't deliver results as expected by authorities with life and death powers (Campbell, 2008). It's possible that a composite organisation-in-the-mind is seen as an unsafe place;

expressed in fairy tales as racetrack for fast cars, dungeons waiting below for the unfortunate ones, a dark forest, busy city traffic with chaotic traffic lights and impatient drivers, or an empty city at night. I propose it's important to understand delegates' organisational context or ordinary world to understand the importance of safe space from a clinical perspective.

An assumption can be that a composite organisation-in-the-mind (appendix 17) reflects an inner experience of desire to develop, excitement, omnipotence, helplessness, ineptitude, fear of loss, failure, anger or shame. A hypothesis can be that delegates introject experiences of an external reality in the wholesale bank into a mental model of what is risky, perhaps one is killed figuratively, if one doesn't work hard and comply, brutally replaced and sent to the dungeons to let a rival shine, one survives only if one performs, and a fear of being pushed too hard or shouted at, if one isn't clever. It's difficult and demanding to ask for help in a high-risk environment; and delegates' fairy tales tell us that it's challenging to get distance from the external reality to reflect or establish a safe space; told as tales about a need for a book to navigate, a messy desk and thoughts, limited chances to get off the dance floor and get order out of chaos, a sink or swim mentality, and players need help to dare to speak up to be part of the game. Some delegates can appear to be coping with anxiety and interpersonal risk with a manic defence or denial (Klein, 2002), such as reality is nothing but a piece of scenery, others are merely actors or extras to make it real, or saving the ant hill, perhaps getting rewarded. Consequently, it can also be interpreted as fear of loss; illusion of omnipotence or throne in the sibling cohort, or potential narcissistic injury; shaken self-esteem, loss of self or relationships, which may be experienced as very frightening in a high-risk environment, in which one's craft (expertise) may be felt as the only anchor, so safer to shy away from the unknown than to explore.

Delegates' desire exposure to and commitment from those who matter, however it's not without risk, as authorities at work hold life and death powers (Campbell, 2008), which is a consistent theme in fairy tales. Interpretations may mean that a safe space is unfamiliar to delegates in a work setting, so a consistent, robust frame is important to ensure a good enough holding environment (Winnicott 1990) and secure base (Bowlby, 1988) in coaching interventions, as it may be experienced as extremely unsafe at the limits of one's comfort zone – or in a space where one *isn't* an expert. Hope and desires (appendix 17) are related to a safe space, chaos to order, let go and write one's own book, autonomy to sew dresses with support and without criticism, a kingdom of 900 like-minded cars. Safe space is important, as a risk of hurt and pain like the old racing car in an accident or old gardener sent to the

dungeons is a real risk of exclusion, not only fantasy, in a competitive environment with archetypes as winners or losers (Moxnes, 1998). This highlights from a clinical perspective the importance of a safe place to explore and experiment with personal development in collaboration with a trusted other, possibly coaches away from the ordinary world, not to arouse (more) paranoia and further intensify arousal, fantasies about betrayal of confidence or misuse of personal information. In fairy tales, an interpretation of the unthought known (Bollas, 1987) can lead to a hypothesis that unconsciously delegates are affected by a fear of failure, abandonment and exclusion (tailor shop far away, dark city with no people, the dungeons), but will not allow themselves to know consciously, because it may stir up too much anxiety and paranoia. Now, I'll look at coaching experiences above and beneath the surface to reflect on this particular setting for establishing safe space (or not).

Coaching interventions above and beneath the surface

“Far down in the woods, grew a pretty fir tree and yet it was not happy. It had a good spot, it could get sun, had fresh air that made a sweet resting-place, and all around grew many taller friends, both fir and pine. But the little tree was very impatient to grow; it wished so much to be tall like its companions” (The Fir Tree, Andersen, 1844). Above the surface, coaching interventions happened as part of the seedling box over a period of 12 months (appendix 1). Delegates met with an internal or external coach, randomly assigned based on geographical location, 5-6 times on-site in an internal meeting room in the wholesale bank (or in a few instances by video conference) away from delegates' desk. One intervention was a shadowing event with coaches coming to work with delegates. The delegate chose a certain event to be observed: an internal presentation, team or customer meeting, or at the desk. An intervention included immediate manager to agree development goals and an individual real-work assignment. Coaching interventions took place early in the morning, before the workday started, during the day for some, or late afternoon. A few interventions happened on the delegates' initiative off-site after hours of the programme. Coaches participated in presentations of individual real-work assignments. After the presentation, coaches provided individual feedback to delegates and some chose to include immediate manager. After the closing workshop, it was decided to offer delegates a final coaching intervention to prepare the annual review and explore future development needs.

Fairy tales (appendix 19) from 4 delegates, who were also interviewed, describe coaching experiences as transformational, some resembled myths or fairy tales with unsafe incidents, magic help, tension or confusion, and redemption. One fairy tale tells a story of the youngest

brother (*FN*) with no studied crafts, who learned to get help from his older brothers after having met a small gnome with great wisdom about motives, so avoided to be thrown in the dungeons by a King with great powers (bad authority figure, Moxnes, 1999a). Another fairy tale is about a meticulous, hardworking girl (*FE*) who sew beautiful dresses, not good enough for the family shop, but after learning from an older woman and a tailor, possibly a wise man (Moxnes, 1998), she opens her own shop, perhaps indicating autonomy and becoming one's own authority. One fairy tale (*FG*) is about a little blue racing car, which met an old racing car that gave it a motor helmet check and advised it to get new tires for better traction; so makes it possible to perform better and realise it's full potential. One delegate describes a fairy tale (*FT*) about a restless young man being the centre of it all, bored and exhausted by a life of waiting, dreaming of one day to take over the world. He thought a fine programme would bring him progress, fame and fortune, but it's all megalomania with no meaning. This last fairy tale may suggest that interventions were less effective and didn't give redemption.

Patterns in fairy tales can be seen as fear of displeasing others with authority, possess a craft to get recognition from those who matter, work hard to deserve praise, be self-sufficient because one cannot expect help from others, fear of dependency, others withholding something that one wants, difficult to manage desires and greed, perhaps an undercurrent smell of unfairness or coincidence with no transparent fair process in the system to involve, engage and understand and it's possibly contagious. Delegates' deep roles (Moxnes, 1999b) can be associated with good helpers to mirror self in and identify with, and transformations; a black sheep to a good son or crown prince; a daughter to an appreciated and loved princess; a little racing car to a powerful one. Most delegates' fairy tales have a dynamic building up tension or conflict, a helper appears and delegate goes through a personal, life-changing transformation and some find bliss. One fairy tale (*FT*) may be seen as victory, be on top, as opposed to at hierarchy's bottom, and with a tendency to schizoid withdrawal (Moxnes, 1998, p. 290) believing the external world represents evil, only an individual position will keep one safe, which can make it difficult to establish a safe space. Coaches' deep roles in delegates' fairy tales can be split into good or bad helper as in succeed or fail: wise man/hero, or false prophet/clown (Moxnes, 1999a). It's threatening to see self, as one may be, helpless and powerless, not omnipotent, as the curse of cleverness may be to shy away from the unknown and not take risks, if success is not apparent (DeLong & DeLong, 2011). Deep roles may give an understanding of delegates' wishes to be good archetypes (Moxnes, 1998) – and may require a safe space to explore the dark sides, doubt, dwell and integrate to get a more

nuanced perspective of self, others and the organisation. It's possible that delegates experienced coaching as transformational experiences as in dynamics of hero's quest (Campbell, 2008) or classic fairy tales (Bettelheim, 1977) with associated deep roles (Moxnes, 2006) of good and evil to make irrational dynamics easier to cope with.

Fairy tales can be seen as a transitional object (Winnicott, 1984; Bollas, 1987) helping delegates cope with anxiety (inner experience of context) and take interpersonal risks, thus explore and contain rational and irrational thoughts, feelings and fantasies. Coaches as helpers can be understood as transitional helpers (Moxnes, 1999) assisting delegates explore the unconscious to avoid getting caught up in dynamics with immature defensive reactions; *"it's easy pointing fingers at others and just say that everything is ridiculous and everybody else are idiots, if things don't go as ones want it to"* (CEG:07:07); such as splitting and projection (Klein, 1963), but to work with an integration of good and bad in the depressive position. Fairy tales suggest that delegates experienced coaching interventions as help magically appearing, when needed (small gnome, man in the forest, old racing car) and without one having to reach out for it.

Coaches' fairy tales (*CJ, CB*) tell about coaching interventions as transitions: a caterpillar to a butterfly, or a potential space: test out new behaviours in a controlled way, increase self-awareness to support performance and reduce risk of failure, to explore dilemmas and inner conflicts, trust coaches to show vulnerability, but without losing self, as delegates decide what and how much to share, as highlighted by Korotov (2010). It's proposed that coaching experiences have similarities to dynamics in fairy tales, as expressed by delegates also, beginning with conflict, ending with redemption (Bettelheim, 1977). The label clever may affect the potential space (Winnicott, 1971), because others project something special into clevers, a clever cannot be stupid, which may stir up pressures for perfectionism, envy and rivalry (delegates seen as promoted siblings among peers, Khaleelee, 2003), therefore a safe space is needed to be playful, grow and develop. Metaphors used by coaches to describe safe space is an anchor or cord representing bond or trust, not disrupt and stir up defensiveness; a psychological space with containment, which allows delegate to reduce paranoia, if coaches start with harmless topics to prepare delegate to cross the threshold to the unknown.

Coaches describe a fondness towards delegates and some reciprocity in a dyadic relationship, as delegates influence the coach too; one coach is a frog turning into a prince. A hypothesis can be that some coaches introject delegates' projections of a wise man, hero or winner

(Moxnes, 1998), who've assisted a transition. Associations on delegates' deep roles (ibid) are those of a lost son or princess, who can be transformed into a successful crown prince or princess similar to delegates' point of view. An interpretation of coaches' organisation-in-the-mind may be a place of high risk, if one don't project similarity to fit in, constant pressure to perform and demonstrate a certain kind of behaviour, working identity, digital approval or disapproval – and severe consequences (exclusion) if one fails. This may be understood as a parallel process to what delegates experience in the external reality. It's possible that if interpreted as a monomyth (Campbell, 1988), compassion is essential to establish a safe space; “*one goes through gruelling hardships and then there is some redemption in it*” (CB:15:23); be a good helper assisting a journey from preparation to orientation, experimentation and integration into real-work. A composite fairy tale from delegates and coaches' perspective is next.

In the Nordics, delegates left the ordinary world – a possible composite fairy tale

This story happened many years ago, but that is precisely why it is worth telling it before we forget it (The Nightingale, Andersen, 1843). A possible composite tale (appendix 8) of the hero's quest may be deduced, which look like classis dynamics (appendix 19) in myths and fairy tales (Campbell, 2008; Bettelheim, 1977). Delegates experience a call; cross the threshold to the limits of comfort zones, go through tests and trials pushing boundaries with a helper (wise old man, gnome, stranger, frog or old car). For delegates, the call or awakening of self (Campbell, 2008, p. 42) is inadequacy, restlessness, stuckness, difficulty coping with pressure in role, or lack of meaning or clarity. The threshold can be seen as first meeting with coaches for some, the action learning seminar or collection of feedback for others, or a move of emphasis from external reality to an inward psychological journey. In most fairy tales the basic fear is fear of failure; if one fails, one will be rejected or abandoned (utterly destroyed). Some delegates may seem to refuse the call exhibited as defensive behaviours; doesn't get useful feedback, devaluates coach and others procrastinate. The breakthrough, an affectively charged moment, comes with exploring self, personality, observations and feedback making sense of it with coach; expressed as patterns, puzzles or a book.

The unknown touches on existential dilemmas and redemption, as in fairy tales (Bettelheim, 1977), delegates undergo test, trials and transformation (Campbell, 1988). Coach as helper assists delegate to cope with emotions and understand valence, motivations and defences. The fairy tales show how delegates reach out (seek or await, skeptical or open, trust or not); therefore may suggest what is helpful for delegates to establish safe space. Trust and good

attachment (appendix 16a) show that delegates can ask for help, reach out and are motivated to receive from others, but show diverse experiences across delegates. Inner working models of relationships (Bowlby, 1979), propensity to trust (stranger, gnome or old racing car is trusted in the unknown), what's safe and unsafe, and what safe space mean, such as a bookstore, book and outside the glass building, influence experience of safe space. It may be seen as safe space is away from the organisational high-risk context, for some it's a mental space. The fairy tale about Mr K is an example of leaving something behind, writing new pages in a book as development towards autonomy (Winnicott, 1984) and blank pages may represent fear of emptiness or inadequacy, little or nothing is known, which feels unsafe, especially if one is a clever and an expert in the ordinary world. Consistently, it seems as if delegates experienced safe space with coaches, to trust helpers, and disclose self for life-changing events to take place, seen from coaches' and delegates' perspective, except for 1 delegate (*T*) who didn't. It's likely that the absence of safe space is linked to coaching experiences not being effective for this particular delegate; *"I felt even there was no purpose as we sat there. It was like a Friday afternoon, so before we go home, a la a little early weekend, we meet for beers. I cannot use that"* (DT:11:08); consequently personal stuff was not shared and deep, felt stuff wasn't explored.

Fairy tales propose that delegates have endured pain, messiness, anthill re-building, and loss of one's book, on the quest. A somewhat low impulse control may result in coaches being blamed, if clarity is temporally lacking, or doubts, anxiety and fear of failure are projected into one of the coaches, devaluated as a clown and container for emotions, delegates don't want to own. A hypothesis may be that fairy tales touch on classic conflicts, i.e. conformity vs. individuality, duty vs. desire, stuckness and compulsions to repeat, developing autonomy and finding a true self. In fairy tales coaches help delegate to take distance, reflect, include other perspectives and gain new insights, which for most was effective. Fairy tales told by me and coaches can be interpreted as romantic; caterpillar to butterfly, frog to a prince, old lady on the veranda, which may touch on dynamics like the female representation of inclusive love for progeny (Campbell, 1988, p. 181) or Snow White (Bettelheim, 1977, p. 214) falling to sleep at a crucial point in development, reawakening at a higher stage of maturity with a deeper consciousness and self-awareness. An inward journey, struggles originally faced alone, meeting a helper, and one may have to surrender and submit to open up for new insights to undergo psychological redemption and transformation; such as Psyche accomplishing difficult tasks to unite with Cupid in a perfected form (Campbell, 2008, p.

100). Hope related to coaches may be transformation or perfection, so events that clicked are magically meeting a helper with supernatural powers: a different kind of expert.

Deep roles assigned to coaches are roles of family helpers (Moxnes, 1998) carrying a role of a transformational or spiritual helper (in a bookstore, at home, in a forest, in a city, at school); as wise man (projects all good stuff into coaches, or one of them), hero (someone delegates want to identify with) or winner (overcoming fears and discomfort); and for a few a deep role of a false prophet (doctor Jazz), clown (making dumb comments) or loser (devaluated by delegates), who represents something, delegates don't want to identify with or aren't ready to realise about self (even clever ones can sometimes act stupid). This may relate to splitting in a high-risk environment, as delegates may see others as friends or enemies from a systems perspective, so can be infectious or what's simply felt as needed to survive. Deep roles assigned to delegates' self are roles of crown prince, good son, lost son, younger brother, black sheep, hero or material helper. Metaphors (Gabriel, 1999; 2000) for how to interact with others includes records as symbols of feelings, getting pieces together in a puzzle, rewriting ones book of understandings, football players learning to play the field and include silent players, a picture perfect family on the surface and hidden family secrets below the carpet, impatient cars honking the horns in a traffic light and a balancing act. Delegates' composite fairy tale seems to propose that a supernatural helper is illustrative for what coaches are expected to do: contain anxiety, advice, and guide and reflect with delegate to establish a safe space to be unsafe. An assumption that it's not possible to get help characterises fairy tales, so help magically appears, and availability is an imperative element. Coaches seem to have an essential role in the breakthrough as a stranger, gnome, or an old car, and someone tells one to tear out pages of a book, stop the grinder or get new tires. Few fairy tales (*T, J*) don't include a helper suggesting that the hero (man, master builder ant) can complete the quest without help, the helper is not helpful, or delegate hasn't felt safe enough to share personal stuff. Fairy tales indicate that coaches are competent (expert, person and supernatural powers), project confidence, compassionate, intuitively understand delegates as (imperfect) individuals, attunes and listens emphatically, and available psychologically to establish a safe space to gain new perspectives in the unknown.

A safe space means a psychological, confidential space outside one's habitat with a trusted helper facilitating one's development linked to organisation, role and person, past and present; expressed as mechanic shop, small home town, bookstore, book, tailor shop and suggest that it's a psychological transitional space in a dyadic coaching relationship. Other

described spaces seem to be characterised by ambivalence, such as football team, anthill, garden and family, which appears to be safe and unsafe. It appears to be of importance that coaches are separate from the ordinary world (gnome, stranger or old racing car) for delegates to trust and feel safe. The fairy tales (Bettelheim, 1977) can be understood as a coaching experience helpful to understand self, others, patterns and providing correcting (emotional) experiences, a reflective space for personal development to make sense of it all (self, motives, hidden agendas, resistance, what's not being said, influence on others, strengths and resources, what to work on) in a safe space to be unsafe, uncomfortable for a while and play with possible selves and new behaviours with limited risks compared to reality, but real enough to matter. I claim that a similarity to the psychological function of fairy tales can be found (Bettelheim, 1977), not hit too close to home, as it may stir up too much anxiety, defensiveness and resistance, but stay relevant for delegate to identify with it.

It can be suggested that fairy tales push delegates to the limits of their comfort zone into the unknown, talking, writing, reflecting on personal, deep and felt stuff, to pick them up at different level going a bit deeper for what was effective and less effective for this group. It's possible that it's effective for the group of delegates to get of dance floor and on the balcony to understand self and others better, get help to integrate learning in organisational role. 2 delegates didn't write fairy tales, which may be for good reasons or that fairy tales are too far out of their comfort zone, so stir up defences in delegates as procrastination, asking for more time or better instructions, or passive-aggression. It simply feels unsafe, if one has to do something in an area, in which one is not an expert. I propose that fairy tales can be an effective facilitating environment with temporally safety boundaries to reflect, dwell and question unsafe or unfamiliar thoughts, feelings and fantasies, taking a step back from a rational, logical reality.

A safe space in a wonderful glade

Table 2 includes 77 significant statements extracted from verbatim transcripts of 6 interviews with related formulated meanings. 6 themes (appendix 12) emerged from associated meanings of safe space, what some coaches do or don't do from coaches and delegates' point of view to establish safe space, and what clicked or didn't with this group of delegates.

Theme 1: A competent helper and an authority too – In comparing and contrasting reports from dyads, it seems obvious that coaches are seen as experts to establish safe space. Collectively delegates emphasise significance of coaches as competent helpers; “*Well, one*

thing is to have the professional skills, but he was good at reading people and could come up with some such reasonable insightful things about people” (DN:02:29). Competence seems essential to gain respect and arouse confidence, similar to clevers as experts (as in Kiesler & Watkins, 1989); “right now, he was invited into one of few areas, he meets daily, where he isn’t an expert and specialist. It simply feels unsafe. And he didn’t have enough guarantees that it was something he would escape from alive or he could trust those, who invited him” (CB:05:14), but not overly depend on identity as psychologist; “I think it was a little slow start on what is needed to win him over ... It was that there was a respect for the other person’s professionalism” (CB:04:07). It manifests expert role of coach as suggested by Rogers (Cullberg, 1999) for delegates to feel safe to push boundaries and explore, as well as person of coach to enhance psychological safety from delegates’ point of view; “And I think Ben’s educational background as a psychologist at some level also have some sort of confidence-inspiring aspect. And then thirdly, all his behaviour, his appearance, speaks very comfortable at a steady pace and seems very focused, good eye contact, and has a very calm manner” (DG:03:04). Collectively delegates talk about verbal and non-verbal intimacy behaviours (Patterson, 1976), which may influence an unconscious decision to trust coaches or not. One coach stress this too; “my way of sitting at the table is a reflection of how much he and I tried ... match, but not very conscious. I would think if he needs distance, so I don’t go on the table and press him. So I think mine is a little mirroring of it.” (CB:13:31). Coaches emphasise ability to protect delegates from psychological harm, not abuse ones authority, avoid to stir up defences and resistance, which can prevent development, as important to establish safe space. Coaches can be seen as authorities, which may be safe, dangerous or unsafe, because one has different experiences to what degree authorities can be trusted; “Yes, I had the impression that she was thinking, you got to say it right, did not know why we are here and what we are doing. Or is it now I say anything, as he sits and writes down. I had such a feeling. Was it a little dangerous with that observation behemoth that sat over there” (CJ:03:21); stirring up inclusion/exclusion dynamics. Delegates appear to be curious, cautious or skeptical depending on past experiences, perhaps delegates don’t know what to expect from coaches or interventions, it arouses anxiety; and responsive attachment figures (Bowlby, 1988) are sought throughout life to feel safe. The holding frame (Winnicott, 1990; Bowlby, 1988) and role of coach must be designed cautiously; “And the frame means a lot to the relationship. I’m establishing the relationship most often by being sure the role is designed carefully (CB:10:12)”; in accordance with what the programme purports to do, to ensure predictability, reliability and confidentiality to establish safe space with delegates.

Theme 2: Seen and met as a unique individual – A hypothesis may be that coaches concentrate on delegate to establish psychologically safe space (Edmondson, 2011); “*And I mean, he was very focused on me when we had those coaching things, and there’s nothing that comes to my mind, but I mean he was focused on me and we talked about how things were going*” (DE:10:29); adapt to needs, respect boundaries, not be intrusive; “*Something that I said, I’ve found it difficult to get feedback from any of my peers. (...) Others had been like a little superficial, and I’ve had a little trouble finding things that I think were good, you sort of like can work on (...) nothing is like wrong with me. He turns it around and says, well then perhaps it’s really the theme, perhaps people don’t feel they can tell you, because you’re going to react to it and be critical in relation to the things they say*” (DN:09:11); to help delegates see self in the eyes of coaches, as more than clever; from coaches’ point of view don’t intimidate or overdose, but develop solid hypotheses that resonate with delegate; “*that is what is an appropriate disturbance. And in the beginning it does not take much to disturb. And that induce strong defence, it’s not a good start*” (CB:10:25). Coaches highlight the importance of self as tool to see, if delegate responds to cues, and safe space requires receptivity from coach and delegate in a relationship; “*It takes real coolness to add such a mirror, hey, you stop, I notice we’re talking faster and faster*” (CJ:15:13) to demonstrate that delegate are seen and met (Hart & Schwartz, 2008). It’s helpful to have a coach assist one explore and make sense of behaviours, “*(...) I think it was two things. When we talked about my results from that test, that was helpful to think about, how I am and how I act and things like that. And in the coaching sessions it was that he was honest and gave some examples about what was bad and what was good*” (DE:10:22), which suggests that delegate felt seen, met and safe with coaches to share and open up for personal stuff. It seems to be coherent across reports from dyads that to be seen and met as a unique individual, not as a stereotype or achievements in an instrumental way, matters for delegates to feel safe.

Theme 3: It has to matter in a real-life context – To establish a safe space, it’s important from delegates’ perspective, that coaches understand real-life context, adding a psychological view; “*it just made him such very unique, as having tried many different things and be able to understand some of the challenges for us, but at the same time so also had what shall we say, a strong insight into the academic world (...)*” (DG:03:14). Effectiveness may be related to individual real-work assignment, exposure to senior management and peer feedback; “*But the entire program, this exercise to be assigned a coach and be in educational modules, get some attention from senior management, get any of these little tasks that again when you sat*

in it was a little annoying having to gather feedback from peers. But when you came through it and could begin to reflect on it afterwards, so it has helped me a lot, and I think it's a really interesting exercise to go through” (DG:12:16). An assumption may be that a safe space is safe enough (Winnicott, 1971) to be at the limits of one's comfort zone, as it may seem unreal if overmuch safe compared to a high-risk environment. As proposed by Kahn (1990) it has to be meaningful, safe and available; *“And he was also good at trying when you had questions or others had questions like coming up with such concrete solutions to things. He was very professional and seemed extremely talented. So it was quite clear it for me that it was what meant the most” (DN:03:01);* if the smell of the place and impact on delegates is understood, it feels safe to reality test experiences. Primary task often represents a dilemma: what are on-task, off-task and anti-task – and it may be difficult to intervene, if this isn't understood; when is a defence helping one do the work (mute button to keep noise out) and when is it standing in the way (deaf)? Statements from some delegates (*E and T*) allude to distress, because coach doesn't understand context, which feels unsafe and may be interpreted, as coach doesn't understand what matters. Coaches don't only become insignificant, but an irritation or substitute for anger, possibly delegates struggle with others not understanding the who and what in other parts of life. Perhaps it's related to expectations; coaches invite delegates to do something one thinks will be difficult or impossible (Campbell, 1988) in a high-risk environment, so coaches really need to understand potential consequences, which may be fatal in a dichotomy of succeed or fail. Delegates' statements are coherent across reports; but one coach seems to believe that a psychological background is key to effective coaching experiences, whereas another coach sees it as evenly significant to apprehend the context and primary task to connect micro to macro.

Theme 4: It's unsafe and boring to talk to someone neutral – Coaches have to take a risk, from delegates' point of view, for them to feel safe and discuss personal, deep and felt stuff. With these particular delegates, it's meaningful, that coaches aren't neutral, don't be and act like a therapist, opposite therapeutic working alliances (Rogers, 1959; Cullberg, 1999); *“So you just felt that he actually had an opinion about it, and there was some substance behind. Instead of it just becoming such chitchat, as many of the other things in my eyes was, in other words” (DN:11:24);* delegates note that coaches take risk; *“He was not afraid like to go into something or say no to something, and I can just feel, at least for me in terms of confidence. So, if I have to open up to someone, so there is a big difference whether it's one I like the feel actually good at what he is talking about or not” (DN:10:22),* which appears to be important

for establishing safe space. An assumption may be that it has to do with delegates' maturity and development towards autonomy *"I also think he was kind of quite honest (...). I mean you should be if you are a coach, because he should tell me what he thinks, I mean he's a professional on this stuff (...)" (DE:04:16)*, so it feels safer that coaches have an opinion, safe to lean on an authority, but a risk to cause dependency. A contrast, comparing what delegates and coaches say, is that one coach seems to suggest, a coach is tolerant and neutral establishing a containing psychological space, which is non-judgmental; although delegates look to coaches for practical, useful insights, specific solutions to situations, and consequently subjectivity. Neutrality may be suggested to be boring, chitchat or speaking by mouth; *"If he had been very fluffy around those concepts, so I'd have been skeptical about it" (DT:06:01)*. A hypothesis may be that delegates see a high-risk environment, as binary win-lose, by nature not neutral; something is better than something else. An important task in a safe thinking space with coaches may be not to let answers murder questions, allow delegates to be momentarily confused, tolerate not knowing, and not rush to closure.

Theme 5: Commitment without demanding something in return – Some delegates highlight significance of (altruistic) support as important to establish safe space, perhaps it's unfamiliar to ask for help showing vulnerability and get help; *"(...) we were welcome to contact him, and I took the opportunity also a few times (...) showed that he was willing to go into this with more than the number of hours he maybe got paid for (...)" (DG:04:26)*; or expressed as *"(...) And he was not getting paid, I think, to sit with me that extra hour, which was after a long day" (DT:06:16)*. One coach describes it as, *"Offering something, I think, without asking for anything in return in the first place. But give something that can be an encouragement" (CB:05:02)*. It's untried that someone is available without demanding something in return. It may relate to an assumption that talking about money is a taboo (Kets de Vries, 2009) in this particular environment, or perhaps delegates begin to understand that money is only antidepressants for those suffering from the Sisyphus complex (ibid, p. 100) – or it's a different way for delegates to express greed. It may feel unsafe in an environment driven by money to promote existential themes over assets or maybe an anxiety about a fairy tale that didn't last, a question about how to stay hungry, not bored. Money plays a symbolic role and may contain a lot of emotional material (ibid) such as hope, joy, envy, resentment, disgust – and a concrete measure of performance in a wholesale bank. An assumption can be that delegates unconsciously are asking coaches to solve an inner dilemma, which isn't safe to discuss with others. It may be a defensive reaction to test coaches' availability before fully

engaging, a kind of test to see if one can trust coaches to assist and guide through test and trials in the unknown, so to feel safe.

Theme 6: A thinking space with safety boundaries – Interventions are intended to be predictable and reliable as in a secure base (Bowlby, 1988) to establish safe space. Coaches are called upon to manage boundaries of role, territory, task and person; “(...) *I could just sense that there was one here you could talk to about anything possible, and also feel comfortable with, it would not be leaked to senior management if there were some things that you did not want to continue in the system*” (DG:02:19). Few delegates reflect on what’s most comfortable and safe expressed as; “(...) *it may not be surprising that the most confident moments for me was when we had our one on ones, and it was some of the meetings we’ve had, and it was ... he had joined me at work and a presentation I gave, he subsequently gave me feedback, etc. It was there one felt the utmost degree of confidentiality. Not that I didn’t feel comfortable at other meetings, but if I so shall rank them, then this is it*” (DG:05:13), which can indicate that real-life assignment was more unsafe than individual interventions, because it’s closer to home as found in the dynamics of fairy tales (Bettelheim, 1977). In particular, delegates experienced it as safe one on one; “(...) *able to see that we were comfortable with each other, that we had a good relationship. (...) So, you know, you could laugh at things and we’re relaxed. I’ll say. It wasn’t tense, it worked, I think, anyway*” (DN:09:29). It indicates that the relationship means a lot for safe space. Coaches have to protect delegates from disclosing too much, and it probably has to be confidential to open up for personal, deep and felt stuff, even with a pressure from delegates to disclose. Delegates indicate it’s more difficult to establish safe space with an internal coach (Ward, 2007) expressed as; “(...) *I mean, why should I not trust him when he says things like that. (...) But also I mean that I know that he comes from HR and has been picked to this thing, and I mean of course I must trust that it stays between us*” (DE:10:01). Trust and safe space seem to be inhibited, if coaches are moving too fast for the relationship to be strong enough to hold delegates; “*It could be, if I was too fast in relation to force those hypotheses down the throat of the person, so that it IS indeed a problem, you can probably see that ... most will experience it as disempowering*” (CB:12:32). It appears to be of importance not to transgress boundaries, but start with what’s harmless to build trust.

This study contends that a safe space has been established with delegates, because of competence, role and person of coach, commitment and support, understanding of context and delegates’ roles, temporal and psychological boundaries, and confidentiality. Especially

calmness (Righetti & Finkenauer, 2011), commonly brought up by delegates, seems to be an important trait to establish safe space with these particular delegates, perhaps as this group of delegates is characterised by some neuroticism, agitation, anxiety and irritation of the system. It seems as if, it's possible to establish safe space in coaching interventions, and one statement may propose that safe space can be transferred; *"And it has just given me some form of security in the organisation that I like has support, a place where I can seek some advice and expect some things that I might not want to talk to my immediate supervisor about"* (DG:07:15). Consistently, it seems that safe space, from delegates' perspective, means individual interventions and small groups to share deep, felt, at times unexpected stuff, personal stories or important incidents at work. What's unsafe is to engage in real-work individual assignment; a risk to fail and potential consequences for career, exposure to senior management in the action-learning seminar, feedback from peers, immediate superior present in some meetings limiting openness, coaches not knowing context or joking too much not being serious enough about what's at stake or delegates' development. Coaches attach a meaning of what is safe and unsafe for them, as an ability to cope with different situations, such as an intervention with a disorganised delegate, so very related to professional (psychological) competence. Overall, it may imply, from delegates' and coaches' point of view, that psychological safety has a boundary. Meaning of safe/unsafe is not universal; it's paramount with empathic attunement to meet and understand delegate as an (imperfect) individual, not a stereotype. It may suggest that coaches demonstrate an ability to protect delegate from (irreparable) psychological and emotional harm through psychological competence and interpersonal skills to invite delegate to explore ones inner theatre and take interpersonal, emotional risk, including enduring discomfort and pain, meanwhile believe one is going to survive and hold self together as a good enough individual, not a clinical diagnose to be treated. A safe place may be stressful and with struggle or discomfort; *"(...) and if I had seen it as a personal development course, I do not think I'd want to be in it at all"* (DT:16:31). It is possible that, comparing and contrasting reports, a safe space may be understood as having similar meanings to coaches and delegates as a reflective space to think about deep stuff and share thoughts, feelings and fantasies with someone, who will fulfil a promise to keep personal information confidential, be curious about ones true self and possible working identities, feeling safe enough to share, explore and be vulnerable, not fearing negative consequences, as found by Edmondson (2011) in the study of how to learn from failure and by Korotov (2010).

Events that clicked from coaches' point of view appear to be gathering data by multiple methods and sources to develop valid, solid hypothesis about motives, behaviour and patterns, benevolent conduct (not here to prove expertise, but interested in helping delegate develop personally) and relevant exercises easy to apply, related to role and context to achieve mastery. Delegates point to events that clicked as purposeful topics, useful and relevant, i.e. motivation and resistance, real-life responsibility, stretch assignments and added complexity in one's role. Interviews may suggest that one-on-one sessions with feedback and patterns, experiential learning closely related to organisational context to ease transfer and relevance were most effective for delegates. It clicked to demonstrate solid psychological proficiency, not cheap psychology overanalysing incidents, good enough understanding of context, cohesion, and affective resonance, under promise and over deliver. It didn't click to be unprepared, unpredictable, vague, disconnected from delegate, delegate's role and context, and not challenge, which may be understood as a betrayal; too much good feeling arouses discomfort, skepticism and paranoia. Delegates emphasise action-learning seminar, peer feedback, shadowing and observations, personality profile and feedback related to self-awareness, practical application and sense-making with a trusted other (Yakovleva, Reilly & Werko, 2010) as effective, except for one delegate (*T*), who emphasised individual assignment, but coaching interventions weren't effective.

Themes can point to an assumption that individual coaching interventions are effective for this group of delegates, if a safe space is established for delegates to open up for personal development. It seems that coaches establish trust (table 3) by other-awareness (delegate's perspective and what delegate brings up matters, but stay relevant), ask open-ended questions (*not* ask why), don't reject delegate, but demonstrate that delegates can be comfortable with who and what, one is. Delegates' reflections in fairy tales, video vignettes and interviews can be seen as examples of going a bit deeper on what was effective and less effective for the group of delegates. Awareness of intra- and interpersonal themes comes to the foreground; awareness of inner motivation, resistance in self/others, motivational crisis, anxiety and boredom, dependence, autonomy to become an authority of ones own, sibling rivalry, aggression and envy, authorities, inclusion, exclusion, narcissistic injuries, possibly summarised as: *getting help understanding self and others' irrational behaviours in dyads and small groups in a lab for clevers*. It seems safe to suggest that what's less effective for this group of delegates is lectures, as it does not provide experiential learning, and an assumption can be that delegates already have enough academia. One delegate (*T*) saw the

programme as unstructured, random and suffering from a childhood disease of chaos, which can be seen as a lack of a holding environment for this particular delegate all together.

It can be argued that a safe space is linked to the effectiveness of the coaching experience, if trust, respect, patience and tolerance for ambiguity (Edmondson, 2011) between coach and delegate has been established to open up for self-disclosure, exploration, collaborative hypotheses, and experimentation; “(...) *entire program has helped to increase one's self-awareness of how you are and what you can do and what are your strengths and weaknesses, and then you can just work on the things. Of course you have to work with one's weaknesses, but also do more of what you're good at*” (DG:13:22). The relationship with coaches is emphasised as a key to opening up, “*it was such, lastly, he could have said all sorts of things, that is. Then and there, I think, I was open enough for him to tell me everything he had for me. And I would be willing to accept it*” (DN:13:30). This can perhaps be evidence of the importance of safe space from a clinical perspective in a high-risk environment, as demonstrated in fairy tales too; linked to effectiveness of coaching for delegates to deal with the inevitable discomforts of dependence, anxieties and vulnerability, desires, affect and arousal, risk of failure to engage in safe risk taking to develop personally and professionally.

In a different Kingdom – or existence of safe space in a classroom

Observations (appendix 9) of delegates' transformational events tell of secret ingredients in an inner transformation, from disconnect to connectedness, dare to be ambitious, open about money as a key motivator, stir up envy in others because one has something others want, dare to be different and push boundaries, a step worth taking crossing comfortable boundaries to be at the very limits of one's comfort zone. Delegates appear to be reflective and emotionally connected talking about individual reflective, transitional spaces directly connected to real work – and provide a good enough container in a group reflective space (Gabriel, 1995). Findings based on observations of delegates' talking about transitions seem to indicate that a reflective space is effective for this particular group in a caring climate challenging delegates to write, reflect and disclose self in small group settings to connect to what's beneath the surface, inner working models, motives and working identity. It's effective with intensive, demanding tasks, which are unknown, but set in a relevant frame and context like writing exercises. A different classroom setting (appendix 20), sitting in horseshoe shape with no tables, may open up for closeness and reflections without being therapeutic. These findings can potentially show that delegates' vignettes captured rich, felt and deep experiences, and an example of psychological safety in small group setting similar to a here-and-now group

psychotherapy experience (Yalom, 2005). It was a surprise to observe level of disclosure, depth and psychological safety in small groups in contrast to high-risk environment. I suggest that a psychological safe climate to open up has been established as described by Edmondson & Roloff (2009).

Importance and relevance of findings

I propose, these findings matter from an organisational perspective to provide safe space for delegates to develop, especially as clevers are close to the primary task, if not it may limit effectiveness of coaching interventions and development, so catastrophic for organisational effectiveness depending on clevers. It may seem self-evident that it matters to clevers. It's a real surprise, how challenging it really is to show limitations and inadequacies, which may seem a precondition for interactions with others; exactly how vulnerable it is to step outside comfort zone in a high-risk environment, in which failure isn't allowed, one risk to get killed figuratively and second chances are very rarely given. It's possible that a binary thinking dominates, thus a black – white isomorphism in relation to delegates' thinking about reality: either a star or a low performer. Events, thoughts, feelings and fantasies outside conscious awareness can notably influence behaviours and patterns, which may make it particularly demanding to establish safe space in a high-risk environment. Delegates have different experiences with authorities, trust and relationships, money has a symbolic power – and so it may be difficult to imagine that someone offers something without hidden motives, demanding something in return or simply demonstrate a genuine interest.

Limitations to this study

In this study, I explored 11 delegates' fairy tales and reports from 4 dyads to understand safe space in a high-risk environment. There is a limit to what I can learn in a brief piece of practitioner research given how personal and complex these issues are. I've studied pieces of coaching experiences, but part of the content and context cannot be known. There are several other limitations this study. First, it's a small, convenience sample from my backyard and this study carries the possibility of general limitations. In utilising a sample of delegates in a specific programme and with a specific background in finance, economics, math and physics, it's feasible that results may not be representative of clevers more generally. Further studies with samples from wider backgrounds could address any concerns over recruitment bias. The study depended on two coaches, and results could have differed, if coaches had been either internal or external consultants, to reflect on coach's ability to establish safe space. Readers should thus be careful in generalising results to a broad population of coaches. Participation

rate was not a 100% (2 delegates did not write a fairy tale and not all delegates participated in the closing workshop), and I didn't ask for reasons. Most delegates were relatively new to coaching, and as a result, may have presented more positively than more experienced delegates with a different comparison. I felt that coaches and delegates trusted me, as demonstrated by a willingness to talk about coaching experiences, share personal stuff in fairy tales and transformational events in vignettes.

Overall, the clinical lens has been helpful and had explanatory power related to the research question. A psychodynamic framework (Gabriel, 1999) is complex, interpretive and gives no clear answer, but can be a solid perspective to form hypotheses. The clinical lens is sufficiently nuanced to explain the otherwise incomprehensible and irrational, as the theory oppositely can be critiqued for. This thesis is based on theories (Winnicott, Bowlby, Bollas) in a therapeutic context without direct connection to organisations. A risk using a clinical lens is that organisations and individuals are treated as patients and diagnosed with pathological concepts. In writing a fairy tale about personal experiences (appendix 21) in a leadership development programme (EMCCC), I had the advantage of going through a similar experience as delegates, but have unquestionably projected some of my fantasies and realities into delegates' fairy tales. So, practitioner researcher bias could also have impacted on the research. Triangulation methods have been used, however it's not possible to involve multiple interviewers and raters in the coding. Hypotheses have partly been validated with coaches, not with delegates; so may represent one of many possible interpretations. I was unable to set up a control group, nor identify effects of coaching interventions in the medium- or long-term. Despite its limitations, this study offers preliminary support for the importance of a safe space, from a clinical point of view, in a high-risk environment – and for the link to effectiveness of coaching experiences.

Future research

It's possible that safe space in a different context with a different kind of dataset may have produced different results, consequently interesting and important to expand the sample of delegates and coaches to explore the topic further. Future studies exploring a safe space are needed to understand respect, tolerance, trust and closeness in a dyadic relationship more in depth. Initially, I was concerned with exploring a helping relationship, and it may have been an exciting perspective to examine what some coaches do or don't do to form a relationship with delegates in a high-risk environment. It may have been an interesting approach to conduct re-interviews with coaches and delegates to explore CCRT, analyse specific

relationship episodes to understand transference and countertransference more in depth and potential impact on safe space – or to provide a perspective on the use of the CCRT method in organisations. This research is a relatively brief piece of research, which may make it interesting to conduct another study in 12-18 months time focusing on integration in delegates' development, so identify safe space and effectiveness of coaching in the medium-term (or even longer term). Fairy tales have been an interesting approach to research, and from a personal perspective, I want to explore psychological interpretation of fairy tales more (Von Franz, 1996; Fromm; 1957; Dieckmann, 1986), helpfulness in a transitional space in a company programme, perhaps asking delegates to write a fairy tale before programme entry about the expectations, in the programme as deep reflections, maybe on the action-learning lab to understand undercurrent dynamics in the small groups, and before re-entry to get a perspective on the development process.

It's interesting to understand the concept of safe space to explore reflection more in depth. Roles in a wholesale bank are not high-risk roles as such compared to an ER doctor or army pilot, but may have something in common (short response time, demands on rational, quick decision making, overstimulation, limited possibility of withdrawal and anxiety). Exogenous conditions can lead to a generally heightened level of anxiety, which can lead to defensive reactions and various coping attempts, which may have added completely different insights on clevers in wholesale banking, if examining self-care capacity, most often used in healthcare. In summary, *the garden stretched so far that even the gardener did not know the end of it. If you continued to walk, you came to the most beautiful forest with tall trees and deep lakes* (The Nightingale, Andersen, 1843).

Turning the story into a conclusion

This study provided a perspective on what some coaches do (or don't do), from coaches' and delegates' point of view, to establish safe space with delegates in a high-risk environment to open up for personal development. Evidence from fairy tales and reports proved that delegates' psychological traits in combination with a high-risk environment might be counterproductive for personal development. Findings suggest, that coaching is an effective individual intervention for delegates to seek help to facilitate personal development, if a safe space is established to add some distance to the high-risk environment. I propose that these findings add to research done by Edmondson (2011) and Korotov (2010), not all new, but adding new perspectives from a different kind of dataset, in particular the need for a safe space for clevers from a clinical perspective, because of an experience of a lack of safe space

in work life. Comparing and contrasting reports from dyads, a safe space seems to be a confidential, safe enough, mental space in a coach-delegate dyad with well-defined demarcations of content and time. It's consistent, predictable and reliable to be temporally unsafe, and arouse some discomfort, but not arouse overly defensiveness to self-protect, in a realistic environment; it matters, it's real enough, not only a lab. Safety boundaries, as temporal, spatial and psychological boundaries, are predominantly managed by coaches, but also delegates for what and how much to share, to establish a sense of psychological safety, which goes beyond trust, respect and tolerance to make oneself vulnerable to others' actions (Edmondson & Roloff, 2009; Edmondson, 2011), trusting one can self-protect, if needed. From a clinical perspective, a safe space in a high-risk environment is important to ensure help, survival, delegates' personal development relevant for primary task, and integration of a composed self to make conscious choices, not be caught up in unconscious dynamics and impulses. It surprised me that coaches had to do so much boundary management for delegates to balance self-disclosure and withholding, perhaps because delegates want to disclose self and transformations to be recognised by those who matter, and protected from exclusion by attaching self to those in power.

Reports from several dyads on the existence (or not) of a safe space offer support for the idea that it's linked to effectiveness of coaching experiences. Coaches establish safe space through empathy, compassion understood as emotional insight not sympathy, and attunement to meet delegates on home turf, eliminate noise and communicate in a comprehensible language to be good interpersonal role models – or equally poor role models as some clever, who may prefer to use academic competences, not interpersonal skills, consequently not establishing safe space. A safe space reduces anxiety and paranoia enough to express relevant thoughts and feelings, to accept vulnerability and believe that one will not be rejected, if disclosing ones' imperfections. This study highlighted that delegates considered it very unsafe to step to the limit of one's professional expertise, and in a high-risk environment with a win-loose mentality, fantasies of exclusion, if one fails, is a real risk, not only fantasy. It can be argued that the work context for this group of delegates places greater demands on a safe space, highlighting from a clinical perspective the importance of same, perhaps greater demands on coaches too to facilitate development, because it's an environment characterised by competitiveness, winners and losers, maybe humiliated if mistakes are made, or may feel powerless with little influence on tasks and demands. Delegates want to be competent; and are used to be within a narrow field, inadequacy are highly anxiety provoking – and most

experience inadequacy stepping out of the comfort zone, thus increasing the need to establish a safe space for personal development. This combined with a desire for mastery makes it particularly vulnerable to be rejected on one's competences, so more challenging to take a risk. I suggest, coaches must communicate without psychological gobbledygook, at the same time demonstrate professional competence, at least equal to delegates' competence to project confidence and gain respect, and so establish safe space.

It may seem obvious that delegates want competent coaches, but they want *in-depth expertise* from coaches who can embrace experience, psychology, context and primary task. It's a surprise, comparing and contrasting personal experiences with reports from dyads, that delegates don't want neutral coaches, but coaches able to not only relate to context and primary task to build trust and respect, in addition to a background as psychologist, but to take a risk, be a person, voice opinions and suggest solutions. Delegates react both when *not met* with condemnation and when a risk of inclusion or exclusion is present, and it demands something different from coaches than to be a neutral interlocutor. It may mean a greater degree of norm and directness in interventions to decrease stimuli and hardness of stimuli to reduce automatic, neurotic anxiety. A win-lose dichotomy influences on coaches, either a hero or a clown, even when coaches succeed, a thin line exists between idealisation and devaluation.

It's effective, from delegates' perspective, that coaches see them as (imperfect) individuals, not stereotypes, providing delegates with a potential space (Winnicott, 1971), in which self, motives, working identity and patterns can be examined without fear of rejection, destruction or exclusion. It's of significance to be seen, met and mirrored to step to the limits of one's comfort zone, and open up for exploration and experimentation. The difference that makes a difference is to have a safe space (Bowlby, 1988), a kind of refuge, to reflect and think with someone and be comfortable with one's inadequacies. An interesting observation from the study is that a safe space cannot be overly safe, as it has to be real and matter to reflect realistic anxiety and adaptive responses to signals; and from delegates' perspective, they become skeptical and suspicious, if all is evenly good, it becomes not only indifferent, but an irritation, it simply feels unsafe – and coaches may be devaluated as a consequence. Money has a symbolic and real power; it may be difficult to imagine altruism, getting something without giving something in return, which may put added demands on coaches to demonstrate a genuine, benevolent commitment.

It seems safe to suggest that one of the events that clicked was experiential learning in a seminar (lab) with real-life assignments and exposure to senior management for it to matter. Second, it seems as if collecting the puzzle (360 degree, triangulation of methods) with coaches to understand patterns, look at self and work from the outside-in clicked from coaches' and delegates' point of view. It's very important for this particular group that the programme, interventions and roles have been cautiously designed in every little detail to provide a holding environment and establish safe space for delegates to understand what happens, when, how and with whom, to highlight rules of engagement. An important point is not to deprive self of support from those around one, as demonstrated in the small group sessions. Thirdly, coaches' behaviours, in particular calmness to reduce arousal and allow delegates to think, and mentalisation to understand delegate's thoughts, feelings, fantasies, actions and perception of reality seem to be important for some coaches to build trust, reduce anxiety and paranoia to establish safe space; not only in coaching interventions, but consistent with behaviours in lectures and small group sessions. It's less effective to participate in theoretical lectures, as it doesn't bridge the knowing-doing gap; and if safe space isn't established effectiveness of coaching interventions drop.

Through writing, pushing boundaries, while not being therapeutic or too far from reality, delegates engaged in deep reflection to examine development, transformations and events that clicked in coaching interventions. Fairy tales show that delegates move through a developmental process similar to a transformational quest in tales or myths. It shows that the psychology of fairy tales can be adapted to understand and establish safe space to be temporally unsafe, while exploring new behaviours as part of a personal development process. Coaches may be transitional objects providing support, adaptive guidance, containment, protainment and psychological safety to rewrite the scripts of delegates' inner theatre. Fairy tales added a new and different lens, because it captured a deeper level of reflection, picking up delegates at a different level of consciousness, about a high-risk environment, self and others, transformation, coaching experiences and safe space. It shows that the psychology of fairy tales can be helpful to keep some distance to one's organisation-in-the mind and inner theatre – and gain insights into the unconscious.

A surprise reflecting on my coaching practice is that coaching alphas, it seems that coaches have to win the first fight (Ludeman & Erlandson, 2004) to establish psychological safety, to prove to be strong enough to contain, whatever alphas have to share, and with clever, it's a different fight to establish expertise in a psychological, intra-psychic and interpersonal area,

often unfamiliar to clevers. It may contribute to the coaching practice highlighting the clinical importance of safe space, the role of coach to establish a safe space for delegates to feel safe, compassion, self as instrument and to dare be non-neutral, but be present as a person – and reflect on whether delegates feel safe. It may be more prestigious to coach executives, if looking at hierarchical status reflecting on coaches, perhaps more fun coaching clevers, at least not less demanding.

A new fairy tale is about to begin...

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Table 1	Selected significant statements and related formulated meanings (practitioner researcher)
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Appendix 1: The Seedling Box Programme

Brief overview of the content of the programme highlighting coaching interventions for 13 delegates.



Appendix 2: Demographics of delegates in this study

<i>Delegate alias</i>	<i>Professional Grouping</i>	<i>Title</i>	<i>Starting date</i>	<i>Seniority</i>		<i>Birth day</i>	<i>Age</i>	<i>Location</i>	<i>Coach alias</i>
				<i>Years</i>	<i>Months</i>				
Oliver	Debt Capital Management	Trader	01-04-07	5	3	02-06-77	35	Stockholm	Josh
Thomas	Global Research Financial Markets	Chief Analyst	01-10-07	4	9	18-11-77	34	London	Josh
Charlie	Global Research - FX Strategy	Senior Analyst	18-01-06	6	5	13-08-82	29	Copenhagen	Ben
James	Macro Economics - Rates Strategy	Senior Analyst	01-09-06	5	9	28-07-79	32	Copenhagen	Ben
George	Domestic Sales - Commodities	Chief Sales Broker	02-01-08	4	6	10-06-81	31	Copenhagen	Ben
Peter	Debt Capital Management Trading	Senior Corporate Credit Trader	01-10-08	3	9	21-11-77	34	Copenhagen	Ben
Noah	Complex Risk	Chief Trader	08-09-03	8	9	31-12-77	34	Copenhagen	Ben
Jacob	Domestic Sales - FX	Senior Sales Broker	01-04-10	2	2	02-06-72	40	Copenhagen	Ben
Stephen	Money Markets	Senior Trader	01-01-06	6	6	23-09-76	35	Dublin	Josh
Harry	Economic Research - US & Federal Reserve	Senior Analyst	24-06-02	9	11	15-03-79	33	Copenhagen	Ben
Emily	Fixed Income	Senior Trader	01-10-08	3	9	22-09-75	36	Oslo	Josh
Daniel	Loan Syndications	Relationship Banker	01-09-08	3	10	24-10-72	39	Copenhagen	Josh
Ella	Derivatives	Senior Trader	01-10-02	9	9	10-01-72	40	Stockholm	Josh

Average seniority including student working time

5 9 9 *Average age* 35

Appendix 3: Coaches, delegates, practitioner researcher and peer reviewer in the ordinary world

A pre-meeting is held with coaches to discuss the real-world research and approach. Coaches have prepared a list of delegates, whom they have coached among delegates in the seedling box programme. Delegates are randomly chosen by me to participate in an interview (four dyads with two delegates per coach).

Ben, coach (B): Male, certified occupational psychologist, independent consultant with his own business since 1998, broad business background, leadership experience, and working with the bank since 1999 on different assignments.

Josh, coach (J): Male, PhD in psychology, working experience as a clinical psychologist and external consultant (leadership and coaching), certified occupational psychologist and internal consultant in the bank based in Group Human Resources (18 months).

George, delegate (G): Male, chief sales broker, domestic sales, commodities, prior working experience from another bank, ambitious, 31 yrs. old, married, children and coached by Ben.

Noah, delegate (N): Male, married, 34 yrs. old, no children, chief trader, complex risk, Copenhagen, 2 yrs. as an analyst then transferring to trading, approx. 10 yrs. of working experience and coached by Ben.

Ella, delegate (E): Female, senior trader, derivatives trading, 40 yrs. old, 2 children, approx. 10 yrs. of working experience, a degree in mathematics and economics and coached by Josh.

Thomas, delegate (T): Male, chief analyst, 34 yrs. old, married, approx. 5 yrs. of seniority, prior working experience in central banks prior to joining the wholesale bank and coached by Josh.

Pia Irene, practitioner researcher (PR): Female, Global Chief Human Resources Officer in the wholesale bank, 6 yrs. with the bank (in Group Human Resources as head of coaching and consulting, talent, succession, strategic recruitment and employer branding), 41 yrs. old, single, approx. 22 yrs. of working experience in accounting, consulting and human resources for multinational large corporates, 18 yrs. of leadership experience, a bachelor in accounting and finance, master degrees in human resources and later in organisational psychology, currently studying an executive master in clinical approaches to management at INSEAD. A condensed personal history relevant to this study is that she has experience as a coach,

delegate, didn't always felt seen as a person and is working on a satisfactory working identity (and possible selves) to cope with star performer projections from others, and finding true inner motivation. This may be relevant, as I alternate between reproducing coaches' and delegates' self-understanding and reflecting on safe space and coaching experiences, also the unconscious (Kvale and Brinkmann, 2009).

Johanne Grant Nielsen (JG), peer reviewer, female, certified occupational psychologist, independent consultant, has worked with the bank on different assignments and currently undergoing clinical training in Australia at a veteran centre.

Merete Wedell-Wedellsborg (MW), peer reviewer, female, certified occupational psychologist, independent consultant, and has worked with the bank on different assignments, in particular coaching alphas in the wholesale bank.

Appendix 4: Interview schedule

<i>Alias</i>	<i>Interview date</i>	<i>Interview time</i>	<i>Location</i>	<i>Track</i>	<i>Duration</i>	<i>Wordcount</i>	<i>Coach alias</i>	<i>Interviewer</i>
Researcher	05-06-12	17:00 - 18:00	Researcher's office, Laksegade, Copenhagen	161649.m4a	00.53.57	6.765	-	Johanne Grant
Ben	15-06-12	15:30 - 17:00	Commwell Hotel, Holte, Meeting Room in Conference Area	154846.m4a	00.55.41	8.952	-	Researcher
Josh	03-07-12	09:00 - 10:30	Coach's office, Niels Juels Gade, Copenhagen	094649.m4a	00.51.21	7.872	-	Researcher
George	05-07-12	15:00 - 16:00	Researcher's office, Laksegade, Copenhagen	151800.m4a	00.36.49	6.255	Ben	Researcher
Noah	03-07-12	15:00 - 16:00	Researcher's office, Laksegade, Copenhagen	150846.m4a	00.41.12	7.828	Ben	Researcher
Ella	20-06-12	14:30 - 15:30	Office, Stockholm, Meeting room on the Trading Floor	135237.m4a	00.43.49	5.297	Josh	Researcher
Thomas	22-06-12	13:00 - 14:00	Researcher's office, Laksegade, Copenhagen	130246.m4a	01.00.48	11.449	Josh	Researcher

Appendix 5: Overview of fairy tales

<i>Alias</i>	<i>Date</i>	<i>Fairy tale</i>	<i>Wordcount</i>	<i>Coach alias</i>	<i>Reference</i>
Emily	-	None written	-	Josh	
Daniel	-	None written	-	Josh	
James	02-09-12	Stop kværnen!	863	Ben	FJ
Oliver	20-07-12	The unexploited talents	512	Josh	FO
Thomas	02-08-12	The man who eliminated megalomania	1.474	Josh	FT
Charlie	03-08-12	L'Étranger - or the story about Mr K	631	Ben	FC
George	02-08-12	The little blue racing car	1.104	Ben	FG
Peter	01-08-12	The picture perfect family	950	Ben	FP
Noah	03-08-12	The Displeased King's Garden	1.063	Ben	FN
Jacob	06-08-12	The anthill	768	Ben	FM
Stephen	24-08-12	No title	711	Josh	FS
Harry	08-08-12	The Coach	585	Ben	FH
Ella	27-07-12	Om att sy en klänning	1.069	Josh	FE

Date: the date on which the researcher received the fairy tale/story. The assignment was sent out on 18th June with a request to write a fairy tale/story by 3rd of August, 2012.

Appendix 6a: Interview guide for coaches and delegates

The purpose of the interview is to explore what do some coaches do (or don't do) to establish a safe space with delegates in a high-risk environment to open up for personal. Empirical data from the interview is used to illustrate how practice can be studied and understood in relation to my theoretical preconceptions.

Initially, I wish to explore what a safe space mean to coaches and delegates - and what events clicked (or didn't) in coaching interventions from coaches' and delegates' point of view, and what's effective and less effective for this particular group of delegates. In real-world research, I want to capture stories about a safe space and coaching experiences in this specific context. The research focus will be on coaches/delegates to understand self, the other, safe space and the coaching experiences.

The semi-structured guide consists of narrative interview questions, inspired by Hollway and Jefferson (2000), researching specifically into the themes of coaching experiences, safe space and the link to effectiveness of interventions. The questions in the guide are thematically related to the "*what*" in the interview, the theoretical (pre)-conceptions of the research topic and the subsequent analysis of the interview to make meaning of themes in the stories told. Stories can be structured by an infinite number of themes, but the research question provides a particular frame (theoretical structure) that cannot be ignored (self/the other, the closeness/distance and trust/distress *in* the relationship, helpful/unhelpful and safe/risky).

In addition to the interviews, the delegates will be asked to write a fairy tale about their coaching experience ("Tell me a story about your coaching experience as if it was a fairy tale or a movie") inspired by the psychology of fairy tales/stories and the link to the unconscious through associations (Gabriel, 1999). The delegates will be asked to prepare a graduation speech for the group in the closing workshop in September 2012 about individual turning points in the programme (approx. 5-7 minutes). Speeches will be filmed (video vignettes), if okay with the delegates. Before the interview, the delegates have received an email with instructions for the fairy tale assignment, ethics and an introduction to the study.

Coaches will not be asked to write a fairy tale, however they will be asked in the interview to select one delegate to tell a fairy tale about ("Which one do you want to tell me a fairy tale about?" "Tell me a story about what has been going on in your coaching interventions as if it was a fairy tale" – and "Tell me about the others, you did not choose to talk about?").

The intention of the interview guide is to ensure that the research question is subject to exploration and that the corollary questions are answered too. The questions are articulated to support the interviewer (me), although it is not essential whether (or not), the exact same wording or order is followed. The guide is structured in such a way that I have some questions to fall back on in the interview, if it so happens, that I lose 'the red thread'.

The intention is not to go through all sub-questions in the interview guide, but to set a frame for the interview with the relevant themes. If a new question of interest for the research question comes up during the interview, it will be included. To avoid posing unnecessary or "indistinct" questions, the guide consists of two columns: the purpose of the question and the question itself. Inspired by Gabriel's (1999) use of stories the interview includes questions directly looking at particularly moments. I am, in particular, interested in information about the selected themes, which can help me explore, understand and answer the research question, while remaining open, exploratory, not hypothesis forming and deep listening to the stories. Stories, symbols, metaphors and images can provide access to the unconscious, which supports the study "below the surface".

The rounding off will set the stage for a brief summary of the interview and the intention is to give the coach/delegate the opportunity to reflect on and comment on the approach – and thereby reduce any wonderment or insecurity.

Information from interviews will be reported anonymously or composite (i.e. what I learned from the interviews...) in the thesis – and if quotes are used directly disclosing the name of the interviewees then, the coach or delegate can read the quotes, before publishing. Anything they say or give me during the interviews, as preparation for the closing workshop and in the workshop, will be used in the thesis, if relevant to answer the research question.

Introduction

I am studying an Executive Master programme "Consulting and Coaching for Change" at INSEAD.

Currently, I am doing my master thesis, which is about coaching in banking. I want to explore, how coaches form a helping relationship and establish a safe space to open up. I will be using the high potential development programme as a case study to explore this. I do this by comparing and contrasting reports from several dyads (coach-delegate) on what happened in the coaching relationships.

The interview itself is confidential and transcripts of the interviews will not be included in the thesis. Information will be used aggregated and anonymously. If quotes are used directly, you can read them before the thesis is published. The conclusions of the thesis can and will be presented to the group, if so requested.

If it is not of any inconvenience to you, I would like to use the voice recorder to make sure that I get everything and can concentrate on listening, not taking notes. The professional transcribe and I will be the only ones with access to the audio band.

Background and demographic data

Background questions about the coach/delegate: The aim is to get short, factual information and demographic data.

Purpose (approx. 5 minutes):	Questions:
<i>To understand the background of the coach/delegate.</i>	Please make a short presentation about your self.
	How long have you been working in the organisation/working with us?
	What are your background and your role?

Self and the other

Topic 1: Self and the other in the context of the coaching relationship. The purpose is to explore self in relation to others to understand object relations and experiences with (adult) relationships. The questions will help explore the coach or delegate in role and as person, and how he/she relates to the other to understand the psychology of the meeting between the two (self/other).

The intention with the questions is to open up to rich stories and free associations to understand what the coach or delegate sees as in particular important in understanding self and others. In particular, the researcher/interviewer is interested in answers that help understand inner working models about relationships.

Theme question: Which stories do the coach/delegate tell about self, the other person and how they interact, as well as the meta-perspective giving an educated guess about what the other might think about self?

Purpose (approx. 15 minutes):	Question:
<p><i>To understand the coach/delegate's understanding of self and other.</i></p>	<p>If you remember back to the autumn, when the development programme began. Tell me about the first time you met with your coach/delegate? What happened?</p>
	<p>What did you notice about him/her? What do you think he/she noticed about you?</p>
	<p>What was the most important or critical in that first meeting? How did it impact you/the other person?</p>
	<p>What did you think about him/her? How did you feel (about him/her)?</p>
	<p>What might the coach/delegate have thought about you?</p>
	<p>What did you appreciate most about your coach/delegates? Anything unexpected? What else?</p>

The coaching relationship

Topic 2: Forming a helping and psychologically close relationship with delegates in coaching interventions. The purpose is to explore what happened in the coaching interventions.

The purpose of the questions is to investigate, how the coach/delegate is experiencing the coaching relationship, sense of trust, felt security and healthy way of coping with conflict and distress. In particular, the researcher/interviewer is interested in answers that can help understand intimacy, mature interdependency, psychologically closeness or distance, autonomy or dependency, self-reliance and self-efficacy.

Theme question: How was a helping (or not) and psychologically close (or not) relationship formed? How can a coach establish an atmosphere of trust and intimacy to win the acceptance of delegates to form a potential working alliance? How can the feeling of connectedness (or not) be established? How do you get delegates to trust you?

Purpose (approx. 15-30 minutes):	Questions:
<p><i>To understand how a coaching relationship is formed and a sense of trust/felt security is established.</i></p>	<p>Tell me what you/your coach <i>did</i> to form a relationship. What worked and what did not?</p>

Purpose (approx. 15-30 minutes):	Questions:
<p><i>To understand how a coaching relationship is formed and a sense of trust/felt security is established.</i></p>	<p>Tell me about moments of trust? What did you (as a coach) do or say to create these moments? What did your coach do or say to create these moments? What were you thinking (intent)?</p>
	<p>At what point did you feel you gained the trust (or not) of your delegate? At what point did you feel you could trust (or not) your coach?</p>
	<p>What did that do to you – and the other person? Any examples?</p>
	<p>Tell me about a moment in which you felt close (or not) to your coach/delegate?</p>
	<p>Is there a particular incident that comes to mind? How did you feel?</p>
	<p>Is there anything you are in particular interested in (psychologically speaking)?</p>

Helpfulness and unhelpfulness

Topic 3: Forming a helping and psychologically close relationship with delegates in coaching interventions. The purpose is to explore helpfulness and unhelpfulness to understand what actually happened that was helpful (or not) above or below the surface.

The purpose of the questions is to explore, how the coach/delegate is experiencing the relationship and the interventions. In particular, the researcher/interviewer is interested in answers that can support understanding helpfulness (e.g. empathy, genuineness, unconditional acceptance) and unhelpfulness (withdrawing, indifference, inauthentic or judging).

Theme question: What “clicked” (or did not) in the coaching interventions? What do delegates appreciate and find helpful (or not)? Can a coaching relationship help delegates overcome the sense of vulnerability and exposure to reduce unhealthy paranoia?

Purpose (approx. 15 minutes):	Questions:
<p><i>To obtain an understanding of helpfulness and unhelpfulness in the coaching relationship.</i></p>	<p>Tell me about moments or events that “clicked” (or didn’t) in the coaching interventions? Tell me why?</p>

Purpose (approx. 15 minutes):	Questions:
<p><i>To obtain an understanding of helpfulness and unhelpfulness in the coaching relationship.</i></p>	<p>What did you appreciate most in your coaching interventions?</p> <p>What did your coach do that was helpful/not helpful? What did you think your delegate perceived as helpful/not helpful?</p>
	<p><u><i>For delegates only:</i></u></p> <p>What did your coach do that was helpful/not helpful? What did you think, your coach perceived as helpful (or not) for you?</p> <p>Tell me about moments where you felt your coach was concerned (or not) about your needs?</p> <p>At what point did you feel you could count on (or not) your coach?</p>
	<p><u><i>For coaches only:</i></u></p> <p>What did you do that was helpful (or not) to your delegate? What did you think your delegate perceived as helpful/not helpful?</p> <p>Tell me about moments in which you were concerned (or not) about your delegate's needs?</p> <p>Tell me about moments in which you have been effective (feeling helpful) or ineffective in helping (helplessness) your delegates?</p>
	<p>How would an observer like me see you engage in the coaching interventions?</p>

Psychologically safety (safe space) and risk of being “killed” (high-risk environment)

Topic 4: Establish a safe space to open up in coaching interventions and make the delegate's personal development possible. The purpose is to explore beliefs about psychological safety and interpersonal risk taking in the coaching intervention in a challenging high-risk environment.

The purpose of the questions is to explore, how the coach/delegate is experiencing psychological safety and interpersonal risk. In particular, the researcher/interviewer is interested in answers that can help understand the ability to be safe with one self, comfortable being oneself, being vulnerable and rely on one's own ability to self-protect – and a sense of confidence that one will not be embarrassed, rejected or punished for opening up.

Theme question: How can a psychologically safe, potential space to open up and reflect be formed between a coach and a delegate? Can a psychologically safe space help delegates to feel the 'here-and-now' emotions and reactions – or provide an appropriate distance?

Purpose (approx. 15 minutes):	Questions:
<p><i>To gain an understanding of psychological safety, safe space and interpersonal risk.</i></p>	<p>Tell me what a safe space looks like? Any examples or metaphors?</p>
	<p>Tell me about safe (or unsafe) moments in your coaching interventions. What is safe or unsafe to you?</p> <p>What did you/your coach say or do – or not say or do? How did that influence the relationship?</p>
	<p>Tell me about moments of vulnerability (or not) in your coaching interventions?</p> <p>What did you/your coach say or do – or not say or do? How did that impact your relationship?</p>
	<p>Tell me what you have learned about relationships? Anything that surprised you?</p>
	<p>What would I in particular have noticed if I'd filmed you during your coaching intervention?</p>

Storytelling about the coaching experience from the coach perspective (coaches only!)

Topic 5: The coaches will not be asked to write a fairy tale, but will be asked in the interview to select one delegate to tell a fairy tale about.

Theme question: Tell a story about the coaching experience for one of the delegate's.

Purpose (approx. 15 minutes):	Questions:
<p><i>To gain access to associations and the unconscious.</i></p>	<p>Which one of your delegates do you want to tell me a story about (no names)?</p> <p>Tell me a story about what has been going on in your coaching interventions as if it was a fairy tale (or movie).</p> <p>Tell me about the others, you did not choose to talk about?</p>

Rounding off

Is there anything in the interview, you wondered that I asked? Something that you did not get asked, that you wanted to comment? ***Is there anything else you would like to say or add?***

If nothing further, thank you for your time and participation!

Appendix 6b: Interview protocol (adapted from a sample interview checklist [PowerPoint], Florent-Treacy, 2012)

This interview protocol is highlighting the questions from the semi-structured interviewing guide and will be used in the actual interviews to include observations, reflections and insights from the interviews using self as a tool. It is a practical supplement to the interview guide, which is primarily used as preparation before the interviews.

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Introduce:</p> <ul style="list-style-type: none"> • Who I am? / <i>Hvem er jeg?</i> • Purpose of research study / <i>Formålet med undersøgelsen</i> • How answers will be used? / <i>Hvordan vil svarene blive brugt?</i> • How results will be disseminated and used in the thesis / <i>Hvordan vil resultaterne af undersøgelsen blive brugt i specialet.</i> 			
<p>Okay to record? <i>Okay at optage interviewet?</i> How much time have we got? <i>Hvor meget tid har vi?</i></p>			
<p>Collect demographic information about the coach/delegate. Short, factual information about background. <i>Kort, faktuel information om informantens baggrund.</i></p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Self and other / Selvet og den anden</p> <p>Tell me about the first time you met with your coach/delegate? What happened? What did you notice about him/her? What do you think he/she noticed about you?</p> <p><i>Fortæl mig om første gang, du mødte din coach/delegate? Hvad skete der? Hvad lagde du mærke til? Hvad tror du, han/hun lagde mærke til ved dig?</i></p> <p>What was the most important or critical in that first meeting? How did it impact you/the other person?</p> <p><i>Hvad var det vigtigste eller mest kritiske i det første møde? Hvad gjorde det ved dig/den anden person?</i></p> <p>What else? <i>Hvad ellers?</i></p>			
<p>Coaching relationship</p> <p><i>Trust and closeness / Tillid og nærvær</i></p> <p>Tell me what you/your coach(ee) actually did to form a relationship. What worked and what did not?</p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Coaching relationship, cont.</p> <p><i>Fortæl mig hvad du/din coach(ee) gjorde for at bygge en relation? Hvad virkede og hvad gjorde ikke? Hvordan påvirkede det jeres relation?</i></p> <p>Tell me about moments of trust. What did you do or say to create these moments? What did your coach/delegate do or say to create these moments? What were you thinking (intent)?</p> <p><i>Fortæl mig om øjeblikke/tidspunkter præget af tillid. Hvad gjorde eller sagde du for at skabe disse øjeblikke? Hvad gjorde eller sagde din coach/delegate for at skabe disse øjeblikke? Hvad tænkte du (hensigt)?</i></p> <p>At what point did you feel you gained the trust (or not) of your delegate? At what point did you feel you could trust (or not your coach)? What did that do to you – and the other person?</p> <p><i>På hvilket tidspunkt følte du, at du vandt din delegate's tillid (eller ikke vandt den)? På hvilket tidspunkt følte du, at du kunne have tillid til din coach (eller ikke have tillid til)?</i></p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p><i>Hvilken effekt havde det på dig – og den anden person?</i></p> <p><i>Any examples? Eksempler (hvad kan være tillidsskabende)?</i></p> <p><i>Tell me about a moment in which you felt close (or not) to your coach/delegate?</i></p> <p><i>Fortæl mig om et øjeblik/en situation, hvor du følte dig tæt på (eller langt fra) din coach/delegate?</i></p> <p>Helpfulness or unhelpfulness – Hjælpsomt eller ikke hjælpsomt/uhensigtsmæssigt</p> <p><i>What “clicked” (or did not “click”) in the coaching interventions? Hvad “klikkede” (eller ikke) i coaching interventionerne?</i></p> <p><i>What did your coach do that was helpful/not helpful? What do you think, your coach perceived as helpful (or not) for you?</i></p> <p><i>Hvad gjorde din coach som var hjælpsomt eller ikke for dig? Hvad oplevede din coach som hjælpsomt (eller ikke) for dig?</i></p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>What did you do that was helpful (or not) to your delegate? What did you think your delegate perceived as helpful/not helpful? <i>Hvad gjorde du, som var hjælpsomt (eller ikke) for din delegate? Hvad tænker du, at din delegate oplevede som hjælpsomt/ikke hjælpsomt?</i></p>			
<p>Helpfulness or unhelpfulness, cont. Tell me about moments in which you felt your coach was concerned (or not) about your needs? Tell me about moments in which you were concerned (or not) about your delegate's needs? <i>Fortæl mig om øjeblikke, hvor du følte, at din coach var opmærksom på (eller ikke) dine behov? Fortæl mig om øjeblikke, hvor du var opmærksom på (eller ikke) din delegates behov?</i></p>			
<p>At what point did you feel you could count on (or not) your coach? <i>Hvornår oplevede du, at du kunne (eller ikke kunne) stole på/regne med din coach?</i></p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Psychological safety and interpersonal risk Psykologisk sikkerhed og usikkerhed</p> <p>Tell me about safe (or unsafe) moments in your coaching interventions. What is safe or unsafe to you?</p> <p><i>Fortæl mig om trygge (eller utrygge, usikre, risikofyldte) øjeblikke/situationer i dine coaching interventioner? Hvad oplevede du som trygt/utrygt?</i></p> <p>What did you/your coach say or do – or not say or do? How did that influence the relationship? <i>Hvad gjorde eller sagde du/din coach/delegate – eller hvad gjorde han/hun ikke – for at skabe en tryk ramme? Hvad gjorde det ved relationen?</i></p> <p>Tell me about moments of vulnerability (or not) in your coaching interventions? What did you/your coach say or do – or not say or do? How did that impact your relationship?</p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Psychological safety and interpersonal risk, cont.</p> <p><i>Fortæl mig om sårbare øjeblikke/situationer i dine coaching interventioner? Hvad gjorde eller sagde du/din coach – eller hvad gjorde eller sagde du/han ikke? Hvordan påvirkede det jeres relation?</i></p> <p>Tell me what you have learned about relationships? <i>Fortæl mig, hvad du har lært om relationer i forløbet?</i></p> <p>What would I in particular have noticed if I'd filmed you during your coaching intervention? <i>Hvis jeg havde filmet jer, hvad ville jeg så særligt have lagt mærke til?</i></p>			
<p>Storytelling about the coaching experience / historie om coaching oplevelsen <i>(Coaches only / kun for coaches)</i></p> <p>Which one of your delegates do you want to tell me a story about (no names)?</p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Tell me a story about what has been going on in your coaching interventions as if it was a fairy tale or a movie.</p> <p>Key words: Climax, characters, scenery, surroundings and genre.</p> <p><i>Hvem af dine delegates vil du fortælle mig en historie om (ingen navne)? Fortæl mig en historie om, hvad der er sket/foregået i dine coaching interventioner som om det var et eventyr eller en film.</i></p> <p><i>Nøgleord: Klimaks, karakterer, scenen, omgivelser og genre.</i></p> <p>Tell me about the others, you did not choose to talk about? <i>Fortæl mig om de andre delegates, som du valgte ikke at fortælle om?</i></p>			
<p>Important closing question:</p> <p>Is there anything else, you would like to add?</p> <p><i>Er der noget, jeg ikke har spurgt dig om, som du gerne vil fortælle mig?</i></p>			

Adapted from a sample interview checklist, [PowerPoint], *Elizabeth Florent-Treacy, 2012, EMCCC Thesis Workshop*. Retrieved from Consulting and Coaching for Change 2011-12 at https://executive.insead.edu/sites/CCC_20110413/default.aspx

Appendix 7: Fairy tale writing assignment

Dear All,

Hope you are in good shape and looking forward to getting back together after the summer break.

The theme in the closing workshop will be storytelling and sharing your stories with each other to reflect on your composite learning. Story sharing refers to knowledge transfer (McLellan, 2006), thus related to a theme well known to you, and can be seen as inspiring insight and “sparks” for communication.

As preparation for the closing workshop, you will be asked to a) Tell/write your story about the coaching experience (emailed to Pia only) – and b) Prepare a short graduation speech to make the closing of the programme a special moment (prepare to give your speech in front of the group).

The work, you are doing aims to help you reflect on your individual learning from the programme and stories help us remember. The assignments are partly linked to the theme of knowledge sharing that you have worked on throughout the last nine months in the programme and partly linked to my studies at INSEAD.

I’m studying an Executive Master “Consulting and Coaching for Change” at INSEAD. Currently, I’m doing my master thesis, which is about coaching of high potentials in banking. In particular, I want to explore, how coaches form a helping relationship (or not) and establish a safe space to open up (or not).

I’m using the high potentials programme as an illustrative case study to explore this. I do this by comparing and contrasting reports from several dyads (coach-coachee) on coaching relationships and by collecting your stories about your coaching experiences. I’ll therefore also interview two to four of you (either coached by Josh or coached by Ben). Very important to say, that I’m interested in the concepts of a helping relationship and safe space, not your individual and perhaps personal themes respecting confidentiality and boundaries.

Information from your stories will be used anonymously or aggregated – and only in the thesis. If quotes (again anonymously) are used directly, you can read them before the thesis is published. I’ll use what you choose to share with me in the thesis.

Stories

Hans Christian Andersen wrote fairy tales for children and adults. The tales are sharp and witty stories that also inspire us and maybe teach us a lesson (von Franz, 1996). Think of “The Emperor’s New Clothes” (Norgaard, 2005) that pokes fun at phoniness and snobbery showing us how ego and fear can drive us to foolishness.

The assignment is to: ***Tell me a story about your coaching experience, as if it was a fairy tale or a movie.*** Please include time, place, setting, themes and characters – and whom you will invite for the

movie premiere or the reading. *Write your story and email it to me (piai@danskebank.dk) no later than August 3rd, 2012.*

The purpose (McLellan, 2006) of storytelling is among other things to access multiple levels of understanding, holding our attention and being more memorable in the long-term. Stories can be used to set a reflective mood, to show us patterns and make connections, redefine the existing in a new context, and more.

What do stories tell us? *“Stories make experience meaningful, stories connect us with one another; stories make the characters come alive;”* (Gabriel, 2000, p. 18). Stories (Gabriel, 2000) can express facts, wishes, and beliefs; generate and sustain meaning – or the opposite undermine and destroy meaning. Stories (Joachim, 2008) can help us learn, empathise, identify (or not) with characters, share thoughts, feelings and impressions. Stories can be a creative blend of the totally familiar or the totally unexpected; they can accentuate oppositions between for example success and failure. *“Characters of stories grow and mature, they experience powerful emotions, learn or fail to learn from their adventures and mistakes”* (Gabriel, 2000, p. 12). What is your story?

Thus, the intention with the assignment is to inspire you to work with storytelling in organisations – and as a qualitative research method by exploring your individual stories, as well as your composite story about your coaching experience in the high potentials programme.

A story (Gabriel, 1999) can be an epic story (achievements, pride and enthusiasm), a comic story (amusement and humour), a tragic story (undeserved misfortune and suffering) or a romantic story (gratitude and appreciation). All stories have a beginning and an end, held together by action and tropes to make sense of the story told, such as emotions, motive, blame and credit, agency (active or passive, purposeful and conscious), unity and fixed qualities (collective representations, stereotypes and sameness), causal connections and significance.

You decide whether your story is a short story or a feature-length movie – and what to include and exclude.

You might be inspired by this: Joachim (2008) used the teaching tale “The Prince who turned into a rooster” to demonstrate how empathy might be helpful when communicating (with someone rather unusual: A prince who believes, he is a rooster!).

Video vignettes

In the closing workshop in September, you will be asked to do a short graduation speech for the group about ***turning points for you in the programme*** (approx. 5-7 minutes).

A few questions as inspiration to get you started:

- a) When you look back at the programme, what has been the most important or critical to you in your development?
- b) How have you excelled? What is your exceptional contribution?

- c) What would others say about you? What would you like them to say?
- d) What can others learn from this? And what might you have learned from others?
- e) Who is it important that also know about this?

You are in charge of what, and how much, you want to share with the group. Remember, you can think anything you want, but once you say it out loud, it is “out there”. As inspiration, you can watch Steve Job’s Stanford University commencement speech on Ted-talks: www.ted.com/talks (search for Steve Jobs and “How to live before you die”).

Your graduation speech is for you to reflect on the individual impact of the programme, thus challenging you to take a moment to “get grounded” – and to give something back to the next generation programme, future participants and of course your group.

Your graduation speech will be filmed, if okay with you. It will be used three-fold: Sharing your learning with the group and learning from storytelling, as inspiration for designing the upcoming programme (Josh, Ben and Pia) and as stories (anonymously or composite) in my thesis, not shared within the organisation outside this group. Video recordings will not be distributed, but of course you can get your own graduation speech on video, if you want to learn (even more) from this assignment.

If you have questions for the assignments, please do not hesitate to call me (Pia) or stop by.

*In summary: Please submit your stories to me in writing no later than August 3rd, 2012.
Please prepare a graduation speech for the Closing Workshop on September 7th, 2012.*

Wishes for a great summer,

Pia

The Prince Who Turned into a Rooster

(Author unknown, Joachim 2008)

Once upon a time, there was a king and queen who had an only son who they loved dearly. The king engaged the wisest teachers to instruct his son in laws and customs. He was taught several languages; the prince was also an athlete. Few could equal his riding and fencing, He played the violin and loved music. He was encouraged to travel and see the world. He was a very cultured and accomplished young man with whom it was a pleasure to converse and whom all loved.

The king would consult the prince on matters of state. He knew he could rely on his sound common sense. He was happy to think that his son would one day be a worthy successor and that he would rule the kingdom after him with justice and with mercy.

The prince commanded his father's armies and won many victories. After one lengthy campaign, however, he returned home and complained of feeling unwell. He acted very irrationally. He was not violent, but he behaved as if he was a rooster. He stopped speaking. Instead he crowed, "Cock-a-doodle-doo." He refused to dress or sit at the table but lay on the floor and ate only corn.

The king summoned all the physicians in the land, but they could not help. Healers were brought in from other countries, but they too, could find no cure. Even soothsayers and magicians were invited. They cast spells, prescribed amulets, and uttered incantations, but they were of no use.

The royal parents were desperate. The prince had to be kept in a heavily guarded room, and his parents had almost given up hope of seeing their son take his rightful place.

One day an old man approached the king and said, "I may be able to cure your son."

"What are your remedies, your medicines?" asked the king.

"I have none with me," replied the old man. "But let me stay with your son for seven days, and I will cure him!" When the old man was let into the room, he found the prince almost naked, crawling on the floor. The old man then took off his own clothes.

"Who are you?" whispered the prince. "Why are you lying on the floor?"

"I, too, am a rooster," the old man assured him. "I have come to join you. Roosters should keep together."

"I am so glad you have come," said the prince. "I felt rather lonely, shut in one room all by myself. I am delighted to have a companion now."

The following day, having gained the prince's confidence, the old man stood up and started to walk about like a human being. The prince followed suit.

On the day after that, the old man sat down at the table and ate his food from a plate, using a knife and fork.

"Even a rooster can eat normally," he justified his action to the prince.

The next day, the old man lay down on a bed. "Even though I am a rooster, there is no reason I should be uncomfortable and sleep on the floor." He then started discussing with the prince matters

of state and the economic and social problems facing the country. "Roosters, too, can think and talk."

On the seventh day the old man said to the prince, "You know, a rooster's life is always in danger. He is constantly exposed to the hunter, who kills him without mercy. He is so defenseless. You should, like me, pretend that you are a human being, and then you will come to no harm."

The old man then took his leave of the prince and his family. The prince was now completely cured and was able to resume his princely role. In due course, he succeeded his father and ruled the kingdom both fairly and wisely.

In his heart of hearts, however, he still thought himself a rooster pretending to be a human.

The end...

"Imagination is more important than knowledge." (Albert Einstein, Viereck, 1929)

Imagination may be more important than knowledge in a variety of ways, however in teaching, imaginative stories may imprint new connections in the brain – and make it's impression on the unconscious mind (Joachim, 2008).

Appendix 9: Observational Protocol (adapted from Creswell, 2013)

This redesigned form is used to record data collected during the classroom observations in the closing workshop. 7 delegates participated in the closing workshop (6 delegates did not). Each graduation speech is expected to last 5-7 minutes (approx. 10 minutes of observing).

<p>Length of observation: 315 minutes (5 hours and 15 minutes)</p>	<p>Descriptive notes <i>A chronological description of events to summarise the flow and unfolding of activities in the classroom.</i></p>	<p>Reflective notes <i>The process, reflections on activities, and summary conclusions for later theme development.</i></p>	<p>Reflective notes about what goes on “under the surface” <i>The smell of the place...</i></p>
<p>Research question: <i>What is effective and less effective for the group of delegates?</i> What happened in the coaching relationships – and in the Seedling Box programme?</p>	<p>The fairy tale and speech assignment is pushing delegates out of their comfort zone and picks them up at a different (deeper) level. The assignments intent to allow reflection time for the delegates to make meaning of the coaching experience – and the programme to provide a deeper reflection on the information request from the researcher.</p>	<p>Notes are prepared immediately after the observation ends. Hypotheses about critical incidents, that goes broader than the actual coaching experience to contribute to an understanding of what delegates have experienced and how.</p>	<p>Addressing interactions between coach and delegates (what is said and done, or not), and safe space in the small group (what is shared/not shared).</p>
<p>Introduction (15 minutes) Purpose of the day. <i>Nonparticipant</i></p>	<p>See classroom sketch for the physical setting (appendix 20). Approximately at 10:05, Josh makes a short introduction going through the programme for the day – and who are not there and why.</p>	<p>The room is quite big for a group of 10 people. It is long, but narrow – and a room sensor is controlling the light, which turns down the light in one end of the room, when we are gathered in the other end (setting 1 and setting 2).</p>	<p>Disappointment that not all is there and has prioritised the closure. The researcher is sensing some anxiety in the room (maybe it had to do with presenting the graduation speeches?). What others think matters to them cf. the Hogan profile.</p>

Length of observation:	Descriptive notes	Reflective notes	Reflective notes about what goes on “under the surface”
<p>Introduction, continued</p>	<p>No introduction necessary of coaches and researcher (known by delegates already).</p>	<p>The room does not have right angles due to the layout of the hotel, and it feels a bit like the room is closing in on you. Two screens for projections. The researcher wonders, if all can see and stay connected with each other.</p>	<p>Rivalry can also be present among the delegates (the promoted siblings). One delegate is voicing that they are peers and have gotten quite close during the programme, but they are competitors out in the real world too.</p>
<p>Storytelling (45 minutes) Interpretation of composite fairy tale. <i>Complete participant</i></p>	<p>The researcher gives a presentation of storytelling in organisations inspired by Gabriel (2000) at approximately 10:15. She gives a brief background on storytelling in organisations, the link to the fairy tale assignment and the fairy tales submitted to her, the graduation speeches today, especially on deeper reflections, a safe place to be out of ones comfort zone and to be temporarily unsafe, but within a holding environment/frame. The presentation includes 2 smaller assignments analysing speeches: How does this speech make you feel? What are your thoughts?</p>	<p>The delegates are very focused on the topic and engaging. The projector has a problem with the sound cable, so it’s turned off. A distraction? One question comes up about stories and how to detect/expose fakers? How to find out if someone has substance? Delegates are ready to go directly to the graduation speeches and not analyse Steve Jobs speech (saw it in the preparation).</p>	<p>Delegates are surprisingly ready to talk about emotions, motivations and hidden agendas. Interesting to talk about fakers. The researcher wonders, if this is perhaps, because one delegate recently resigned and didn’t participate – and he has maybe been seen as a faker in the group?</p>

Length of observation:	Descriptive notes	Reflective notes	Reflective notes about what goes on “under the surface”
<p>Storytelling, continued</p>	<p>The researcher explains that the purpose is to make a link to the graduation speeches (video vignettes) and practice “deep reflection” focusing on thoughts, feelings and fantasies.</p> <p>A potential composite fairy tale is discussed: beginning, middle and end (a journey, daring to go outside ones comfort zone, explore oneself, gain new insights from an unexpected place, allowing someone to help, showing vulnerability, finding ones way or transformation).</p> <p>McLellan, H. (2006). Corporate Storytelling Perspectives. <i>Journal for Quality & Participation</i>, 29(1), 17-20.</p> <p>Gabriel, Y. (2000). <i>Storytelling in Organizations. Facts, Fictions, and Fantasies</i>. Oxford: Oxford University Press.</p>		
<p>Break (15 minutes) <i>Nonparticipant</i></p>	<p>Josh tells the delegates to be back at 11:15 for the speeches. Josh and the researcher prepare the room set-up for the speeches (chairs and camera).</p>	<p>Delegates spend the break talking on the phone or text messaging.</p>	<p>The delegates seem to feel comfortable (safe space).</p>

Length of observation:	Descriptive notes	Reflective notes	Reflective notes about what goes on “under the surface”
Graduation speech Jacob (track: 1) <i>Nonparticipant</i>	At approx. 11:15, Ben introduces the assignment and tells them that they should think of: thoughts, feelings and what stays with them from the speeches. He underlines, that it is not a presentation class. At approx. 11:18, Jacob presents his speech about the professional process, learning and social competencies, relationships and his behavioural changes throughout the programme.	Feedback from the group is that he missed out on describing his personal challenge (mein Kampf). Jacob lacks an emotional attachment to/with the group; it stays on the surface. It gets a little superficial and seems like he does not want to share himself. One delegate comments that it feels a bit like a: “Yes we can!” speech. Jacob explains that he wanted to talk about the ying/yang balance in his development.	What does he fear? It seems like the space is not safe for him. Or not safe to go deeper? To take the emotional risk? What is it with the Queen Bee in his fairy tale?
Graduation speech Harry (track: 2) <i>Nonparticipant</i>	At approx. 11:30, Harry presents his speech about the journey and a song called “don’t stop believing”. He talks about a normal evening in life and how the brain can come up with skip actions. Go to where you contribute the most and create your own possibilities.	It seems like Harry has found the secret ingredient. The programme is no protected laboratory, but directly connected to the real world (parallel process). Delegates appear to be more reflective and emotionally connected/associated with self and each other.	Harry talks about a father – son relationship. Maybe a parallel to his relationship with coach Ben? Skip actions to avoid dealing with the real theme (taking a leap of faith)?
Graduation speech James (track: 3) <i>Nonparticipant</i>	James presents his speech at approx. 11:42. He talks about believing in	It feels like this speech changes the room and intensifies the closeness	It seems like the son could teach his father to be more playful about life (is

Length of observation:	Descriptive notes	Reflective notes	Reflective notes about what goes on “under the surface”
Graduation speech, cont.	<p>oneself and taking responsibility for own performance and opportunities. His overall themes are less worrying and more presence (stop the internal grinder!) – and stop the bad habits.</p>	<p>between the delegates. James is very courageous talking about his emotions, relationship (disconnection) with his son in real life, and his personal development to be more emotionally connected and present in his life. Feedback in the group is that maybe as a group, they dare more – and dare to ask for help, like James has asked Charlie to observe him a client meeting and give him feedback to make sure that he pauses, and don't talk non-stop (parallel to stopping the inner grinder).</p>	<p>this a theme for the researcher too?).</p>
Graduation speech George (track: 4) <i>Nonparticipant</i>	<p>Noah is joining the group (he's been at work during the morning). At approximately 11:55 George presents his speech. He is very honest talking about himself and his motives: Earnings, recognition from senior management and getting promoted.</p>	<p>George presents with a good pictorial language. He is letting go and has to stop for about 15 seconds during his speech to keep him on track. The group gives him praise for being honest and open – and for letting go of the control and talking about how he really feels about himself. He demonstrates that he realises that he can sometime be challenging for</p>	<p>The researcher feels fondness for George during his speech. He looks very vulnerable and out of his comfort zone. He has a very sweet side too – and she is proud of him too (maybe a projection that she thinks, he looks like he is proud himself?).</p>

Length of observation:	Descriptive notes	Reflective notes	Reflective notes about what goes on “under the surface”
<p>Graduation speech Daniel (track: 5) <i>Nonparticipant</i></p>	<p>At approximately 12:09 Daniel presents his speech, which is about diversity, to be different and move the boundaries for what one can do. He starts his speech talking about going into a programme without really knowing what it’s about and where it is going to take you.</p>	<p>his surroundings, because he is (overly) ambitious. George is proud afterwards for having done it – and is grateful that the group responded so well to his disclosure. It seems that delegates dare to risk more emotionally in this transitional space building a bridge to the high-risk environment (maybe the safe place, transitional space can be “recreated” elsewhere, on the floor?).</p>	
<p>Graduation speech Charlie (track: 6) <i>Nonparticipant</i></p>	<p>Charlie presents his speech at approx. 12:21. He talks about “stretching the rubber band” to use your potential. In the speech, he describes the turning</p>	<p>The group is commenting on diversity – and the wish to belong and still be autonomous.</p>	<p>The group seems to be more comfortable with someone sitting in the empty chair in the circle. Is the group mirroring itself in the theme about being different?</p>
		<p>The ending with the foam arrow generates laughter in the group, something that can only happen on the trading floor with its competition,</p>	<p>Charlie and Noah were uncomfortable being filmed, but did not ask not to be filmed (even though the researcher mentioned twice that it was fine to not</p>

Length of observation:	Descriptive notes	Reflective notes	Reflective notes about what goes on “under the surface”
	<p>point in the project and how he was under pressure. He was annoyed that he was not able to get the group to follow him and how the resistance model and creating followers made an impressing on him. Get others to follow made a real impression, especially when it fails.</p> <p>Charlie talked about breaking with conformity and dare to stand out. He also describes the frustrations of working hard and being hit in the back of the head by a foam arrow fired by a 50-year-old trader, who should be working, not playing.</p> <p>During the speech the camera ran out of battery (not direct power supply for the small camera).</p>	<p>boredom, life and death action – and psychology.</p> <p>It seems as if the group of delegates has formed a bond that goes beyond the business setting (more than just colleagues).</p> <p>A short discussion takes place about how they (as a group) can “squeeze” the old-timers in trading out (who no longer contribute in their opinion) to increase organisational performance.</p> <p>The group has a short discussion about the fact that they are peers, but also competitors in one way or the other.</p> <p>It seems to create a little bit of withdrawal – and at the same time a new understanding of why some things might be difficult bringing them closer together.</p>	<p>be filmed). The camera “dying” at this point in time is maybe not a coincidence.</p> <p>The researcher is wondering what it must feel like to be as handsome as Charlie is and to be extremely bright (math and physics). What do others project on him?</p> <p>Is the foam arrow incident a way of releasing tension on the trading floor (acting out)? Regression?</p>
<p>Graduation speech Noah (track: N/A) <i>Nonparticipant</i></p>	<p>At approximately 12:35, Noah presents his speech to the group. He talks about a step worth taking and his surprise about the scope of the</p>	<p>The group responds that Noah has learned a lot about himself.</p> <p>One delegate says that he does not see him as an arrogant ash (he describes</p>	<p>The researcher feels very proud of Noah, both for how he has developed personally and how he opens up to the group.</p>

Length of observation:	Descriptive notes	Reflective notes	Reflective notes about what goes on “under the surface”
<p>Lunch (45 minutes) <i>Nonparticipant</i></p>	<p>programme: crossing comfortable boundaries asking others for feedback and how to be in uncomfortable settings outside your comfort zone to learn about himself. Noah tells the group about him being eager to do well and that he benefitted in so many ways (focus and sense making) – and the eye opener was how others perceived him (resentful and hostile). The camera did not come back to life, so no video vignette from this speech.</p> <p>Delegates are going to lunch and coaches are quickly wrapping up from the morning session, before going to the restaurant.</p> <p>2 tables with bar chairs and 5 people at each table. Relaxed conversations about everyday topics.</p> <p>In the restaurant, the researcher is being approached by another coach, who is teaching a class at the site – and reporting back to the researcher from leadership training, she is doing for the wholesale bank.</p>	<p>himself as such), so he has to change his self-perception (confirmed by the rest of the group).</p> <p>Delegates dare to move outside ones comfort zone and has succeeded in creating a safe space in the group.</p> <p>It seems safe to suggest that there may also be some competition in the group to come up with the best speech, the “best”, “most impressive” personal development or best career move.</p> <p>Delegates seem to enjoy the lunch at the beautiful restaurant with a great menu. Half have coffee and relaxes talking about the football match on the weekend – and the other half rushes to make time for some phone calls.</p> <p>The researcher is pleased that the leadership training is going well (2 out of 14 participants are struggling as expected). It is one of the initiatives, she has launched together with the talent programmes.</p>	<p>The seedlings are truly courageous and dare to put themselves out there to gain new experiences for what and how much they are truly capable of.</p> <p>Psychological safety has a boundary for all of us, but they have succeeded in creating a safe space for this kind of exchange.</p> <p>It is challenging to be a nonparticipant over lunch, as delegates want to include her.</p> <p>The researcher is still emotionally touched about how they chose to engage in the fairy tales and speeches – and how emotionally engaged they were in not only their own journey, but others journey too (Mirroring? Identification?) and learning from each other.</p>

Length of observation:	Descriptive notes	Reflective notes	Reflective notes about what goes on “under the surface”
<p>Group work (45 minutes) Design lab of next years programme. <i>Participant as observer</i></p>	<p>At approximately 13:30, Ben introduces the group work. He asks the group to divide in two groups of 3. The delegates can decide how they want to do the assignment. One additional question is asked related to storytelling – and what (or not) delegates learned from these assignments (fairy tales and speeches).</p>	<p>Coaches seem to have a good rapport between them despite their differences (one is very formal and the other very loose). Good energy about giving something back to the next generation. Both coaches are interested in getting feedback on the programme through the design lab to understand how next years programme can be improved. The researcher is also very much interested in learning, whether delegates experienced a deeper level of reflection from the storytelling assignments or not. Did it help them reflect on their personal development, which it seemed to do from the stories? One comment was that it was great that she is so honest about using the material for a master thesis, but on the other hand the delegates felt that she did not have to explain that to them as it lowered their expectations as to what to get out of it (really trusting</p>	<p>The feedback on what is not helpful was very much connected to a safe frame/space (holding environment), which on the surface can seem like comments of a more practical matter. Ben seems relieved that suggested improvements to the programme for the most part is under control already – and incorporated in next years programme. The researcher is relieved and gratified that the feedback from delegates is that they got a deeper reflection from the writing and connected with more emotions and deep, personal learning from preparing and presenting the speeches. Feedback was:</p> <ul style="list-style-type: none"> • Unknown, but relevant frame – and out of comfort zone. • Must stretch oneself to fill the frame • Completely different insight level • An intensive and demanding task • Emotionally touching

Length of observation:	Descriptive notes	Reflective notes	Reflective notes about what goes on “under the surface”
<p>Group work, continued</p>		<p>her with their personal material – and maybe too trusting or is it just with her?). The feedback from the groups is balanced and honest (this is helpful and this is not). One concern expressed is that the programme can no longer be exclusive – and on the other hand most specialists could benefit from it (plus those who are not considered clever).</p>	<ul style="list-style-type: none"> • Relevant reflections (ones own as well as reflections on others speeches) • Or is it deception?
<p>Group work (30 minutes) Plenary assignment on the future of the group. <i>Nonparticipant</i></p>	<p>Josh introduces a plenary discussion (approx. 14:10) about the future of this group. How do delegates want to continue (or not)?</p>	<p>The group seem to find it a bit challenging to take this discussion. After some silence delegates decide to meet twice a year – and continue informal feedback, i.e. after customer meetings and practicing stories (who am I and where do I want to go). Two delegates take the lead and will take the initiative to the first workshop. They will draft a proposal to get “funding” for the activities.</p>	<p>Do they fear that they will not continue as a group given the fact that half of the group did not show up for the closing event?</p>

Length of observation:	Descriptive notes	Reflective notes	Reflective notes about what goes on “under the surface”
<p>A fairy tale (20 minutes) Wrap up with “The ugly duckling goes to work”. <i>Complete participant</i></p>	<p>At 14:40 the researcher reads a passage from “The ugly duckling” and how it feels to not really belong (neither being a hen nor a cat), but to spread the wings, swim with swans – and always remember what it feels like.</p> <p>Norgaard, M. (2005). <i>The Ugly Duckling Goes to Work</i>. New York: American Management Association.</p>	<p>The group is emotionally touched by the fairy tale – and the link to their own fairy tales.</p> <p>A short discussion on how it links to the theme of transformation from the speeches and the fairy tales.</p> <p>It seems like there is recognition in the fairy tale for delegates, finally being seen as the swans they truly are? Not being judged for not being a hen or a cat, but to seen for what they are inside (and outside).</p>	<p>The researcher felt a bit anxious about reading the fairy tale and making the link to swimming with swans.</p> <p>The tale of the ugly duckling has a lot of meaning for her personally being bullied in primary school.</p>
<p>Wrap up (10 minutes) Goodbyes.</p>	<p>The researcher hands out books to delegates (HBR Must Read: <i>Managing Yourself</i>).</p>	<p>All delegates say personally goodbye and thanks for the storytelling experience.</p>	<p>The researcher sees the delegates as very sincere, but could also be that they do not want to disappoint or hurt her feelings?</p>

Adapted from a sample observational protocol (Creswell, 2013, p. 169).

Appendix 10a: Approach to peeling the onion (illustrated by the onion (adapted from Creswell, 2013)).

Representing and visualising:

- A composite Hogan presented in a .ppt.
- A composite fairy tale presented to coachees (text/reading). A graphic illustration of the composite fairy tale (hero's quest).
- A textual description of "what" coachees/coachees' experienced with coaching, in particular establishing safe space, and "how" the experience happened.
- A structural description of "how" coachees/coachees experience coaching (narrative/the essence).

Describing, classifying and interpreting:

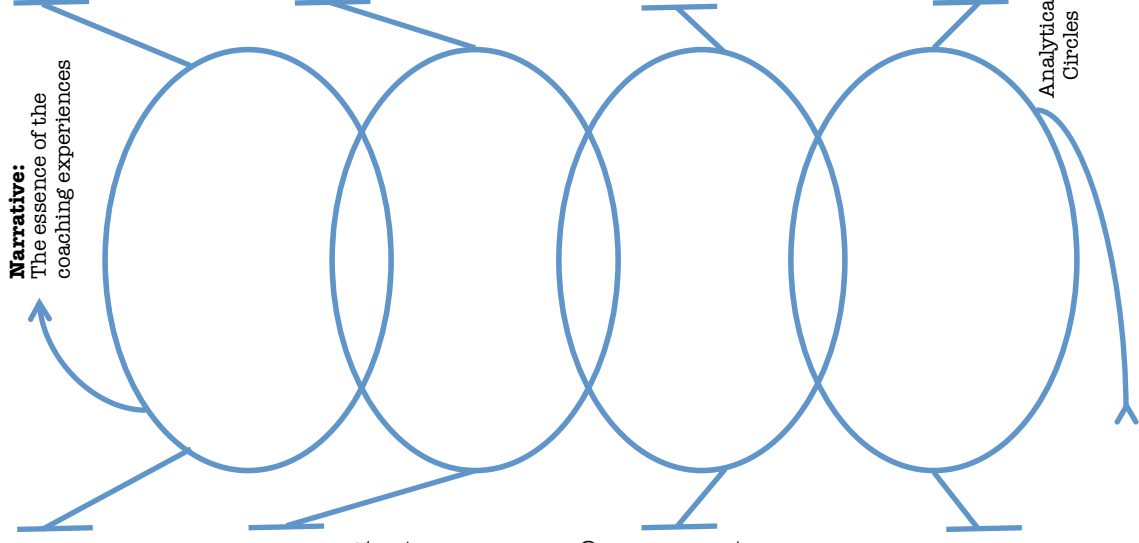
- Colour code significant statements organised by research/corollary questions and relevant literature (self/other, trust and closeness, helpfulness/unhelpfulness, ...) from the interview transcripts.
- Collect significant statements (colour coded) by research/corollary question across interview transcripts. Refine interview abstracts, and identify turning points (potential conflicts/contradictions).
- "Write" illustrate a possible composite fairy tale from individual fairy tales and an abstract of observations (turning points). Metaphors for "interactions with others" (relationships) from fairy tales.
- Look for what's expected, surprising or unusual and what may be conceptually interesting for the experience of coaching. Examine silences, disruptions, contradictions, the peculiar in the text and unconscious subtext.
- Interpret interviews using phenomenological reflection placing emphasis on "what's this example an example of?" van Manen (1990) and Colaizzi's (1978) method of analysis.

Reading and mementoing:

- Sound files and transcripts listened to and read in their entirety several times to get on "the balcony" (full descriptions).
- Interview transcripts read to identify relationship episodes (noted in margins of transcripts).
- Fairy tales read several times in their entirety (full descriptions of coaching experience).
- Video vignettes viewed in their entirety to understand "what else" and "how" coachees experienced a helping relationship, safe space and personal development.
- Write short margin notes in interviews, fairy tales and observational protocol.

Managing data:

- Anonymous individual Hogans and composite Hogan in Excel files (text/images) and presentations (text/images in .ppt).
- Interviews as sound files (.m4a), transcribed text and interview notes (protocols). Fairy tales (entire stories in text formats) and observations (text in observation protocol) and video vignettes about the coaching experience (video recordings, .mov).
- Composite field notes (above and below the surface) gathered in a rough checklist (short text in a table format).



Matrix, trees and propositions:

- A table contrasting and comparing the coaching experience (significant statements) per dyad (coach-delegate).
- A table contrasting and comparing of the coaching experience (themes, meaning units) per dyad (coach-delegate).
- A table of themes, significant (non-repetitive) statements and related meanings.
- Fairy tales interpreted as "Hero's Quest" and hypothesis about coachees' CORH, deep roles assigned to coachees and organisation-in-the-mind in a matrix/table.
- Present possible enhancers and inhibitors in a matrix/table.
- A visual of the coding of the study (Creswell, 2013, p. 207)

Context, categories and comparisons:

- Develop a list of tentative categories/codes (5-10 overall themes) and open up for emergent categories/codes.
- Draw codes (names) from clinical literature (safe space, helping relationship, trust, closeness, ...) in an organisational context.
- Interpret interviews by comparing and contrasting significant statements by overall prefigured codes (research questions).
- Move from codes to abstractions (meaning units/themes), and reduce data into a few overall themes related to forming a helping relationship, safe space and the effectiveness of the coaching interventions to write in the final analysis.
- Winnow data to include information used and discard other information.
- Seek evidence for hypothesis across collected data. Look for coachees individual experiences and the context.

Reflecting and writing notes:

- Writing notes and ideas about key concepts (self, other, trust, closeness, intimacy, safe space, helpful etc.) in the margins of the transcripts and fairy tales. Reflecting on key insights in a word cloud.
- Reflections on the entirety of the experience of coaching interventions by writing abstracts (narratives, textual descriptions of the interviews and fairy tales (chronology, epiphanies, plot, characters, setting, themes)).
- Reflections on surprises (not expected findings) and what is not said (or heard).

Organising data:

- Hogans organised in one Excel file with all scores and average calculations.
- Interviews organised in sound files (.m4a) and text files (Word documents).
- Fairy tales organised as entire stories in text formats (Word).
- Field notes, interview reflections and observations organised in protocols.

Data Collection:

Hogans, interviews, fairy tales and observations

Appendix 10b: Data Collection Matrix

This matrix (adapted from Creswell, 2013) is used to specify the amount of information likely to be collected about safe space and coaching experiences, as well as the research context (illustrative case). The purpose is to demonstrate the depth and multiple forms of data collection in this study, thus intending to deduce complexity.

Data Collection Approach	Data collected about the phenomenon	Data collected about the research context
<p>Researcher (pilot) interview</p> <p><i>Interview the researcher about her experiences with the phenomenon to bracket one's experiences.</i></p>	<p>Studying the phenomenon of safe space and coaching experiences in wholesale banking.</p> <ul style="list-style-type: none"> • Researcher's personal experiences of coaching • Preconceptions, assumptions and beliefs about coaching in banking • Pilot the questionnaire • Test theoretical themes about coaching interventions and safe space. • Refine interview questions, line of questions and procedures. 	<p>The illustrative case: Coaching interventions with clevers in a seedling box programme in a Nordic wholesale bank.</p> <ul style="list-style-type: none"> • Data on a specific coaching intervention in a Nordic wholesale bank in a specific context. • Data collection plans (what comes first?).
<p>Semi-structured interviews</p> <p><i>Interview multiple individuals, who have experienced the phenomenon of safe space and coaching in wholesale banking.</i></p>	<ul style="list-style-type: none"> • What <i>actually</i> happened in coaching to describe establishing a safe space. • Data on self, the other and the coaching relationship. • Data on perception of trust, closeness and caring. • Data on perception of helpfulness and 	<ul style="list-style-type: none"> • Demographic data for coaches and delegates in sample. • Delegates' experiences of the seedling box programme (context and case). • Delegates' experience of coaching interventions in context - and compared to other interventions in the programme.

	<p>unhelpfulness to understand what actually happened that was helpful (or not) above or below the surface.</p> <ul style="list-style-type: none"> • Data on beliefs of psychological safety and interpersonal risk taking in the coaching intervention in a challenging high-risk environment. • Coaches' story about a particular delegate. 	<ul style="list-style-type: none"> • Coaches' experience of the seedling box programme. • Coaches' experience of coaching interventions in context. • Coaches' experience of own role and delegates selected for the programme.
<p>Fairy Tales <i>Written reflections about the experience of the phenomenon.</i></p>	<ul style="list-style-type: none"> • In-depth reflections on coaching experience to complement the interviews. • Subjective individual experiences of the phenomenon. • Data on to the unconscious through associations. • Data about feelings and hidden motives. 	<ul style="list-style-type: none"> • Data on time, place, setting, themes and characters. • Data on other important relationships (who will be invited for the movie premiere or reading).
<p>Observation <i>Noting safe space(s) in the field setting.</i></p>	<ul style="list-style-type: none"> • Direct observations of interactions between coach – delegate (graduation speeches). <i>What do coaches and delegates actually do? What don't they do?</i> • Observations about safe space in the small group. • Observations about “what’s happening” or not in the breaks. • Present and interpret fairy tales and stories. • Recording spontaneous incidents of story telling. 	<ul style="list-style-type: none"> • A workshop day in the seedling box programme to experience the programme “live”.

<p>Video vignettes <i>Recorded stories about the experience of the context of the phenomenon.</i></p>	<ul style="list-style-type: none"> • Significant turning points in the learning programme to understand the importance of the phenomenon compared to “what else”. • Other relationships formed in the programme. • Trust and safe space forming hypothesis about self-disclosure and psychological closeness. • Compare and contrast depth of self-disclosure to written stories (fairy tale or movie). 	<ul style="list-style-type: none"> • Individual experiences of the seedling box programme. • Turning points in the programme (reality testing if the coaching experience is significant compared to other experiences in the programme).
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Adapted from data collection matrix (Creswell, 2013).



Dato: 29. juni, 2012

Fortrolighedserklæring

Efter aftale mellem skriveassistance.nu v/Lena Boye og Pia Irene Andreasen indgås herved en fortrolighedsaftale om transskribering af i alt 8 interviews.

Hele det fremsendte materiale (uploaded i en password beskyttet dropbox) betragtes som værende af fortrolig karakter. Omfanget af dette er aftalt forud for arbejdets påbegyndelse og omfatter følgende:

- 8 interviews optaget som lydfile i m4a-format

Ethvert kendskab til de implicerede parter, opgavens art og indhold, virksomhedens / institutionens infrastruktur eller andet må ikke på noget tidspunkt viderebringes eller benyttes af skriveassistance.nu v/Lena Boye.

Undertegnede parter erklærer sig indforstået hermed.

For aftalens gyldighed underskriver:

Dato:

Dato: 29. juni 2012



[kundens underskrift]

[skriveassistance.nu's underskrift]

Appendix 10d: Principles for Transcriptions

This appendix presents the principles for transcribing the interviews as a process *after* the interviews, which will transform the oral conversation (interview) to a written text, which can be analysed. The interviews are transcribed word for word and pauses, intonations and emotional expressions are included. Quotes will be translated, when used in appendixes or in the thesis, not in the verbatim transcripts.

Transcribing is an interpretive process that gives rise to a number of practical issues for qualitative research (Kvale & Brinkmann, 2009). Transcripts are translations from spoken to written language, which are two different narrative forms. Audio recording (ibid.), and the resulting sound tracks, involves an initial abstraction, resulting in loss of for example body language. Transcription involves yet another level of abstraction, where the tone of voice, accents and breathing are lost. The following transcription conventions have been decided for to mitigate:

Conventions for transcribing

...	Overlapping speech or incomplete sentences
...[? track no.]...	The transcribe cannot hear or understand, what is being said, however it can be found on the sound track.
–	Accentuation/intonation via pitch and/or scope (hum, eh and profanity are written in the transcription).
...[pause]...	pause or a small gap into/between statements.
...[feeling]...	indicates emotional expression, e.g. laughter (ha-ha) or crying.
CAPITALS	accentuations in the language indicated by capitals.
<i>Italic</i>	the interviewer (researcher)
Plain font	the respondent
xxxx	Names mentioned in the interviews have been anonymised by the practitioner researcher

Adapted from Kvale & Brinkmann (2009) transcription of interviews.

My actual working method consists of recording with an iPhone (Memos function) that can transfer the sound recording/track directly to a computer where it is stored and played back for analysis. Audio recordings and transcripts are complemented by observations, insights and reflections written directly by hand during the interview (recorded in the interview checklist/protocol, one per interview) and fairly copied/written out after the interview to keep the memory intact (appendix 18a-f).

A professional transcribes questions and answers, and the interview is coded with language notes (as per decided conventions above) to allow an analysis of the interview as a social interaction. Transcription is in itself a first analysis (ibid.), however I have chosen to get a professional to transcribe the interviews to ensure all details relevant to interpretation and analysis are included in the transcript.

Transcripts are read and re-read to identify themes within/outside the phenomenon studied (coaching in wholesale banking), the research question (and corollary questions) asked and the theoretical framework proposed for the analysis. The final represented analysis, however, is restricted to themes that can answer the research question within the chosen theoretical framework. The sound tracks have been used, when individual themes needed to be further studied, in order to include pauses and accentuation.

As the understanding of a theme evolves I will go back to the transcripts to find additional examples for individual (subjective) or common (“objective”) experiences of coaching in wholesale banking to support my hypothesis and findings. I then look for possible turning points in the conversation, which can reflect conflicts and/or contradictions, then pronouns (e.g. changing from 'I' to 'we'), indicating a shift from one subject position to another.

Poor recording quality, mishearing and/or misinterpretations of passages/tracks can affect the reliability of the transcriptions (Kvale & Brinkmann, 2009). The tracks, which could not be heard or understood, have been marked as per the conventions above. I chose not to specify emotional aspects of the interview, such as for example a tense voice, which may influence the interpretation further. Decisions about where to put commas and periods in and after sentences are already an interpretation process in itself.

The validity question (ibid.) can in principle not be answered, since there is no true, objective transformation from an oral interview to a written text. I have chosen to look at the usefulness in relation to the research question and the selected methods of inquiry – and therefore it is important for to include pauses, repetitions and tone in relation to a psychological interpretation with a clinical lens.

I have promised confidentiality to my interview subjects; coaches as well as delegates (and even more important with a small population). Therefore, I have blurred the identity of the interviewees (for example delegate A); and the same for events and individuals mentioned in the interviews, to ensure that they cannot be recognised easily. However, I recognise that this may be a bit more challenging with only two coaches; one being internal and one being external.

The interviewees (coaches and delegates) did not receive the transcripts for commenting, as written and printed speech can seem disjointed and confusing. I did not want to re-write the interviews (i.e. more fluent writing), as such pauses, intonations and contradictions are relevant to the interpretation of the interview and the analysis. All interviews, but one (conducted in English), have been conducted in interviewees' native language (Danish) and I have decided not to translate the transcriptions, however quotes used in the thesis have been translated for the readers. A copy of the transcriptions will be given to the reader, the EMCCC faculty members (Roger Lehman and Erik van de Loo) and EMCCC group thesis coach (Elizabeth Florent-Treacy) as documentation, if so requested, however will not be made public for other readers.

The interviews are stored as sound tracks on my home computer (iTunes) and delivered in one set of sound tracks to the professional transcribe, who has signed a confidentiality agreement, before beginning the assignment. The sound tracks will be deleted when no longer needed.

Appendix 11: Ethical Protocol

The purpose of this protocol (Kvale & Brinkmann, 2009, Creswell, 2013) is to carefully consider the ethical questions associated with a study involving human subjects. Ethics is to me as a practitioner researcher a question about doing no harm, integrity, respect others rights, boundaries and integrity, and professional empathy.

Role of the practitioner researcher

The practitioner researcher is responsible for reflecting on known risks to the coaches and delegates participating in the study, as well as potential consequences for the organisation prior to access and data collection. The practitioner researcher is the key instrument for data collection and subsequent interpretation based on her preconceptions and theoretical framework.

As the practitioner researcher (me) is not only a random researcher passing through the organisation, however hold an organisational role in human resources and part of the senior executive team, it is important to disclose the nature of those roles to coaches and delegates to remind them that I am an insider. It is made explicit to coaches and delegates that the research is focused on experiences of a phenomenon and concepts of helping relationship and safe space, not individual and personal themes.

It is equally important in my organisational role to establish supportive and respectful relationships, and be mindful about holding a position associated with inclusion and exclusion. I have an indirect vested interest in the outcome of the study owning talent development in the wholesale bank.

The intension is to honestly report data (Creswell, 2013), provide a context for the themes, report multiple, and potentially conflicting, perspectives, and develop a convincing, thick essence supported by data from multiple sources and ultimately provide as comprehensive a description as possible of the coaching experiences.

The research interview (Kvale & Brinkmann, 2009) is by nature not a completely open and free dialogue, as it has an inherent power asymmetry. It is the intention to ask appropriate questions and invite coaches and delegates to share as much as they feel comfortable with,

which requires the researcher to be present, sensitive and listening. I aim to be respectful and realistic about, what I can work with and what I can comprehend.

Confidentiality

To comply with the guidelines from INSEAD, this thesis *has* to be made public, which put certain demands on the researcher to behave in an ethical appropriate manner, when people are included as research subjects.

Stories are included in the thesis as composite stories (Creswell, 2013) and abstracts or quotes are anonymous (delegate n, e, etc.). A composite personality profile is included so that individuals cannot be identified and individual profiles are masked (delegate 1, 2, 3, etc.) and anonymous (the practitioner researcher only has anonymous profiles too). Individual profiles have not been appended, as there may be a risk of identification of individuals. It may provide interesting data to contrast and compare personality profiles for coaches and delegates in the sample, however this is not perceived ethical to disclose.

All names in the thesis will be anonymous and masked by an alias to protect organisation, coaches and delegates. Information given in the interviews will be considered confidential and treated with the necessary respect, albeit coaches and delegates are informed that responses can be quoted in the thesis anonymously and they have a right to read the quotes prior to being made public. As the thesis is published in the public space, transcripts of interviews and video recordings will only be made available for the professor, the reader (an assigned INSEAD professor), thesis supervisor and other readers directly involved in grading the thesis.

The detailed data collected are kept confidential within the wholesale bank.

Informed consent to participate

Delegates are selected randomly from the participant list (two delegates for each coach), but because of the organisational role of the researcher (Global Chief Human Resources Officer), it cannot be excluded that the coaches or delegates have experienced pressure to participate for one reason or another. I am (the researcher) explicit about participation in interviews being voluntarily, and explicit about the assignments seen as part of the programme, however giving delegates control to decide how much to share.

A pre-meeting with coaches are held to inform about the study and how data will be collected. Delegates have been informed about the study in writing introducing the storytelling and graduation speech assignment. Coaches receive a copy of the assignment.

Coaches and delegates are given time to consider participation, before the interviews and are asked to re-confirm by a formal electronic meeting invitation. In the introduction to the interview, information about the study is disclosed again, before the interview itself and recording starts. It is clearly stated that the interview is recorded, if the informant consents to it and that the interview is confidential (see below).

There are no known risks to coaches and delegates associated with participation. Information that will potentially harm coaches or delegates will not be disclosed.

Reporting and potential consequences

Conclusions in the study are reported as a common essence of the coaching experience in the seedling box programme, how to build a coaching relationship and establish safe space. No requirement has been made to share the thesis in the organisation, although findings and conclusions may be shared in an informal setting with a small group of senior leaders in Human Resources to inform future programmes for high potentials and the discussion about coaching interventions as part of such programmes. Overall findings are reported to the coaches to ensure reciprocity.

Alternatively findings can be reported to the senior executive team in the wholesale bank at a high level – and potentially tactically broadened to include a more generic perspective on coaching experiences and a clinical perspective on the importance of a helping relationship and safe space – in a challenging high-risk environment.

This ethical protocol is a reminder of the ethical standards, the researcher has set as a guideline for her and a reminder of the agreement made with coaches and delegates.

Appendix 1.2: Coding of the study of safe space and coaching experiences (model adapted from Creswell, 2013)

Narrative:

- The essence of coaching experiences in wholesale banking is that it's an effective intervention provided by an independent coach (a transitional object providing psychological support, adaptive guidance, containment and safety to rewrite the scripts for the inner theatre) to a delegate seeking help to facilitate personal development.
- A safe space is a safe enough mental, thinking space meaning it's consistent, predictable, reliable for delegate to be unsafe (arouse anxiety) in a realistic environment (it matters and it's real) and boundaries are managed (psychological, spatial demarcations, content, confidentiality and time - it ends).
- From a clinical perspective, a safe space, in a challenging high-risk environment, is important to ensure help, survival, integration (a composed self) and personal, mature development of delegate (putting the monkey in a trailer behind to stay to make conscious choices, not to be caught up in unconscious dynamics and impulses - and avoiding counterproductive tendencies of a high-risk environment combined with traits of clevers in high risk environment).
- The difference that makes a difference, in coaching interventions with clevers in a high-risk environment, is a safe space (comfortable with one self and able to be vulnerable without fear of negative consequences), empathic attunement, compassion (suffering with, not pity or sympathy) and mentalisation as an attempt to understand delegate's thoughts, feelings, fantasies, actions and understanding of reality. Coaches calmness, willingness to take a risk (not be neutral) and commit to delegates beyond what coaches are compensated for matters.

Époché - Practitioner researcher's experience extracted from interview ...

Significant statements extracted from reports of coaching experiences from 4 dyads (coach - delegates).

- **Significant statements** (table 1)
 - Empathy and compassion: 3
 - A psychological space to take emotional risk: 4
 - Connectedness, closeness and distance: 6
 - A confidential space to think and talk: 4
 - What clicked or didn't: 6
 - Effective/Less effective: 2
- A safe space means it's a predictable, reliable and consistent physical and mental (psychological) space.
 - It means "do no harm", appropriate disruptions and boundaries for a safe space to be "safe enough" for delegate to be contained and not invoke (too much) anxiety and defences.
 - A safe space is established by an explicit holding environment (content, time, space and confidentiality).
 - A helping relationship is formed by coach's ability, persona and style, adapting to delegate's needs, commitment, genuine interest, containment and reframing. It means the coach aims to develop a self-contained individual.
 - Triangulation of methods/data is **effective** supported by home-work, reflections and mirroring.

Themes about safe space and coaching experiences in wholesale banking...

Emerging ideas and themes:

- 1) Clevers want coaches to be experts and see them as authorities to engage and feel safe...
- 2) It's a first time experience and important to be seen as an individual, not a stereotype...
- 3) It has to matter in one's real life context... Coach has to understand context and primary task (what matters)...
- 4) It's boring, unsafe (and irritating) to talk to someone neutral - and coach has to take a risk too
- 5) A need to prove commitment and support to feel safe; appreciate me for me, not potential...
- 6) A thinking space with someone - and an (perhaps) unconscious ask to manage boundaries for delegates to balance disclosure and withholding...

- What's effective for the group of delegates?**
- Experiential learning (action learning that matters) closely related to context and easy to transfer (it has to be real!)
 - One-on-one interventions focused on delegate (highly individual)
 - Triangulation of methods and data to get an understanding of patterns and persona.
 - Individual project - talks and exposure to senior management.
 - Self-awareness (meaningful insights) plus consequence (what does it mean? - and why does it matter?) are transformational (life changing).

Textural descriptions of what coaches and delegates experienced...

- The starting point can be stuckness, ambivalence, complexity in system or role and an inappropriate response or perspective, or challenging boundaries.
- Interventions are individual, meaningful (personal stuff), touching and felt (deep, felt stuff), and something one has never done before (unexpected stuff).
- One's own development agenda reflecting one's own voice.
- A hall of mirrors; coach, others and peers in the programme, personal stories and the group as container (shared stuff).
- An inside-out experience which is emergent, transformational and participative in a "good enough" holding environment (thought through, but flexible) and consistent to contain anxiety.
- A safe place to be unsafe and on the limits of one's comfort zone, if confidence, trust and intimacy is build with coach to take emotional risk.

- Action learning and individual project are real and matters linking individual to role and system (one might actually get killed, if one fails).
- Enchantments from fairy tales:
 - a) Hero's journey (the impossible quest, surprising helpers, descent to depths, returning home with new insights and relief);
 - b) The search for the blissful state (searching for something, difficult to find, potential disappointment) and Refusing the call (not engaging), if out of comfort zone.
 - c)

Structural description of how coaches and delegates experienced it...

- Coaching interventions happened in the wholesale bank as part of the seeding box programme.
- 5-6 interventions in a meeting room on-site.
- A few interventions happened on delegate's initiative off-site" after hours" of the programme.
- Interventions happened early in the morning, during the work day or late afternoon.
- One intervention includes immediate manager, and one as shadowing / supervision at work.
- Below the surface: A mental model of a risky environment in which one can be killed, sent to the dungeons, need to work hard and pushed hard (sink or swim).
- An inner experience of needs, desires, excitement, fear of loss, omnipotence, fear of failure, helplessness, anger and shame.
- Difficult to ask for help !!

Research question:

What does a coach do (or don't do) to establish a safe space with delegates to open up for personal development?

Appendix 13: Rough checklist for information gathering and compiled field notes

This rough checklist (adapted from a sample rough checklist, Florent-Treacy, 2012, EMCCC, Thesis Workshop) is collecting the practitioner researcher's composite field notes about the visible interaction, initial observations and reflections on what might be going on below the surface.

Exploratory observation: Studying the phenomenon of coaching in wholesale banking.	Field notes – and the visible	Reflections about what goes on “under the surface” The smell of the place...	Initial observations: What am I learning? What is different about this moment compared to other moments in my study? What am I <i>not</i> hearing?
<p>Group Human Resources <i>Conversation with a team manager (alias: Elliot) from “Succession and Talent” and an acting manager (alias: Chloe) from “Executive Coaching” (a group of internal coaches advising on executive education).</i></p>	<p>The meeting is taking place in the practitioner researcher’s office. The team manager (Elliot) and acting manager/executive coach (Chloe) are reporting back on nominated talents for Group programmes (who are included and who are excluded). Chloe is commenting on the fact that the practitioner researcher (here in role as chief human resources officer) is very excited about the nominees getting on to the Group talent programmes, and less excited about the nominees getting an executive education. The practitioner researcher explains that it has to do with expectations.</p>	<p>Elliot demonstrates a newly autonomy doing things his own way. Chloe seem to relate to him as a little brother: an annoyance as much as companion. The practitioner researcher feels let down lacking detailed feedback – in particular, as Elliot isn’t prepared to talk about why some is in- or excluded. Perhaps a projection of abandonment – or it could be that it’s the practitioner researchers feeling (she <u>did</u> leave them, and it is difficult for her to admit, she is one who also sometimes lets down other people, but try to do it gentle and when it is relatively safe).</p>	<p>I did not hear any questions about the <i>shadow side</i> of talent development; e.g. contributing to competition not collaboration (below and above the surface), disappointment if not getting what high potentials dream of – and boundaries a la give them what they need, not what they ask for. Evasive defence? No conversation about how to deal with the disappointments – and delegation of this task from Group HR completely to the division to not have to deal with this (defence: denial or avoidance?).</p>

<p>Exploratory observation: Studying the phenomenon of coaching in wholesale banking.</p>	<p>Field notes – and the visible</p>	<p>Reflections about what goes on “under the surface” The smell of the place...</p>	<p>Initial observations: What am I learning? What is different about this moment compared to other moments in my study? What am I <i>not</i> hearing?</p>
<p>Group Human Resources <i>Continued...</i></p>		<p>Rationalisation (blaming Elliot for not being prepared properly for the meeting and not knowing the criterion, selection process and nominees) to explain (or justify?) her (destructive) feelings and actions (asking questions about why someone did not get in rationalised by the need to have to give feedback to the individual managers) a la “do not even for a minute think that you can step into my shoes easily”.</p> <p>Feelings of guilt, because she left Elliot and Chloe behind, when taking on a new role in the organisation 6 months back. She chose to do something based on the pleasure principle.</p> <p>Projection of the practitioner researcher’s feeling of helplessness (exclusion stir up anxiety) onto Elliot, not having to deal with it.</p>	

<p>Exploratory observation: Studying the phenomenon of coaching in wholesale banking.</p>	<p>Field notes – and the visible</p>	<p>Reflections about what goes on “under the surface” The smell of the place...</p>	<p>Initial observations: What am I learning? What is different about this moment compared to other moments in my study? What am I <i>not</i> hearing?</p>
<p>Group Human Resources <i>Continued...</i></p>		<p>Denial of the fact that someone will be disappointed about not being included – and focusing on how to provide “patches for the wounded”.</p>	
<p>Independent coach <i>Pilot interview with the practitioner researcher (me) by an independent coach (alias: Sarah).</i></p>	<p>The practitioner researcher contacted Sarah by email to ask, if she would do a pilot interview. She got a response within minutes with multiple dates and times to choose from. Sarah demonstrated an immediate enthusiasm for the topic and is pleased to be invited into the process as an interviewer of the practitioner researcher. Sarah has a strong interest in clinical psychology – and originally designed the talent programme together with the practitioner researcher and the external coach.</p>	<p>The practitioner researcher felt seen and met as a person sharing something special (clinical psychology and lens). In the interview itself, the delegate from the coaching interventions stirred something up in the practitioner researcher by mentioning her husband (unsafe moment) – and maybe this has to do with the practitioner researcher’s personal deep interest in the topic of relationships? The practitioner researcher’s most long-term relationship is with her studies? Anxiety about letting go? What happens if you follow the pleasure principle? What happens if you step outside the prevailing - and how far can you take it not to be excluded?</p>	<p>A good learning process to understand more about the practitioner researcher’s <i>presuppositions</i> to be able to “suspend all judgments” until founded on a more certain basis through findings in the qualitative data. Facing own anxiety about being interviewed and desire to be clever, wise and talented. This experience is different from other moments in the research, because the practitioner researcher explores something with someone else – and dare to be playful (feeling not alone compared to the thesis writing process).</p>

<p>Exploratory observation: Studying the phenomenon of coaching in wholesale banking.</p>	<p>Field notes – and the visible</p>	<p>Reflections about what goes on “under the surface” The smell of the place...</p>	<p>Initial observations: What am I learning? What is different about this moment compared to other moments in my study? What am I <i>not</i> hearing?</p>
<p>Independent coach <i>Continued...</i></p>			<p>It is similar to the experience in the peer group of sharing ideas about our thesis and our proposals not to be narcissistic about it, but dare to put something out there and get constructive criticism.</p>
<p>Coaches <i>Planning meeting with coaches (aliases: Ben and Josh) to discuss closing workshop for the seedling box programme 2011/12.</i></p>	<p>The agenda for the meeting is to discuss the content in the closing day wrapping up the programme. The internal coach is late for the meeting and has not arranged meeting facilities as agreed. The meeting is taking place in a “neutral” office in the bank quickly organised by the practitioner researcher. The table is a round table. Empty chairs separate each of the participants keeping their own space (physically and psychologically?). The two coaches (Ben and Josh) start of by talking about the successful</p>	<p>The practitioner researcher feels like an outsider/an intruder breaking into a dyad (two coaches). Are coaches introjecting delegates’ success to praise own successfulness as coaches? Exaggerating feelings of self-importance? Self-obsession? Or is it a genuine interest in delegates and the proud “fathers”, who see their broods, succeed in life? Feelings of inadequacy and exclusion in the practitioner researcher? Or is the practitioner researcher envious? She is annoyed (irritation merely serving as a substitute for anger?), because coaches are not interested</p>	<p>The Chief Human Resources Officer (also the practitioner researcher) is faced with the challenge of bridging the programme and individual coaching with the system a la how do we anchor development post-programme in the organisation? The practitioner researcher does not hear about any failures.</p>

<p>Exploratory observation: Studying the phenomenon of coaching in wholesale banking.</p>	<p>Field notes – and the visible</p>	<p>Reflections about what goes on “under the surface” The smell of the place...</p>	<p>Initial observations: What am I learning? What is different about this moment compared to other moments in my study? What am I <i>not</i> hearing?</p>
<p>Coaches <i>Continued...</i></p>	<p>individual project presentations and singles out a couple of delegates, who has developed and grown especially well during the programme. A story is being told by one of the coaches to tell about the success they have had: less need for security and observations from the first project presentation a la write, write, write observations and then stop, stop, stop, you have already convinced them don't through in another argument – and how this changed through coaching. The internal coach makes a number of jokes about the ventilation in the meeting room – and how you get sucked in or out. The internal coach engages when the external coach suggests that a sort of intelligence profile/test is included in the programme, otherwise he sort of</p>	<p>in playing with new ideas (except their own perhaps) – and she sees both of them as too entangled in the delegates' needs/wants and “getting along” to get delegates' approval (coaches' need to be recognised as being clever among clever?). Have coaches gone native – or has she been too much on the side focusing on other tasks in her role? Unconsciously there might be sibling rivalry and envy between the three “psychologists” (who is the cleverest consultant in the room?). The practitioner researcher feels like she is putting her nose into someone else's business interfering and intruding. The practitioner researcher has a passion for talent development and seeing seedlings grow. Maybe projecting her own ambitions onto someone else? Is she trying to delegate a task of “being a clever”</p>	

<p>Exploratory observation: Studying the phenomenon of coaching in wholesale banking.</p>	<p>Field notes – and the visible</p>	<p>Reflections about what goes on “under the surface” The smell of the place...</p>	<p>Initial observations: What am I learning? What is different about this moment compared to other moments in my study? What am I <i>not</i> hearing?</p>
<p>Coaches <i>Continued...</i></p>	<p>disappears out of the room.</p>	<p>like this task was probably delegated to her from the family (an only child achieving an academic degree in a family of non-academics)? Maybe rivalry about how to do this “best”? What does it take to be included in the group (dyad)? Inner conflict for the practitioner researcher a la does she want to be a clinical psychologist rather than being the Chief Human Resources Officer? The practitioner researcher feels uncomfortable about the individual story, because it oversteps her ethics and integrity talking about a specific delegate and his development, but she doesn't comment on it (dependence on coaches participating in her study?). Aggression is not dealt with, e.g. passive-aggressive resistance from the internal coach resisting to do “administrative stuff” such as booking</p>	

<p>Exploratory observation: Studying the phenomenon of coaching in wholesale banking.</p>	<p>Field notes – and the visible</p>	<p>Reflections about what goes on “under the surface” The smell of the place...</p>	<p>Initial observations: What am I learning? What is different about this moment compared to other moments in my study? What am I <i>not</i> hearing?</p>
<p>Coaches <i>Continued...</i></p>		<p>a meeting room. Parallel process to what happens on the programme (not providing a physical safe space)?</p>	
<p>Coaches <i>Planning meeting with coaches to discuss seedling box programme 2012/2013.</i></p>	<p>The next meeting is different and it appears that the two coaches and the practitioner researcher have adjusted to another type (more constructive) of cooperation. The two coaches have met in the morning and the practitioner researcher is joining at lunchtime. They begin the meeting with having lunch and catching up. The two coaches have divided the roles between them and prepared a clear to do list.</p>	<p>The practitioner researcher is picking up on the external coach continuously demonstrating that he “got it” for example by using business jargon or psychological or clinical jargon (rivalry or identifying with delegates as clever/high potentials?). The external coach being “the omnipotent coach” capable of doing anything can be a vulnerable position to be in a la if he is found to make fraudulent claims just once not knowing what he is talking about or not being able to back it up by a theoretical framework, his entire credibility may be destroyed with the delegates (very high standards). Does this have something to do with him not showing much of himself as a</p>	<p>Josh has a deep interest in the clinical work and not really interested in the organisational context. It seems like he is checking in and out depending on topic. He sometimes disappears out of the room. Aftermath: The clear to do list is not delivered from the internal coach (Josh) as agreed (passive-aggressive resistance? Aversion?). The months after Ben is calling him to finally get it completed and distributed. Location has not been organised for the closing workshop either.</p>

<p>Exploratory observation: Studying the phenomenon of coaching in wholesale banking.</p>	<p>Field notes – and the visible</p>	<p>Reflections about what goes on “under the surface” The smell of the place...</p>	<p>Initial observations: What am I learning? What is different about this moment compared to other moments in my study? What am I <i>not</i> hearing?</p>
<p>Coaches <i>Continued...</i></p>		<p>person, unless one get to know him over a long period of time? Mystique? Mask of unshaken certainty and conviction? Does he stir up inferiority in Josh? Splitting idealising Ben and devaluating Josh. Roles given and taken: Ben is the serious one (depth) and Josh is funny guy/class clown (surface).</p>	
<p>Delegates <i>Introduction to fairy tale and graduation speed assignment.</i> <i>Follow up conversation with selected delegates for interviews.</i></p>	<p>All agreed to the interviews and some came back to ask questions about the assignment – or just stopped by to say that they looked forward to it and felt a bit of pressure (anxiety) as this type of assignment were new and unknown (outside their comfort zone). Contextualising to create a safe space and put them in charge of what to share and what not (and dosage). Two delegates called separately to</p>	<p>Idealisation of the external coach as a messiah, who has a legitimate claim to power (a psychologist with a strong theoretical foundation and a way of talking in every day language). Splitting into the competent coach (external) and the less competent coach (internal) to cope with anxiety? Does this splitting occur in other situations, e.g. the external contribution is more attractive than the</p>	<p>None of the delegates said that they would rather have been without this programme – a hypothesis can be that it is difficult to deal with the shadow side of things, e.g. competition (rivalry), own limitations (impotence and fear of castration), greatness of others (envy). The practitioner researcher did not hear any fantasies about who got selected for interviews and why.</p>

<p>Exploratory observation: Studying the phenomenon of coaching in wholesale banking.</p>	<p>Field notes – and the visible</p>	<p>Reflections about what goes on “under the surface” The smell of the place...</p>	<p>Initial observations: What am I learning? What is different about this moment compared to other moments in my study? What am I <i>not</i> hearing?</p>
<p>Delegates <i>Continued...</i></p>	<p>negotiate deadline (one more week). Relaxed conversations (non-confrontational) framing the study and the purpose of the assignments to create a holding environment/safe space for reflections. Talking about reflections as a way of “flying out” to create a mind-set of a transitional space. Anxiety in the interview situation such as sweating under the arms (males), all red on the neck (difficult to contain own emotions, males), tears in the eyes talking about closeness and nervous laughter (female).</p>	<p>internal? Or does it have to do with a tendency to measure value in hard dollars (fantasy that the external coach costs more per hour than the internal)? Paranoia that the internal coach has access to “other kinds of information” (files) about the individual, which could potentially be (life) threatening. Are delegates attributing all the destructive desires to the internal coach (an impostor?) – and dealing with own anxiety about being an impostor (a fraud)? Identifying with the external coach as an object of admiration? Anxiety and envy related to learning – or someone (delegates) learning more than others? Getting ahead in the game about the next promotion? Destructive wishes towards the competitors?</p>	<p>The interviews were different than expected, because delegates were able to articulate the trickiness and difficulty in more depth, e.g. difficult to listen to someone who always say something really clever, difficult to see someone being real authentic, when you want to be too and difficult to realise that you are your own biggest enemy, because you choose to hide and that is why they don’t see you (protection). Not expressed in psychological or clinical terms of course.</p>

<p>Exploratory observation: Studying the phenomenon of coaching in wholesale banking.</p>	<p>Field notes – and the visible</p>	<p>Reflections about what goes on “under the surface” The smell of the place...</p>	<p>Initial observations: What am I learning? What is different about this moment compared to other moments in my study? What am I <i>not</i> hearing?</p>
<p>Faculty in workshops <i>An external consultant to teach in a two-days educational module about creating followers.</i></p>	<p>Frustration about the two coaches not sharing insights to make the faculty successful (not planning ahead, not sharing programme in time, not sharing anonymous key themes they see with delegates). A set up to fail?</p>	<p>The practitioner researcher has an experience of siding with the weaker party (in this case the external faculty). Coaches want to keep their omnipotent feelings of making it all happen – and don't want to share their success. The external consultant is a “scape goat” for what is not successful.</p>	<p>The practitioner researcher did not hear any reflections at all from the coaches about what the two of them could have done differently. NO SELF-REFLECTION (narcissistic and omnipotent). Only thoughts about what they could do to make it right, because the external consultant failed (phew then we are not the ones failing...).</p> <p>The practitioner researcher is not hearing excitement from the internal coach about the programme (hidden resistance to do this type of work?). Tacit subversion of faculty from the two coaches? A tendency to act with arrogance and procrastination (internal coach)?</p>
<p>Closing workshop <i>Preparation for workshop (pre-workshop day).</i></p>	<p>A covert conflict between the internal and external coach about who is doing what – and the external coach making</p>	<p>The internal coach (Josh) does not deal with his aggression (passive resistance by simply not doing his part</p>	<p>Splitting into high control and low control? Does Josh considers himself a low-</p>

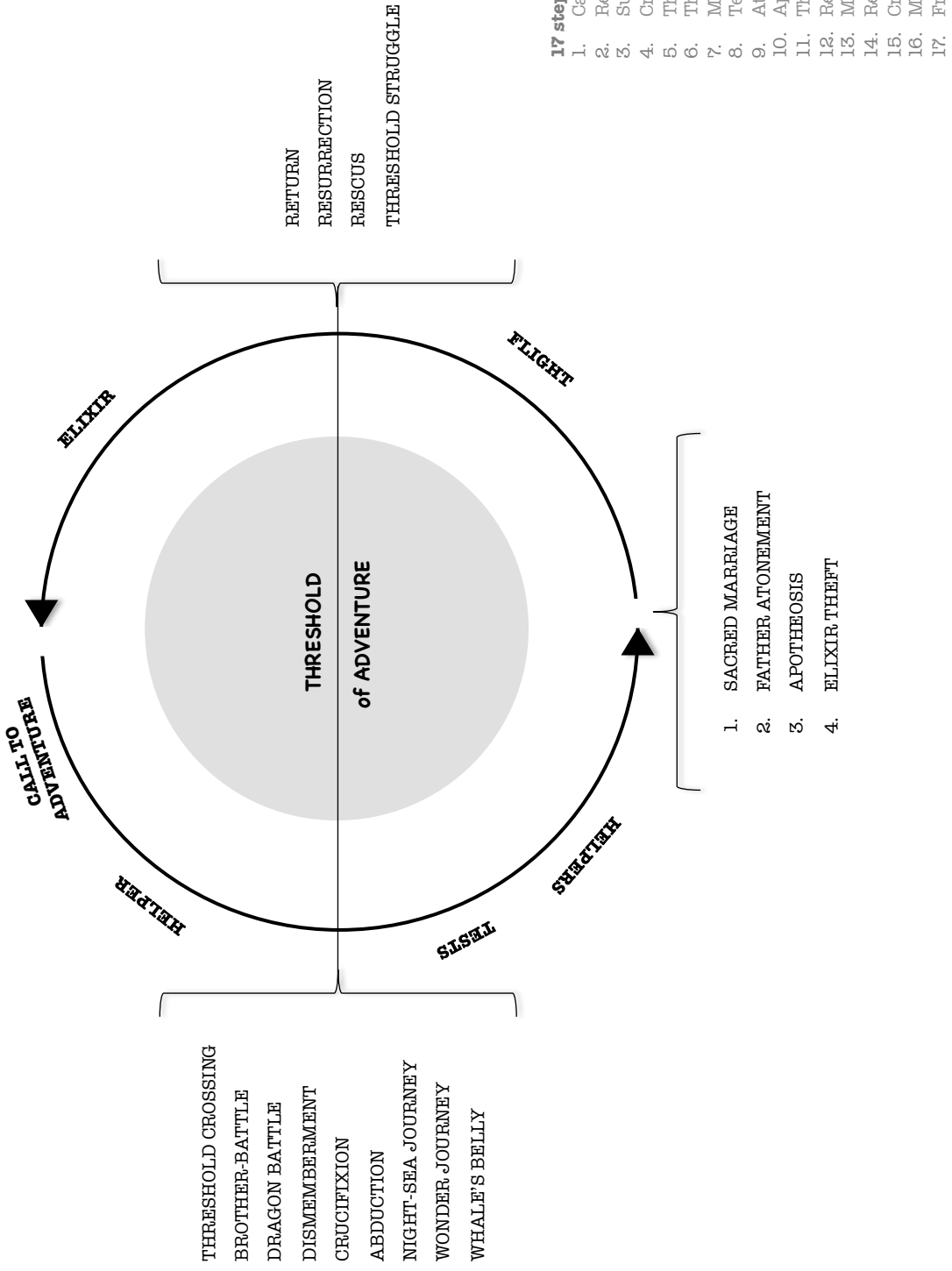
<p>Exploratory observation: Studying the phenomenon of coaching in wholesale banking.</p>	<p>Field notes – and the visible</p>	<p>Reflections about what goes on “under the surface” The smell of the place...</p>	<p>Initial observations: What am I learning? What is different about this moment compared to other moments in my study? What am I <i>not</i> hearing?</p>
<p>Closing workshop <i>Continued...</i></p>	<p>rational arguments for why he should not do practical tasks. Coming back from holidays, the practitioner researcher and the external coach checks in after a week to make sure everything is moving for the closing workshop.</p>	<p>of the work) and the angry feelings projected into the external coach (Ben) and the practitioner researcher acting it out by giving the internal coach an “angry call” telling him to get things done. A new pattern is emerging: Mum (practitioner researcher), Dad (external coach) – and naughty son (internal coach) who is looking for protection from his big sister (Chloe) from the tough reality (you need to do your part of the less interesting work / duties).</p>	<p>status member of the team and maybe doubts his ability to contribute? Or again relying on others to initiate action?</p>
<p>Physical layout</p>	<p>Meetings and interviews have been taking place in different meeting rooms and offices, including the practitioner researcher’s office. Common for all meeting rooms are that you can either see through the glass, if the blinds are not down, or you can hear sound (not specific words) through the walls.</p>	<p>Are all the glass walls showing a transparency that is not really there? Approachability on the surface, but you will not be able to “walk right in” (associations to glass ceiling, but here it is glass walls)? Keeping special objects protected behind glass walls? Why is protection needed and from whom? Or just an</p>	<p>A key learning is that physical layout is important for the practitioner researcher (high on aesthetics in her Hogan-profile), but may not be a key concern to others. Hearing sounds from the outside of an office stir up anxiety about keeping confidentiality, and paranoia (what can be shared in this room, if others</p>

<p>Exploratory observation: Studying the phenomenon of coaching in wholesale banking.</p>	<p>Field notes – and the visible</p>	<p>Reflections about what goes on “under the surface” The smell of the place...</p>	<p>Initial observations: What am I learning? What is different about this moment compared to other moments in my study? What am I <i>not</i> hearing?</p>
<p>Physical layout <i>Continued...</i></p>		<p>immature desire to be seen as a special object of admiration? Fantasies about what goes on when the blinds are down. Glass and steel to signal efficiency (and a bit cold and impersonal a la “don’t get too close”) – or old fashioned Financial District ambition?</p>	<p>can listen in?). Delegates did not react to it, probably because they are used to the noisiness on the trading floor (open space and everybody can hear everything, phone calls are recorded and blogs are monitored).</p>
<p>Access to information</p>	<p>It has been easy to get access to information with the case being right in the practitioner researcher’s backyard (maybe too easy?). All coaches and delegates have been willing to engage and seemed sincerely interested in the topic.</p>	<p>A blend of sociability (nice and welcoming, willing to help), strong learning approach (value academia) narcissism (let’s talk about an important topic: me) and perhaps dependency (wants to look good above).</p>	<p>Did interviewees feel that they had a real choice about participating – or not?</p>
<p>Emotional atmosphere</p>	<p>A little tense a la “so what does she want to understand about me and my experiences...”. And for some the narcissistic joy of talking about themselves. Ben wanted to understand context and</p>	<p>Ambivalence (want to and not), anxiety (so what are you going to find out below the surface) and envy (I want it too – and perhaps, I don’t want you to have it...). Anxiety in the practitioner researcher to conduct a</p>	<p>No “no’s” and no clearly expressed concerns. A vested interest in the organisation – and you may get to hear and know things that you will have to react on in your other role (conflictual wishing</p>

<p>Exploratory observation: Studying the phenomenon of coaching in wholesale banking.</p>	<p>Field notes – and the visible</p> <p>research question in detail for him to prepare for the interview (interest, protection or anxiety?).</p>	<p>Reflections about what goes on “under the surface” The smell of the place...</p> <p>study in her own backyard (Is she good enough? Can she live up to her own expectations? Using a clinical lens? – And going outside the prevailing?). A fear of exposure for her and the research subjects. What can she disclose about them? It feels safer to do research in another organisation than in her home organisation.</p>	<p>Initial observations: What am I learning? What is different about this moment compared to other moments in my study? What am I <i>not</i> hearing?</p> <p>that she did not hear the all the praise of the external consultant compared to the internal consultant - or an inner conflict about her own working identity?)</p>
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Adapted from a sample rough checklist, [PowerPoint], *Elizabeth Florent-Treacy, 2012, EMCCC Thesis Workshop*. Retrieved from Consulting and Coaching for Change 2011-12 at https://executive.insead.edu/sites/CCC_20110413/default.aspx

Appendix 14: Campbell's (2008) monomyth - Adapted from The Hero's Journey



Appendix 15: A coach, as you know, in a red couch (epoche)

Table 1 includes 25 significant statements, which were extracted from a verbatim transcript of an interview with me as coach (PR), with a related formulated meaning. 4 themes emerged from associated meanings of safe space and what this particular coach (me) does or doesn't do to establish a safe space.

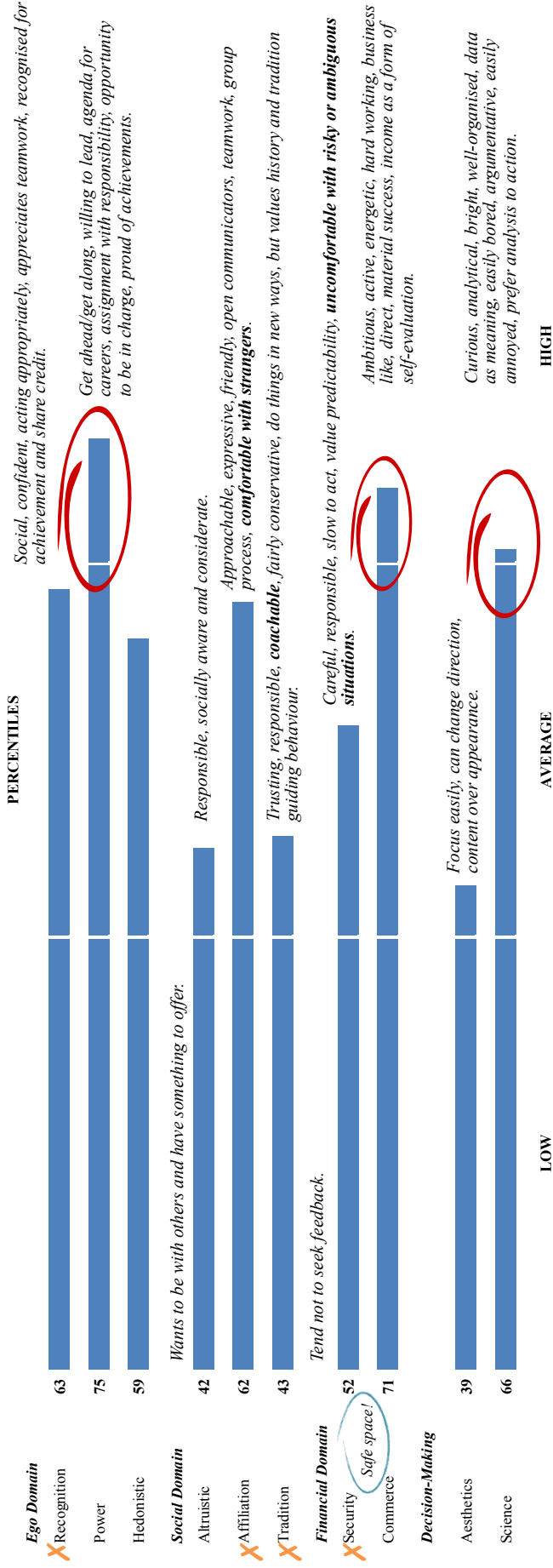
Theme 1: Empathy and compassion to suffer with delegate – Consistently it's suggested that adapting to delegate's needs (personality, patterns and motivation), ability of coach to use self as instrument, deep listening (Van de Loo, 2007), genuine interest in delegate, and containment is important to establish trust and a good enough safe space (Winnicott, 1971; 1990), in which coach and delegate can explore personal stuff (relationship with male authority figures) together. It's possible a coach's compassion (Campbell, 1988); *"She tells the story of a little girl, where you visually have an image of a three-year old little girl sitting under a table considering whether they want to come and get her if she runs away from home (PR:05:29)"*, is essential for a delegate to trust a coach to be temporally confused and lost. It seems, from the coach's perspective, that a safe space has been established for delegate to be curious, competent and fully engaged in personal development; *"So an alternative experience in terms of being the little girl sitting under the table and not being seen. Here she was actually seen and met and understood. And it did, I think, for her, that she demonstrated trust (PR:04:15)"*.

Theme 2: A psychological space to take emotional risk – A theme around boundaries emerges suggesting that a coach must set clear boundaries to establish a safe space (Winnicott, 1990). Not providing boundaries may actually have the opposite effect of what's intended – and arouse anxiety, defensive reactions and resistance. A safe space means boundaries in time, space, role and content; *"I think at least it allows you to have the coaching relationship in this room, that the relationship also somehow is being defined not only in terms of content but also in terms of time and place. (...) So be very aware of when we do what" (PR:09:12)"*. I suggest that a safe space means predictability (what is going to happen, when and what's the purpose), reliability (how is it going to happen) and consistency (familiarity in the way things are done) with an explicit role of the coach (what is it, what is it not). Data may indicate that a safe space has some common characteristic, but is also a very individual experience of feeling safe.

Theme 3: Connectedness, closeness and distance –It means appropriately disturbing delegate, once respect and trust has been established, strong enough to hold the delegate psychologically and support crossing the threshold (Campbell, 2008) into the unconscious. Personal experiences show that closeness and distance is a balancing act (self as instrument and other-awareness) to establish a psychological demarcation, in which deep listening, tolerance for silence and emphatic warmth (Rogers, 1975) seems to be enhancers of a safe space; *“It’s an experience of being able to endure the silence in the room, just to be able to share this moment together without someone needing to say something” (PR:04:32)*. The époque seems to propose that a coach listens quietly, doesn’t interrupt, and shows appropriate affect to establish safe space. It appears that resonance between coach’s verbal and non-verbal intimacy behaviours is of importance (Krumhuber, E. et al 2007) to establish trust and closeness, which has an impact on whether the delegate feels safe or not.

Theme 4: A confidential space to think and talk with someone – It can be added, that it’s key to make confidentiality (or not) explicit for the delegate and frame what can be discussed or not to stay relevant; *“But right from the start to set a frame by telling her that this is of course a confidential space, but is also has a natural limit since I am employed as an internal consultant, and thus also has to speak up, if there are aggravating circumstances, (...) but if there is a need for it, so I’ll say (PR:02:30)”*. Confidentiality is especially difficult as an internal consultant (Ward, 2007) with an inherent dilemma of where loyalty is directed, towards the delegate (micro) or the organisation (macro). It’s possible that a coach’s persona and style (caring, respectful, psychological available, calm and collected) helps delegate feel met as a person, consequently feel safe. It’s evident that trust and closeness is established by not betraying confidentiality, but also by alternative emotional experiences of feeling comfortable with whom and what, one is, not to fear rejection as described by Edmondson and Roloff (2009). The coach seem to believe, that delegate fantasises *(PR:01:16)* about exposure and betrayal of confidence, which may relate to coach being an internal consultant (Korotov, 2010), or go deeper about experiences with trust and attachment (Bowlby, 1979). It may be a fear of negative consequences to career or self, especially considering the delegate’s difficult relationship with authority figures, however it appeared as the delegate felt safe to share episodes from childhood, youth and parallels to her adult working identity with the coach (me).

Appendix 16a: Composite MVPI Profile: Motives, Values, Preference Inventories



No/low interest

Interest

Especially interesting to look at for the coaching experience and safe space.

Superego: tradition (43), prudence (60), good impulse control and hedonistic (59).

Potential conflicts looking at tension and different behavioural patterns than what can be expected from the profile (Hogan et al., 2007, p. 175):

AFFILIATION/POWER: Motivation to be well-liked can conflict with personal achievement and telling others what to do.

SECURITY/COMMERCE: Gauging success through money often requires risk, while security (average though) can result in a preference for a low-risk environment.

Surprises compared to the researchers' expectations:

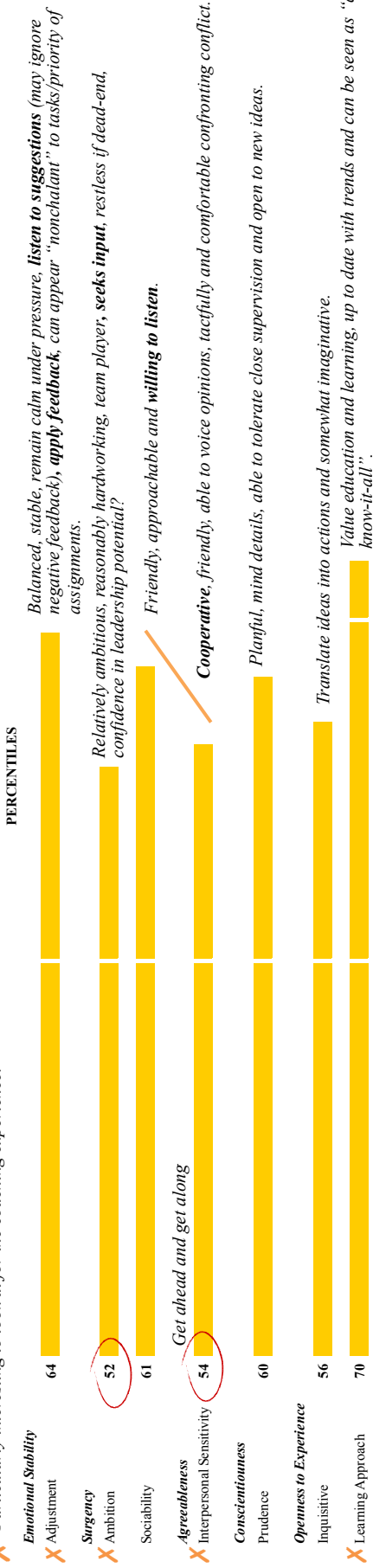
- a) Expected lower scores on security and tradition
- b) Expected higher scores on hedonistic and recognition.

Note:

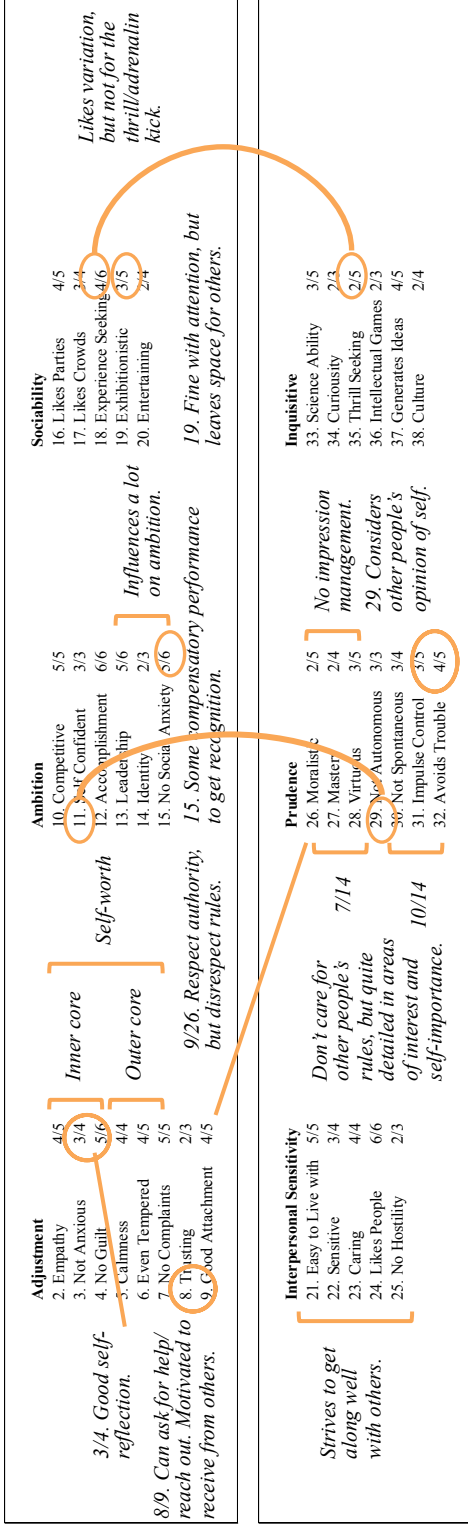
A composite profile gets closer to the norm group (leaders and highly placed specialists) than individual profiles – and therefore has to look at variations.

Appendix 16a: Composite HPI Profile: Hogan Personality Inventory

X Particularly interesting to look at for the coaching experience.



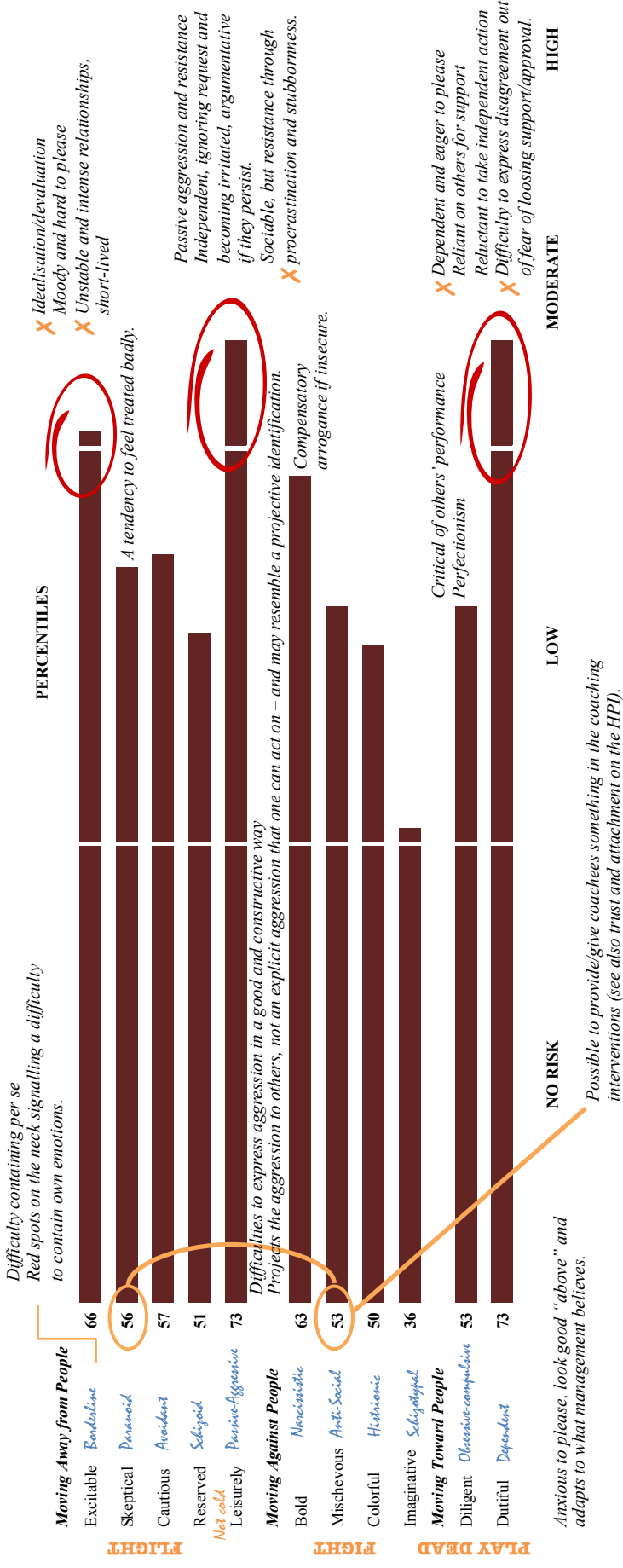
Scores on subscales (Number of statements confirmed / number of statements in the sub scale)



Note:

A composite profile gets closer to the norm group (leaders and highly placed specialists) than individual profiles – and therefore has to look at variations.

Appendix 16a: Composite HDS Profile: Hogan Development Survey



X Reputation for inflexibility and inability to be counted on in a team.

Potential conflicts looking at tension and different behavioural patterns than what can be expected from the profile (Hogan et al., 2007, pp. 170-172):

EXCITABLE/LEISURELY: Show stress reactions and emotions without restraint, rarely expose truly negative feelings about others, others will not know the cause.

LEISURELY/DUTIFUL: Intense stubbornness, know there is a right way to do things – and strongly believe that their way is not only the best way, but the only way. Mutually reinforcing: promote own agenda, do not follow rules, do not proactively let others know how they will do things.

Surprises compared to the researchers' expectations: Expected higher scores on bold, mischievous – and maybe also skeptical.

Note: A composite profile gets closer to the norm group (leaders and highly placed specialists) than individual profiles – and therefore has to look at variations.

Appendix 16b: Verbatim composite personality profile for delegates

In the following, the practitioner researcher will present an interpretation of a composite profile for the 13 delegates in the seedling box programme.

The Hogan personality and interpersonal characteristics profile is a normative profile (Jakobsen, 2010) based on big five personality traits and a socio-analytical psychology. This theory implies an evolutionary perspective on individuals as a group animal with a desire to belong and to be accepted to survive. It assumes that individuals are driven by three strong needs: getting along (attention, recognition and acceptance), getting ahead (status and control over resources), order and predictability. These needs can be conflicting (inner conflicts).

The composite profile looks at two sides of an individual's outer personality (one's reputation): a sunny side and a shady side (Hogan et al., 2007) taking an observers viewpoint (how others see and perceive one) collected in three inventories/surveys. These are: a) motives, values and preferences inventory (MVPI) as the inner side of the personality uncovering deep values and motivational factors, b) Hogan personality inventory (HPI) providing an occupational assessment of 'normal' personality, and c) Hogan development survey (HDS) focusing on behaviours that can derail an individual's career. The norms used for the delegates' profiles are Scandinavian.

The scales (continuum) for the derailers are based on a clinical perspective measuring interpersonal behaviour that tends to appear, when an individual is tired, distracted or stressed (not psychiatric symptoms) and shows how others will treat one based on distorted perceptions (Hogan et al., 2007). Clinical terms are included in the composite profile developed (appendix 16a) to make the connection to a clinical approach for the purpose of this thesis (not communicated in clinical terms to delegates).

A composite profile gets closer to the scores for the norm group of leaders and highly educated specialists, however it is not only the norm group, even though it approaches something average like. It can be argued that it is useful to interpret a composite profile to look at delegates as a certain type of individuals (clevers in a Nordic wholesale bank) selected because of something special (criteria to be included in the seedling box programme).

The composite profile is based on 13 individual, anonymous profiles and is considered a rather small sample with no control group. The result, based on the individual profiles, is not as such a specific type characterising investment bankers, clevers, star performers or high potentials, but it demonstrates that delegates in the seedling box programme are different like most individuals contrasting individual profiles and comparing the composite profile with individual profiles. Individual profiles are not included in this thesis due to confidentiality, not to cause delegates harm or risk misuse of information. The practitioner researcher has developed an overview of individual profiles (anonymously as only coaches know, which profiles belongs to which delegate) to understand the diversification compared to the composite profile. An assumption may be that the practitioner researcher will see something else, if the profiles were aggregated based on professional groupings (more similarity), but samples will be even smaller and difficult to generalise from. Overall delegates are different, relatively emotionally balanced, and resourceful, and therefore it can be argued that no easy recipe or pattern for what personal development may look like (a few common themes emerge), and how to best go about it, appears.

A hypothesis may be that the practitioner researcher can benefit from the individual profiles to contrast and compare profiles in the selected dyads to study a helping relationship and safe space. This is not done due to ethical considerations of an asymmetrical power relation asking coaches and delegates to expose themselves with a personality profile. The practitioner researcher has chosen to “thicken her visual field” and look at the delegates as a group in an organisational context, hence a composite profile.

Interpretation of the composite personality profile

Appendix 16a provides a complete interpretation of the composite personality profile and consequently this only highlights the particularly interesting related to the research question about helping relationship and safe space.

An interpretation of the social domain proposes that delegates want to be with others and have something to offer too. The affiliation and tradition scales may point to delegates being approachable, comfortable with strangers, trusting, responsible and fairly conservative (don't overdo it with new methods) and coachable. It also suggests a possible inner conflict between affiliation (getting along and be well-liked) and power (influence, achievement and getting

ahead). The ego domain (ibid) proposes that delegates are confident, will keep commitments and may prefer a flexible working environment. It may also suggest that delegates are motivated for personal development, if supported by data (science scale) and linked to a business context (commerce scale) and proven relevant for career development to be recognised for achievements. The financial domain (ibid) suggests delegates are careful and value predictability – and may be uncomfortable with risk or ambiguity. Delegates will tend not to seek feedback, however this scale shows a significant dispersal in scores from 2 – 95 on the security scale, and therefore some will be more malleable than others. Overall results on the MVPI profile propose that delegates are mostly guided by inner motives, with some exceptions looking at the individual profiles.

Kets de Vries (2006, p. 14) suggests that two higher-level systems are of particular interest for organisational life and individual motivational needs: attachment/affiliation need system (wanting to be close to and engaging with others) and exploration/assertion need systems (learning, ability to play and work, self-assertion and choosing what we want to do). The composite personality profile proposes that delegates will engage in playful exploration with a coach (delegates value learning; learning approach 70 and translate ideas into action; inquisitive 56), if this help delegates assert self and produces mastery, and for some autonomy.

The personality inventory (Hogan et al., 2007) indicates that delegates are friendly, approachable, willing to listen to suggestions (some may ignore negative feedback), apply the feedback and be cooperative. It shows a composite high score on conscientiousness, which may suggest that delegates are planful and mind details, but open to new ideas as well. It also points to delegates being outward self-confident tempered by approval needs from authorities (subscales 11 and 29). Subscales on trusting and good attachment shows that delegates can ask for help, reach out and are motivated to receive from others. However looking at individual profiles, it shows mixed experiences with trust (“trusting” scale with 3 questions in total, 6 delegates answering positively to all questions, 5 answering positively to 2 questions, 1 answering positively to 1 question and one delegate answering positively to none); and authorities (“good attachment” scale with 5 questions in total, 6 delegates answering positively to all 5 questions, 3 answering positively to 4 questions, 3 answering positively to 3 questions and one delegate answering positively to none). For some delegates some

compensatory performance to get recognition is present, some are not quite clear on identity (interpreted as working identity) and four delegates are actually unclear about a preferred working identity. The most eminent core conflictual relationship theme (appendix x: fairy tales) is an unconscious wish to be understood (5 delegates) or to be accepted (2 delegates), which suggest that relationships are shaped by a wish to be met as an individual or to be accepted as one – and this may draw a coach into a collusion of recognition and confirmation to support self-esteem and self-worth, not helping delegates to become independent and autonomous (not autonomous 3/3 affirmative answers and dutiful is a potential derailer).

Delegates' impulse control and thereby ability to defer gratification is in the low end of the scale (2/5 affirmative answers for 3 delegates and 1/5 for 3 delegates), but still reasonable as the “hedonistic” motive is average (interest, not motivation), hence a balance between the pleasure and reality principle. This may indicate that delegates can find it difficult to endure the pain of the hero's quest (good impulse control may be important for achievements in adult life and academically as demonstrated by the Stanford Marshmallow Experiment). Fairy tales propose that delegates have endured “pain” (anthill re-building, loss of book, messy desk) on the quest to self-awareness, but also blame the coach if clarity is temporarily lacking or project doubts and anxiety into one of the coaches becoming the looser or clown (container for the emotions, delegates do not want to own).

Delegates learning approach points to a very facts based approach, almost too much (and science is for most of them a preference) – and would support a method to engage delegates in the work based on proven theories, methods and triangulation to ensure a solid set of data. It also shows though that most delegates enjoy variation and actively seek new challenges.

Overall results in the personality inventory show good ego-strength, many resources for personal development – and competitiveness.

The development survey suggests that three derailers (clinical terms as defined in the profile in brackets) are moderate risk for delegates: *excitable* (borderline), *leisurely* (passive-aggressive) and *dutiful* (dependent). No derailers in the high end of the scale for the composite profile.

The potential derailer “excitable” (Hogan et al., 2007) is interesting from a relationship perspective as it may point to a potential overreaction to difficult situations or giving up, one can be easily annoyed, inconsistent and unpredictable, self-doubting, tense and critical of other’s work - and need boundary management not to end up in stressed relationships (strong enthusiasms followed by disappointment for those with high scores). It may also be difficult for delegates to contain emotions. In relation to the seedling box programme and coaching, there may be a potential risk of idealisation of a coach followed by devaluation – or for the programme. The derailers may propose a tendency to move towards others with can be supported by a possible dominant basic assumption in the fairy tales of fight-flight (related to avoidance too as with the derailer leisurely).

“Dutiful” seems to suggest that coaches have to be a bit careful for delegates not to develop a dependency on the coach for too much parenting and caregiving behaviour, but to give authority back to delegates to develop autonomy – and this may also be why delegates don’t want to talk to someone neutral (be ones own authority launching a career is too risky).

Potential inner conflicts (Hogan et al., 2007) may be pointed to (excitable and leisurely), as delegates may show stress reactions and emotions without restraint, but rarely expose truly negative feelings about others and therefore others may not know the cause of the reaction either (perceived as an overreaction). Leisurely and dutiful (ibid) in combination may lead to intense stubbornness (a right way of doing things, not only the best way, but the only way). This may be mutually reinforcing promoting one’s own agenda; not following rules and not letting others know proactively how one will do things (perceived as unpredictable).

It is interesting to reflect on the derailer “leisurely” related to the fairy tale assignment and the two delegates, who did not write a fairy tale. A potential defence may be procrastination or avoidance to cope with a challenge outside delegate’s comfort zone.

A possible interpretation of the profile related to the themes from the survey can be that delegates do have a lot to offer and therefore expect to be met as a resourceful individual at eye level. The composite profile suggests delegates are serious about personal development (ambition), but getting along is important also (sociability), and developing a more mature working identity may be a development area for some (launching a career in the 30’s). Delegates’ learning approach seem to be very facts oriented (almost too much) supporting the

methods of gathering data from several sources and triangulating data/methods to form solid hypothesis for coaches to collect pieces to a puzzle together with delegates.

Interpersonal competencies in the Hogan inventory

Some interpersonal competencies in the personality profiles are interesting to investigate related to the research question of how to form a helping relationship and establish safe space. The composite profile does not point to these competence being present or not, however some delegates may be challenged on letting time work to ones advantage (low on adjustment), some very high on prudence and in the lower end on inquisitive (important for willingness to explore self and influence on others) – and some delegates being more trustworthy than others due to skeptical and leisurely (overly critical of others, but not exposing it), mischievous (pushes the limits and ignore commitments), excitable or bold (narcissistic).

Trustworthiness (coherence between thought and action) to secure the confidence of others through consistent words and actions: average scores on interpersonal sensitivity, prudence (or high) and adjustment. Moderate to high scores on skeptical, leisurely, mischievous, diligent (or no risk), excitable and bold can hinder trustworthiness (Hogan et al., 2007, p. 205).

Safety orientation staying attuned to potential mishaps and taking appropriate action to avoid them: average to high score on adjustment, average score on ambition, high score on prudence and low to average score on inquisitive. Moderate to high scores on excitable, bold, mischievous and imaginative, together with either a no risk or high score on cautious, diligent and dutiful can hinder safety orientation (Hogan et al., 2007, p. 210).

Stress tolerance maintaining stable performance under the pressures of work or life: high score on adjustment (if low it can be difficult to let time work to ones advantage), average to high scores on interpersonal sensitivity and average on prudence. Moderate to high scores on excitable and skeptical, together with no risk or high scores on bold, leisurely, mischievous and diligent may hinder the ability to manage situations under pressure (Hogan et al., 2007, p. 211).

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Appendix 17: Fairy tales interpreted with a clinical lens

This matrix is a comparison of narratives (Gabriel, 1999; Gabriel 2000) received from delegates' fairy tales. The narratives are interpreted in a short abstract, organisation-in-the-mind, hypothesis about deep roles and basic assumptions, metaphors about interactions with others (relationships) and a potential unconscious wish, need and intention (CCRT standard categories). Eleven delegates have written a fairy tale and two delegates did not. See hypothesis on page 6. Coaches did not write a fairy tale, but were asked in the interview to tell a fairy tale about a specific delegate. These fairy tales have been included in the findings too.

What / whom	Comparison of organisation-in-the-mind / deep roles / metaphors / Unconscious wish, need and intention
<p>Organisation-in-the-mind</p> <p><i>Delegates</i></p>	<ul style="list-style-type: none"> • A Kingdom of 900 like-minded cars in racing teams sharing the passion for speed, competition and excellence. • An illusion: The world was nothing but a piece of scenery and everybody around him were either actors or extras, designed to make it more real. • The old garden keeper is brutally replaced by the new (high risk of being killed). A happy life, if you do your job well, otherwise the dungeons are waiting. No one, you can trust to help you. • You have to comply with rules to not be excluded (no decisions you can make on your own) – and you've to work very hard to deserve praise and recognition, and even then, you may not even get it explicitly. Authorities in organisations have the right to tell you, if your work is good or bad (your opinion and feelings do not really count). • A disturbing and unsafe place, in which you need a well-written book to navigate and understand the actions of other people. • The desk is a mess, but things in the delegate's head are taking shape. Is the organisation unsafe, not really to be trusted and difficult to share oneself personally with others in the organisational setting? • A conception that the organisation consist of the finest and highest performing people and oneself standing out from the best getting recognition from the queen. Everybody gets along and oneself is getting head in a good, constructive way, which also helps the organisation. • Those who speak up get what they want, unless a helper can create a safe space for those less outspoken to dare to speak up. • Wishing for a safe space where you can be yourself and do your best, however a fear of being pushed too hard, or shouted at and not trusted to do his best. • A “sink or swim” mentality with all the responsibility on you – and lots of opportunity to lead, but more difficult to ask for help. • You only survive if you perform above and beyond, no one takes care of you, you have to stay focused at all times, but need to stop the inner grinder to survive.

What / whom	Comparison of organisation-in-the-mind / deep roles / metaphors / Unconscious wish, need and intention
<p>Deep Roles <i>Coaches</i></p>	<p><i>Ben:</i></p> <ul style="list-style-type: none"> • The coach is the old car carrying the deep role of the hero/winner or a wise man. • The small gnome is a wise man with a special gift of reading others. • A spiritual helper: a wise man. The helper can also be a hero (winner) if looking at the transformational aspect of the story (freeing him from the book). • The spiritual helper (the wise man), who can read minds and make wishes come true. • No deep role assigned to the coach. • The teacher can be seen as a transformational helper (hero or winner). Similar to the coach? • The gentleman is the transformational good helper (the hero or winner). <p><i>Josh (2 delegates didn't write a fairy tale):</i></p> <ul style="list-style-type: none"> • Dr Jazz (Josh) is the false prophet or clown/loser, who cannot help him (or shows him what he does not want to see), and Dr Crutch (Ben) is the wise man or hero/winner, who brings new relevant insight to the crown prince to overcome resistance. • She gets help from the wise man in the tailor shop, who forgives her for her mistake similar to the coach being open and honest. • A hypothesis that the experienced coach can be seen as the transformational good helper (the hero or winner) or a good father (God or king). • The coach can be both the wise man (ability to read the delegate, push him out of the comfort zone but not too far and helping him) and the false prophet (not helping enough), which is in essence the balancing act.
<p>Deep Roles <i>Delegates</i></p>	<ul style="list-style-type: none"> • The racing car (delegate) is the crown prince in the family of racing cars. • The delegate sees himself as the crown prince (good son) ready to take over the Kingdom from the old king. In the fairy tale there seems to be an undertone of feeling like a fraud or a fear of being exposed as one. • The younger brother seems to be the black sheep of the family (no crafts learned) until he transforms into a good son with a potential to become the crown prince, even though he is the youngest. • The daughter (delegate) is the black sheep (whore seems misplaced) and the son (her brother) the perfect crown prince. A parallel to the "Goose Girl" about achieving autonomy. • The delegate is the lost son, who does not know who he is and how to develop into a future father (or king, if he is seen as the crown prince).

What / whom Deep Roles, continued <i>Delegates</i>	Comparison of organisation-in-the-mind / deep roles / metaphors / Unconscious wish, need and intention
Metaphors about how to interact with others <i>Delegates</i>	<ul style="list-style-type: none"> • The coach is the spiritual helper (the wise man), who can read minds and make wishes come true for the crown prince (the delegate). • The master building ant is the transformational hero/winner helping the anthill – or in reality the material helper (slave) wishing to become the king (fantasies about what happens after he enters the queens room). • The delegate (the writer) can be the good son (the crown prince). • A wise (wo)man intervenes and helps the family on the right track to transform the father into a king, the mother to a queen and the son to a crown prince. • The delegate is the crown prince, but maybe also seen as a black sheep sometimes, because he operates very autonomous and he leaves it to others to spot the trouble (and in this environment that is a risk factor). • The delegate (the writer) can be the good son (the crown prince), who finally gets it (right). <ul style="list-style-type: none"> • The little blue racing car meets an old car, which can mirror the young, inexperienced blue racing car. The powerful and efficient engine is a metaphor for the intellectual sharpness and the tires, which need to be changed, is a metaphor for experience and “age appropriate” challenges. • Records are the metaphors for the delegate’s feelings: megalomania, lust for life, standing on the top of the world and victory. • Fear of feeling the displeased king’s rage and as a consequence being excluded. You need to have a craft and perform to be included in the family (and get recognition). You cannot be certain of getting help, when needed (take care of oneself, like others take care of themselves), but understanding others’ motives help. • Sewing creative dresses, others are pleased with and wishes to wear to fine occasions such as weddings and parties – in your own tailor shop. • <i>The book</i> on how to understand people and manage in the world received as a gift from an unknown or forgotten someone. The deal: the trusted stranger Mr K telling him to rip out the pages from the book and write a new one (his own story). The book as black writing on white pages – and how it transforms into something more living and colourful. • The coach reading the delegate’s mind. The coach put himself in the delegate’s seat and saw the world from his view. Putting the pieces together in a puzzle to make things take shape. • The anthill consisting of winners (master builder ant and all the constructor ants doing their very best). A picture of a very busy place, everyone carrying his or her weight and working hard to achieve a strong, secure and happy home.

What / whom Metaphors about how to interact with others, cont. <i>Delegates</i>	Comparison of organisation-in-the-mind / deep roles / metaphors / Unconscious wish, need and intention <ul style="list-style-type: none"> • <i>A football team</i> (strength/weakness and winning/loosing). Unexploited talents: silent players on the football team. Football players: Competitive players with a strong track record (mid-field, strikers, goal-keeper). • “<i>A picture perfect family</i>”, which is perfect on the surface with family secrets hidden under the surface. The teacher, who helps the father see the light and encourage his son instead of shouting (<i>safe space</i>). • A “sink or swim” mentality (you are to a large degree on your own). The balancing act: not too much help, which will make the delegate dependent and not too little, as the delegate is not asking for help on his own initiative – and therefore it will not change his behaviour (“independent operator”). • Cars in a traffic light that is impatient, irritable and honking the horns at each other to express their dissatisfaction. Red, green and yellow boxes with toys that can stimulate; develop and transform a child.
The unconscious wish, need, and intention <i>Delegates</i>	<ul style="list-style-type: none"> • 22. To achieve (to be competent; to achieve, to win). 3. To be respected (To be valued; to be treated fairly; to be important to others). 23. To be independent (To be self-sufficient; to be self-reliant; to be autonomous); 18. To oppose others (To resist domination, to compete against others) and 24. To feel good about myself (To be self-confident; to accept myself; to have a sense of well-being). • 2. To be accepted (To be approved of; to not be judged; to be affirmed). 7. To be liked (Others to be interested in me). 24. To feel good about myself (To be self-confident; to accept myself; to have a sense of well-being). 22. To achieve (to be competent; to achieve, to win). • 3. To be respected (To be valued; to be treated fairly; to be important to others). 22. To achieve (to be competent; to achieve, to win). 23. To be independent (To be self-sufficient; to be self-reliant; to be autonomous) and 24. To feel good about myself (To be self-confident; to accept myself; to have a sense of well-being). • 2. To be accepted (To be approved of; to not be judged; to be affirmed). 6. To have trust (Others to be honest; others to be genuine). 28. To be my own person (not to be conform; to be unique). 11. To be close to others (to be included; not to be left alone). • 1. To be understood (To be comprehended; to be empathized with; to be seen accurately). 28. To be my own person (not to be conform; to be unique). 11. To be close to others (to be included; not to be left alone) – and 8. To be opened up to (to be responded to; to be talked to). • 1. To be understood (To be comprehended; to be empathized with; to be seen accurately). 9. To be open (To express myself; to communicate). 34. To assert myself (To compel recognition of one’s right). 22. To achieve (to be competent; to achieve, to win).

What / whom	Comparison of organisation-in-the-mind / deep roles / metaphors / Unconscious wish, need and intention
<p>The unconscious wish, need, and intention, cont. Delegates</p>	<ul style="list-style-type: none"> • 1. To be understood (To be comprehended; to be empathized with; to be seen accurately). 28. To be my own person (Not to be conform; to be unique). 22. To achieve (to be competent; to achieve, to win). 3. To be respected (To be valued; to be treated fairly; to be important to others). • 1. To be understood (To be comprehended; to be empathized with; to be seen accurately). 22. To achieve (to be competent; to achieve, to win). 13. To be helped (To be given support). • 1. To be understood (To be comprehended; to be empathized with; to be seen accurately). 2. To be accepted (To be approved of; to not be judged; to be affirmed). 6. To have trust (Others to be honest; others to be genuine) or 13. To be helped (To be nurtured; to be given support, to be protected). 28. To be my own person (Not to conform; to be unique). 33. To be loved (To have fun; to enjoy; to feel good). • 23. To be independent (To be self-sufficient; to be self-reliant; to be autonomous). 11. To be close to others (To be included; not to be left alone). 18. To oppose others (To resist domination) and 13. To be helped (To be given support, to be protected). (Luborsky & Crits-Christoph, 1998, p. 46). • 24. To feel good about myself (To be self-confident; to accept myself; to have a sense of well-being). 3. To be respected (To be valued; to be treated fairly; to be affirmed). 2. To be accepted (To be approved of; not to be judged; to be affirmed). 32. To feel happy (To have fun; to enjoy; to feel good). <p>The Nobel Prize complex and the Sisyphus complex (Kets de Vries, 2010), pp. 106-112.</p>

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Fairy tale / Written by	Story and hypothesis
<p>None written <i>Delegate Daniel</i></p>	<p>The delegate did not write a fairy tale. He has been too busy with his individual project and becoming a father for the fourth time.</p> <p>A hypothesis may be that this is a rational explanation and way of setting boundaries for himself (taking charge of what is really important to him). It seems like it is outside Daniel’s comfort zone (maybe to far outside his comfort zone?) to write a story. He often talks about himself as the “odd one out”, because he is a relationship banker (the one without Bloomberg). Another hypothesis can be that he is not excited about the task, because it does not give the same attention from senior management as his project (only written for the researcher) – or the task stir up anxiety to reflect on a deeper level.</p> <p>Coach: Josh.</p>
<p>None written <i>Delegate Emily</i></p>	<p>The delegate forgot the email and then forgot to write a fairy tale (no coincidences). She asked the researcher to send the email with the “instructions” for the assignment again, but did not take any actions on it.</p> <p>A hypothesis may be that Emily is resisting the deeper reflection through procrastination or passive aggression. What is it that she does not want to see and feel? How could she have been engaged in the work?</p> <p>She eventually decided not to participate in the Closing Workshop.</p> <p>Coach: Josh.</p>

Appendix 18a: Interview protocol – Coach Ben

This interview protocol is highlighting the observations, reflections and insights from the actual interviews using self as a tool.

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Introduce:</p> <ul style="list-style-type: none"> Who I am? / <i>Hvem er jeg?</i> Purpose of research study / <i>Formålet med undersøgelsen</i> How answers will be used? / <i>Hvordan vil svarene blive brugt?</i> How results will be disseminated and used in the thesis / <i>Hvordan vil resultaterne af undersøgelsen blive brugt i specialet.</i> 	00:00:01	<p>Ben is making sure that we have everything we need in terms of food and drinks for the interview (he is very generous).</p> <p>Ben listens carefully to the purpose of the study asking questions about sharing of the results for his learning.</p>	<p>A feeling that he is a bit nervous about the interview – or maybe a projection from the researcher, who is a bit nervous because this is her first interview in the study.</p> <p>Is Ben feeling obliged to participate – or is this real interest or concern about how he comes out?</p>
<p>Okay to record? <i>Okay at optage interviewet?</i></p> <p>How much time have we got? <i>Hvor meget tid har vi?</i></p>	00:02:11	<p>Ben is giving good advice on the recordings – and making a lot of noise arranging for more coffee and soft drinks.</p>	<p>The researcher is a somewhat worried about the noise and the recording – can this be representing the unconscious (equals noise)?</p>
<p>Collect demographic information about the coach/delegate.</p> <p>Short, factual information about background. <i>Kort, faktisk information om informantens baggrund.</i></p>	00:04:07	<p>Ben is well prepared and gives a very good introduction of himself and his role.</p>	<p>The researcher gets the impression that he has rehearsed for this interview.</p> <p>She remembers him saying that he can be a bit neurotic and compulsive about preparations.</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Self and other / Selvet og den anden</p> <p>Tell me about the first time you met with your coach/delegate? What happened? What did you notice about him/her? What do you think he/she noticed about you?</p> <p><i>Fortæl mig om første gang, du mødte din coach/delegate? Hvad skete der? Hvad lagde du mærke til? Hvad tror du, han/hun lagde mærke til ved dig?</i></p> <p>What was the most important or critical in that first meeting? How did it impact you/the other person?</p> <p><i>Hvad var det vigtigste eller mest kritiske i det første møde? Hvad gjorde det ved dig/den anden person?</i></p> <p>What else? Hvad ellers?</p>	00:05:41	Cautious about what he says. Statements are very rationally framed.	Ben leans back in his chair a bit thoughtfully? He talks “eye-to-eye” to a peer. He wants to say something clever and useful – or maybe this is a projection from the researcher, as this was how she felt in her own interview.
<p>Coaching relationship</p> <p>Trust and closeness / Tillid og nærvær</p> <p>Tell me what you/your coach(ee) actually did to form a relationship. What worked and what did not?</p>	00:07:29	Ben uses the space to be forward leaning on the table and leaning back in the chair.	Careful not to challenge before trust has been established. Very thoughtful about his answers. Objectively and professionally.

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p><i>Hvilken effekt havde det på dig – og den anden person?</i></p> <p><i>Any examples? Eksempler (hvad kan være tillidsskabende)?</i></p> <p><i>Tell me about a moment in which you felt close (or not) to your coach/delegate?</i></p> <p><i>Fortæl mig om et øjeblik/en situation, hvor du følte dig tæt på (eller langt fra) din coach/delegate?</i></p> <p>Helpfulness or unhelpfulness – Hjælpsomt eller ikke hjælpsomt/uhensigtsmæssigt</p> <p><i>What “clicked” (or did not “click”) in the coaching interventions? Hvad “klikkede” (eller ikke) i coaching interventionerne?</i></p> <p><i>What did your coach do that was helpful/not helpful? What do you think, your coach perceived as helpful (or not) for you?</i></p> <p><i>Hvad gjorde din coach som var hjælpsomt eller ikke for dig? Hvad oplevede din coach som hjælpsomt (eller ikke) for dig?</i></p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>What did you do that was helpful (or not) to your delegate? What did you think your delegate perceived as helpful/not helpful? <i>Hvad gjorde du, som var hjælpsomt (eller ikke) for din delegate? Hvad tænker du, at din delegate oplevede som hjælpsomt/ikke hjælpsomt?</i></p>			
<p>Helpfulness or unhelpfulness, cont. Tell me about moments in which you felt your coach was concerned (or not) about your needs? Tell me about moments in which you were concerned (or not) about your delegate's needs? <i>Fortæl mig om øjeblikke, hvor du følte, at din coach var opmærksom på (eller ikke) dine behov? Fortæl mig om øjeblikke, hvor du var opmærksom på (eller ikke) din delegates behov?</i> At what point did you feel you could count on (or not) your coach? <i>Hvornår oplevede du, at du kunne (eller ikke kunne) stole på/regne med din coach?</i></p>	00:27:14		<p>Don't talk to people like you have a higher consciousness than they have – or like they are objects for investigation.</p>

Psychological safety and interpersonal risk <i>Psykologisk sikkerhed og usikkerhed</i>	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Tell me about safe (or unsafe) moments in your coaching interventions. What is safe or unsafe to you?</p> <p><i>Fortæl mig om trygge (eller utrygge, usikre, risikofyldte) øjeblikke/situationer i dine coaching interventioner? Hvad oplevede du som trygt/utrygt?</i></p> <p>What did you/your coach say or do – or not say or do? How did that influence the relationship? <i>Hvad gjorde eller sagde du/din coach/delegate – eller hvad gjorde han/hun ikke – for at skabe en tryk ramme? Hvad gjorde det ved relationen?</i></p> <p>Tell me about moments of vulnerability (or not) in your coaching interventions? What did you/your coach say or do – or not say or do? How did that impact your relationship?</p>	00:34:22		It is very much about proportions, appropriate affect and dosage.

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Psychological safety and interpersonal risk, cont.</p> <p><i>Fortæl mig om sårbare øjeblikke/situationer i dine coaching interventioner? Hvad gjorde eller sagde du/din coach – eller hvad gjorde eller sagde du/han ikke? Hvordan påvirkede det jeres relation?</i></p> <p>Tell me what you have learned about relationships? <i>Fortæl mig, hvad du har lært om relationer i forløbet?</i></p> <p>What would I in particular have noticed if I'd filmed you during your coaching intervention? <i>Hvis jeg havde filmet jer, hvad ville jeg så særligt have lagt mærke til?</i></p>	<p>00:33:41</p> <p>00:36:58 / 00:38:27</p> <p>00:41:34</p>	<p>Talks about the way there... How high do you set the bar?</p> <p>Talks about boundaries.</p> <p>Illustrates his story in the moment, when he talks about:</p> <ul style="list-style-type: none"> • an ordinary conversation, • smiles and laughter, • intense and liberating - and • mirroring the delegates' body language. 	<p>Avoiding the actual topic? Or a question about how safe it can be?</p> <p>Too close to soon – or not close enough depending on relationship themes.</p>
<p>Storytelling about the coaching experience / historie om coaching oplevelsen <i>(Coaches only / kun for coaches)</i></p> <p>Which one of your delegates do you want to tell me a story about (no names)?</p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Tell me a story about what has been going on in your coaching interventions as if it was a fairy tale or a movie.</p> <p>Key words: Climax, characters, scenery, surroundings and genre.</p> <p><i>Hvem af dine delegates vil du fortælle mig en historie om (ingen navne)? Fortæl mig en historie om, hvad der er sket/foregået i dine coaching interventioner som om det var et eventyr eller en film.</i></p> <p><i>Nøgleord: Klimaks, karakterer, scenen, omgivelser og genre.</i></p> <p>Tell me about the others, you did not choose to talk about? <i>Fortæl mig om de andre delegates, som du valgte ikke at fortælle om?</i></p>	<p>00:46:52</p>	<p>Asks whether it is with or without sound? He decides to talk about the non-verbal in the coaching situation.</p> <p>Asks for preparation time and don't really know if he can come up with a story.</p>	<p>Maybe Ben thinks that you pick up more if you listen to what he says in the coaching intervention?</p> <p>Is the smiles and laughter a defence to reduce anxiety? Personal development is stressful...</p> <p>It seems like he is worried about stepping outside what is considered normal or right – and do something wrong.</p>
<p>Important closing question:</p> <p>Is there anything else, you would like to add?</p> <p><i>Er der noget, jeg ikke har spurgt dig om, som du gerne vil fortælle mig?</i></p>	<p>00:49:52</p>	<p>Really thinks a lot about what to answer. Considers if he fits in and how to blend in to the organisation.</p>	<p>Wants to come up with something clever or unique?</p> <p>Why is he so cautious? Why is he so caught up in appearance?</p>

Adapted from a sample interview checklist (Elizabeth Florent-Treacy, 2012, EMCCC Thesis Workshop).

Appendix 18b: Interview protocol – Coach Josh

This interview protocol is highlighting the observations, reflections and insights from the actual interviews using self as a tool.

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Introduce:</p> <ul style="list-style-type: none"> Who I am? / <i>Hvem er jeg?</i> Purpose of research study / <i>Formålet med undersøgelsen</i> How answers will be used? / <i>Hvordan vil svarene blive brugt?</i> How results will be disseminated and used in the thesis / <i>Hvordan vil resultaterne af undersøgelsen blive brugt i specialet.</i> 		<p>Josh is making a joke about the fact the researcher feels at home in the building – and knows where the kitchen is to get her own drinks before the interview in his office. He seems to take it lightly to be interviewed.</p>	<p>He feels comfortable to do an interview – and makes the researcher feel relaxed (no need to perform). Maybe he takes it a bit too lightly?</p>
<p>Okay to record? <i>Okay at optage interviewet?</i> How much time have we got? <i>Hvor meget tid har vi?</i></p>	00:00:05	<p>Josh comments that he will have to sit still not to be disruptive to the recordings – and make a joke about it. He is very present supported by his body language (forward leaning).</p>	<p>He gets the researcher to smile and laugh to ease into the conversation.</p>
<p>Collect demographic information about the coach/coachee. Short, factual information about background. <i>Kort, faktuel information om informantens baggrund.</i></p>	00:01:21	<p>Talk much about his clinical experience.</p>	<p>Is he in the right place? Or would he be happier working back at the university clinic?</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Self and other / Selvet og den anden</p> <p>Tell me about the first time you met with your coach/coachee? What happened? What did you notice about him/her? What do you think he/she noticed about you?</p> <p><i>Fortel mig om første gang, du mødte din coach/coachee? Hvad skete der? Hvad lagde du mærke til? Hvad tror du, han/hun lagde mærke til ved dig?</i></p> <p>What was the most important or critical in that first meeting? How did it impact you/the other person?</p> <p><i>Hvad var det vigtigste eller mest kritiske i det første møde? Hvad gjorde det ved dig/den anden person?</i></p> <p>What else? Hvad ellers?</p>	00:06:12	Easy for Josh to think about a specific coachee to talk about.	
<p>Coaching relationship</p> <p>Trust and closeness / Tillid og nærvær</p> <p>Tell me what you/your coach(ee) actually did to form a relationship. What worked and what did not?</p>	00:07:34		<p>Josh sweats a lot under the arms – is he anxious about the topics?</p> <p>He is trying to release (tension, anxiety) something with his humour? Defence?</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Coaching relationship, cont.</p> <p><i>Fortæl mig hvad du/din coach(ee) gjorde for at bygge en relation? Hvad virkede og hvad gjorde ikke? Hvordan påvirkede det jeres relation?</i></p> <p>Tell me about moments of trust. What did you do or say to create these moments? What did your coach/coachee do or say to create these moments? What were you thinking (intent)?</p> <p><i>Fortæl mig om øjeblikke/tidspunkter præget af tillid. Hvad gjorde eller sagde du for at skabe disse øjeblikke? Hvad gjorde eller sagde din coach/coachee for at skabe disse øjeblikke? Hvad tænkte du (hensigt)?</i></p> <p>At what point did you feel you gained the trust (or not) of your coachee? At what point did you feel you could trust (or not your coach)? What did that do to you – and the other person?</p> <p><i>På hvilket tidspunkt følte du, at du vandt din coachee's tillid (eller ikke vandt den)? På hvilket tidspunkt følte du, at du kunne have tillid til din coach (eller ikke have tillid til)?</i></p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p><i>Hvilken effekt havde det på dig – og den anden person?</i></p> <p><i>Any examples? Eksempler (hvad kan være tillidsskabende)?</i></p> <p><i>Tell me about a moment in which you felt close (or not) to your coach/coachee?</i></p> <p><i>Fortæl mig om et øjeblik/en situation, hvor du følte dig tæt på (eller langt fra) din coach/coachee?</i></p>			
<p>Helpfulness or unhelpfulness – Hjælpsomt eller ikke hjælpsomt/uhensigtsmæssigt</p> <p><i>What “clicked” (or did not “click”) in the coaching interventions? Hvad “klikkede” (eller ikke) i coaching interventionerne?</i></p> <p><i>What did your coach do that was helpful/not helpful? What do you think, your coach perceived as helpful (or not) for you?</i></p> <p><i>Hvad gjorde din coach som var hjælpsomt eller ikke for dig? Hvad oplevede din coach som hjælpsomt (eller ikke) for dig?</i></p>	00:24:46	<p>He talks about a coaching intervention that did not work out the way; he wanted it to – and the fact that maybe his clinical experience was standing in the way (to cautious).</p> <p>It felt unsafe for him, perhaps not the coachee.</p>	

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>What did you do that was helpful (or not) to your coachee? What did you think your coachee perceived as helpful/not helpful? <i>Hvad gjorde du, som var hjælpsomt (eller ikke) for din coachee? Hvad tænker du, at din coachee oplevede som hjælpsomt/ikke hjælpsomt?</i></p>			
<p>Helpfulness or unhelpfulness, cont. Tell me about moments in which you felt your coach was concerned (or not) about your needs? Tell me about moments in which you were concerned (or not) about your coachee's needs? <i>Fortæl mig om øjeblikke, hvor du følte, at din coach var opmærksom på (eller ikke) dine behov? Fortæl mig om øjeblikke, hvor du var opmærksom på (eller ikke) din coachee's behov?</i></p>			
<p>At what point did you feel you could count on (or not) your coach? <i>Hvornår oplevede du, at du kunne (eller ikke kunne) stole på/regne med din coach?</i></p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Psychological safety and interpersonal risk Psykologisk sikkerhed og usikkerhed Tell me about safe (or unsafe) moments in your coaching interventions. What is safe or unsafe to you? <i>Fortæl mig om trygge (eller utrygge, usikre, risikofyldte) øjeblikke/situationer i dine coaching interventioner? Hvad oplevede du som trygt/utrygt?</i></p> <p>What did you/your coach say or do – or not say or do? How did that influence the relationship? <i>Hvad gjorde eller sagde du/din coach/coachee – eller hvad gjorde han/hun ikke – for at skabe en tryk ramme? Hvad gjorde det ved relationen?</i></p> <p>Tell me about moments of vulnerability (or not) in your coaching interventions? What did you/your coach say or do – or not say or do? How did that impact your relationship?</p>	<p>00:26:41</p> <p>00:44:05</p>	<p>Talking about what is unsafe for him, not the coachee.</p> <p>Josh reflects on if he saw and met the coachee? And that he did not tell what he saw happening in the relationship...</p>	

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Psychological safety and interpersonal risk, cont.</p> <p><i>Fortæl mig om sårbare øjeblikke/situationer i dine coaching interventioner? Hvad gjorde eller sagde du/din coach – eller hvad gjorde eller sagde du/han ikke? Hvordan påvirkede det jeres relation?</i></p> <p>Tell me what you have learned about relationships? <i>Fortæl mig, hvad du har lært om relationer i forløbet?</i></p> <p>What would I in particular have noticed if I'd filmed you during your coaching intervention?</p> <p><i>Hvis jeg havde filmet jer, hvad ville jeg så særligt have lagt mærke til?</i></p>	<p>00:28:03</p>	<p>The same situation with the same coachee comes up again – it really bothers him that he did not get access.</p>	<p>Starts being a bit uneasy in the chair.</p> <p>Preoccupied by the topic/theme of disorganisation (dissociation) under pressure and that the coachee may be a faker?</p> <p>Projection? Where are you, Josh?</p>
<p>Storytelling about the coaching experience / historie om coaching oplevelsen</p> <p><i>(Coaches only / kun for coaches)</i></p> <p>Which one of your coachees do you want to tell me a story about (no names)?</p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Tell me a story about what has been going on in your coaching interventions as if it was a fairy tale or a movie.</p> <p>Key words: Climax, characters, scenery, surroundings and genre.</p> <p><i>Hvem af dine coachees vil du fortælle mig en historie om (ingen navne)? Fortæl mig en historie om, hvad der er sket/foregået i dine coaching interventioner som om det var et eventyr eller en film.</i></p> <p><i>Nøgleord: Klimaks, karakterer, scenen, omgivelser og genre.</i></p> <p>Tell me about the others, you did not choose to talk about? <i>Fortæl mig om de andre coachees, som du valgte ikke at fortælle om?</i></p>	<p>00:46:13</p>	<p>A story comes easy and one gets the sense that he thinks it is fun and different to tell a story.</p>	<p>Josh breathes deeply before telling the story (this is difficult?)?</p> <p>Josh is good a playing – and maybe the researcher is envious that he is having so much fun and not taking things (too) seriously.</p>
<p>Important closing question:</p> <p>Is there anything else, you would like to add?</p> <p><i>Er der noget, jeg ikke har spurgt dig om, som du gerne vil fortælle mig?</i></p>	<p>00:51:14</p>	<p>Josh does not have a sense of time – and has scheduled a coaching intervention right after the interview (back to back).</p>	<p>The researcher wonders how that intervention is going to be? No “surgical hand washing” prior to the intervention to tune out and in.</p>

Adapted from a sample interview checklist (Elizabeth Florent-Treacy, 2012, EMCCC Thesis Workshop).

Appendix 18c: Interview protocol – Delegate George

This interview protocol is highlighting the observations, reflections and insights from the actual interviews using self as a tool.

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Introduce:</p> <ul style="list-style-type: none"> Who I am? / <i>Hvem er jeg?</i> Purpose of research study / <i>Formålet med undersøgelsen</i> How answers will be used? / <i>Hvordan vil svarene blive brugt?</i> How results will be disseminated and used in the thesis / <i>Hvordan vil resultaterne af undersøgelsen blive brugt i specialet.</i> 		<p>Very interested in the master and the thesis.</p>	<p>He is genuine and unspoiled.</p>
<p>Okay to record? <i>Okay at optage interviewet?</i> How much time have we got? <i>Hvor meget tid har vi?</i></p>		<p>Wants to know how you can record from an iPhone.</p>	<p>Making connections? Trying to reduce anxiety with the researcher, because of the technical devise – and importance to the later analysis of the interview.</p>
<p>Collect demographic information about the coach/delegate. Short, factual information about background. <i>Kort, faktisk information om informantens baggrund.</i></p>	<p>00:01:26</p>	<p>Well-prepared and structured in his introduction. Leans a bit forward sort of “talking” to the mike...</p>	<p>Just recently realised how he can drive other people “mad” by his eagerness to learn, explore and make progress (the researcher can identify with these traits and know them from the inside).</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Self and other / Selvet og den anden</p> <p>Tell me about the first time you met with your coach/delegate? What happened? What did you notice about him/her? What do you think he/she noticed about you?</p> <p><i>Fortæl mig om første gang, du mødte din coach/delegate? Hvad skete der? Hvad lagde du mærke til? Hvad tror du, han/hun lagde mærke til ved dig?</i></p> <p>What was the most important or critical in that first meeting? How did it impact you/the other person?</p> <p><i>Hvad var det vigtigste eller mest kritiske i det første møde? Hvad gjorde det ved dig/den anden person?</i></p> <p>What else? <i>Hvad ellers?</i></p>			
<p>Coaching relationship</p> <p><i>Trust and closeness / Tillid og nærvær</i></p> <p>Tell me what you/your coach(ee) actually did to form a relationship. What worked and what did not?</p>	00:06:09		<p>George sweats a lot under the arms – is he anxious about the topics? Wants to make a good impression?</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Coaching relationship, cont.</p> <p><i>Fortæl mig hvad du/din coach(ee) gjorde for at bygge en relation? Hvad virkede og hvad gjorde ikke? Hvordan påvirkede det jeres relation?</i></p> <p>Tell me about moments of trust. What did you do or say to create these moments? What did your coach/delegate do or say to create these moments? What were you thinking (intent)?</p> <p><i>Fortæl mig om øjeblikke/tidspunkter præget af tillid. Hvad gjorde eller sagde du for at skabe disse øjeblikke? Hvad gjorde eller sagde din coach/delegate for at skabe disse øjeblikke? Hvad tænkte du (hensigt)?</i></p> <p>At what point did you feel you gained the trust (or not) of your delegate? At what point did you feel you could trust (or not your coach)? What did that do to you – and the other person?</p> <p><i>På hvilket tidspunkt følte du, at du vandt din delegate's tillid (eller ikke vandt den)? På hvilket tidspunkt følte du, at du kunne have tillid til din coach (eller ikke have tillid til)?</i></p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p><i>Hvilken effekt havde det på dig – og den anden person?</i></p> <p><i>Any examples? Eksempler (hvad kan være tillidsskabende)?</i></p> <p><i>Tell me about a moment in which you felt close (or not) to your coach/delegate?</i></p> <p><i>Fortæl mig om et øjeblik/en situation, hvor du følte dig tæt på (eller langt fra) din coach/delegate?</i></p>	<p>“Off the record” on his way out the door.</p>	<p>He talks about a baby being on the way – and how he wants to spend some years abroad with his family.</p> <p>His wife lost a baby and he talks about it as “a baby perished”.</p>	<p>The researcher does not ask about the baby, but feels his ambivalence: happiness about the new baby on the way and still mourning the loss of the one they lost.</p>
<p>Helpfulness or unhelpfulness – Hjælpsomt eller ikke hjælpsomt/uhensigtsmæssigt</p> <p><i>What “clicked” (or did not “click”) in the coaching interventions? Hvad “klikkede” (eller ikke) i coaching interventionerne?</i></p> <p><i>What did your coach do that was helpful/not helpful? What do you think, your coach perceived as helpful (or not) for you?</i></p> <p><i>Hvad gjorde din coach som var hjælpsomt eller ikke for dig? Hvad oplevede din coach som hjælpsomt (eller ikke) for dig?</i></p>			

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>What did you do that was helpful (or not) to your delegate? What did you think your delegate perceived as helpful/not helpful? <i>Hvad gjorde du, som var hjælpsomt (eller ikke) for din delegate? Hvad tænker du, at din delegate oplevede som hjælpsomt/ikke hjælpsomt?</i></p>			
<p>Helpfulness or unhelpfulness, cont. Tell me about moments in which you felt your coach was concerned (or not) about your needs? Tell me about moments in which you were concerned (or not) about your delegate's needs? <i>Fortæl mig om øjeblikke, hvor du følte, at din coach var opmærksom på (eller ikke) dine behov? Fortæl mig om øjeblikke, hvor du var opmærksom på (eller ikke) din delegate's behov?</i></p>	00:14:47	<p>He uses the metaphor of a car that runs at a high speed with no weight in the trunk – and therefore can easily spin or idling spending lots of energy on getting no where. He wants to fill something in the trunk – and fast.</p>	<p>The researcher gets the picture that his immediate manager and mentor may see him as a threat to their own positions – and unconsciously he stir up rivalry and envy (baby trying to push father of the throne to take over the Kingdom). Anxiety about grooming talented people? If they grow up too fast, one might kill oneself figuratively.</p>
<p>At what point did you feel you could count on (or not) your coach? <i>Hvornår oplevede du, at du kunne (eller ikke kunne) stole på/regne med din coach?</i></p>	00:17:31 (<i>Autonomy</i>) 00:18:59 (<i>Fear</i>)	<p>Talks about being in the driver's seat of your career.</p>	<p>Fear of being stuck? Held back?</p>

Psychological safety and interpersonal risk <i>Psykologisk sikkerhed og usikkerhed</i>	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Tell me about safe (or unsafe) moments in your coaching interventions. What is safe or unsafe to you?</p> <p><i>Fortæl mig om trygge (eller utrygge, usikre, risikofyldte) øjeblikke/situationer i dine coaching interventioner? Hvad oplevede du som trygt/utrygt?</i></p> <p>What did you/your coach say or do – or not say or do? How did that influence the relationship? <i>Hvad gjorde eller sagde du/din coach/delegate – eller hvad gjorde han/hun ikke – for at skabe en tryk ramme? Hvad gjorde det ved relationen?</i></p> <p>Tell me about moments of vulnerability (or not) in your coaching interventions? What did you/your coach say or do – or not say or do? How did that impact your relationship?</p>	00:24:38	Nothing really feels unsafe.	Denial of fear and anxiety? Too difficult to address? George is completely red on the skin of his neck – a sign of how difficult it is for him to contain the difficult emotions?

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Psychological safety and interpersonal risk, cont. <i>Fortæl mig om sårbare øjeblikke/situationer i dine coaching interventioner? Hvad gjorde eller sagde du/din coach – eller hvad gjorde eller sagde du/han ikke? Hvordan påvirkede det jeres relation?</i></p> <p>Tell me what you have learned about relationships? <i>Fortæl mig, hvad du har lært om relationer i forløbet?</i></p> <p>What would I in particular have noticed if I'd filmed you during your coaching intervention? <i>Hvis jeg havde filmet jer, hvad ville jeg så særligt have lagt mærke til?</i></p>			
<p>Important closing question: Is there anything else, you would like to add? <i>Er der noget, jeg ikke har spurgt dig om, som du gerne vil fortælle mig?</i></p>	00:34:32	<p>Very conscious about his appearance – and concerned about if he is good enough to measure up.</p>	<p>The researcher is surprised that the interview is very short, but feels as long as the other interviews (a lot said).</p>

Adapted from a sample interview checklist (Elizabeth Florent-Treacy, 2012, EMCCC Thesis Workshop).

Appendix 18d: Interview protocol – Delegate Noah

This interview protocol is highlighting the observations, reflections and insights from the actual interviews using self as a tool.

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Introduce:</p> <ul style="list-style-type: none"> Who I am? / <i>Hvem er jeg?</i> Purpose of research study / <i>Formålet med undersøgelsen</i> How answers will be used? / <i>Hvordan vil svarene blive brugt?</i> How results will be disseminated and used in the thesis / <i>Hvordan vil resultaterne af undersøgelsen blive brugt i specialet.</i> 		<p>Noah appears a bit reserved coming into the room.</p> <p>He comments that it is good timing, because systems are preparing closing prices while he is away – and ready for him, when he comes back.</p>	<p>He feels uncomfortable doing an interview?</p> <p>Would he be there if not? Rational and efficient, which also characterises transitions (a bit abrupt) in the dialogue. It requires more from the researcher to keep a flow.</p>
<p>Okay to record? <i>Okay at optage interviewet?</i></p> <p>How much time have we got? <i>Hvor meget tid har vi?</i></p>			
<p>Collect demographic information about the coach/delegate.</p> <p>Short, factual information about background. <i>Kort, faktisk information om informantens baggrund.</i></p>	00:00:37	<p>Surprised that he has been in trading for 7 years. Notes with certain “dryness”, that he must have enjoyed it since he’s been there so long.</p> <p>He was actually looking for a job outside the wholesale bank.</p>	<p>A strong desire to develop and grow – and understand how he impacts others.</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Self and other / Selvet og den anden</p> <p>Tell me about the first time you met with your coach/delegate? What happened? What did you notice about him/her? What do you think he/she noticed about you?</p> <p><i>Fortæl mig om første gang, du mødte din coach/delegate? Hvad skete der? Hvad lagde du mærke til? Hvad tror du, han/hun lagde mærke til ved dig?</i></p> <p>What was the most important or critical in that first meeting? How did it impact you/the other person?</p> <p><i>Hvad var det vigtigste eller mest kritiske i det første møde? Hvad gjorde det ved dig/den anden person?</i></p> <p>What else? <i>Hvad ellers?</i></p>	00:03:11	It is really important for Noah that things are under control and that there is a clear structure.	A little obsessive? Very suspicious about what he gets and can get defensive if being criticised.
<p>Coaching relationship</p> <p><i>Trust and closeness / Tillid og nærvær</i></p> <p>Tell me what you/your coach(ee) actually did to form a relationship. What worked and what did not?</p>	00:03:48		Noah is completely red on the skin of his neck and cheeks – a sign of how difficult it is for him to contain the difficult emotions?

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Coaching relationship, cont.</p> <p><i>Fortæl mig hvad du/din coach(ee) gjorde for at bygge en relation? Hvad virkede og hvad gjorde ikke? Hvordan påvirkede det jeres relation?</i></p> <p>Tell me about moments of trust. What did you do or say to create these moments? What did your coach/delegate do or say to create these moments? What were you thinking (intent)?</p> <p><i>Fortæl mig om øjeblikke/tidspunkter præget af tillid. Hvad gjorde eller sagde du for at skabe disse øjeblikke? Hvad gjorde eller sagde din coach/delegate for at skabe disse øjeblikke? Hvad tænkte du (hensigt)?</i></p> <p>At what point did you feel you gained the trust (or not) of your delegate? At what point did you feel you could trust (or not your coach)? What did that do to you – and the other person?</p> <p><i>På hvilket tidspunkt følte du, at du vandt din delegate's tillid (eller ikke vandt den)? På hvilket tidspunkt følte du, at du kunne have tillid til din coach (eller ikke have tillid til)?</i></p>	<p>00:04:09</p>	<p>Noah answers before he hears the complete question.</p> <p>Competence is important – and building trust is very important.</p> <p>Questions whether it is an assessment right at the beginning of the programme (he mentions at the very beginning that he is not the strongest on the team in terms of technical competences, but he is good enough and needs to develop personally).</p>	<p>Others perceive him as critical and defensive, but the researcher does not see him like this at all (showing more flexibility as a result of the programme?).</p> <p>Numbness as a coping strategy?</p> <p>Cannot only numb the difficult feelings...</p> <p>Fantasies about Ben's interaction with others (I cannot talk about how it went for other, but for me...).</p> <p>How strong are you? Can you contain me?</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p><i>Hvilken effekt havde det på dig – og den anden person?</i></p> <p><i>Any examples? Eksempler (hvad kan være tillidsskabende)?</i></p> <p><i>Tell me about a moment in which you felt close (or not) to your coach/delegate?</i></p> <p><i>Fortæl mig om et øjeblik/en situation, hvor du følte dig tæt på (eller langt fra) din coach/delegate?</i></p>	00:20:17	<p>Very courageous to share his personal development with the managers participating in his presentation. Who would have thought from the beginning?</p>	<p>A lot of anxiety (fear and pain) but did it anyway. Noah felt contained by his coach. The researcher feels proud of him and of the mgmt. team, who managed to create a good holding environment and secure base for Noah to explore and gain new insights.</p> <p>Noah's manager often stops by the researcher's office to talk about the things; he doesn't really want to talk about (irrational emotions and dynamics).</p>
<p>Helpfulness or unhelpfulness – Hjælpsomt eller ikke hjælpsomt/uhensigtsmæssigt</p> <p><i>What “clicked” (or did not “click”) in the coaching interventions? Hvad “klikkede” (eller ikke) i coaching interventionerne?</i></p> <p><i>What did your coach do that was helpful/not helpful? What do you think, your coach perceived as helpful (or not) for you?</i></p> <p><i>Hvad gjorde din coach som var hjælpsomt eller ikke for dig? Hvad oplevede din coach som hjælpsomt (eller ikke) for dig?</i></p>	00:14:42	<p>Structure, structure and structure...</p>	<p>Security (secure base) and predictability helps reduce paranoia and skepticism.</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>What did you do that was helpful (or not) to your delegate? What did you think your delegate perceived as helpful/not helpful? <i>Hvad gjorde du, som var hjælpsomt (eller ikke) for din delegate? Hvad tænker du, at din delegate oplevede som hjælpsomt/ikke hjælpsomt?</i></p>			
<p>Helpfulness or unhelpfulness, cont. Tell me about moments in which you felt your coach was concerned (or not) about your needs? Tell me about moments in which you were concerned (or not) about your delegate's needs? <i>Fortæl mig om øjeblikke, hvor du følte, at din coach var opmærksom på (eller ikke) dine behov? Fortæl mig om øjeblikke, hvor du var opmærksom på (eller ikke) din delegates behov?</i></p>			
<p>At what point did you feel you could count on (or not) your coach? <i>Hvornår oplevede du, at du kunne (eller ikke kunne) stole på/regne med din coach?</i></p>			

Psychological safety and interpersonal risk <i>Psykologisk sikkerhed og usikkerhed</i>	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Tell me about safe (or unsafe) moments in your coaching interventions. What is safe or unsafe to you?</p> <p><i>Fortæl mig om trygge (eller utrygge, usikre, risikofyldte) øjeblikke/situationer i dine coaching interventioner? Hvad oplevede du som trygt/utrygt?</i></p> <p>What did you/your coach say or do – or not say or do? How did that influence the relationship? <i>Hvad gjorde eller sagde du/din coach/delegate – eller hvad gjorde han/hun ikke – for at skabe en tryk ramme? Hvad gjorde det ved relationen?</i></p> <p>Tell me about moments of vulnerability (or not) in your coaching interventions? What did you/your coach say or do – or not say or do? How did that impact your relationship?</p>	00:22:38	Noah is struggling to stay on the very rational side of thing, above the surface.	His neck is still red and blushing to try to contain the emotions (that he really does not want to deal with?).

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Psychological safety and interpersonal risk, cont.</p> <p><i>Fortæl mig om sårbare øjeblikke/situationer i dine coaching interventioner? Hvad gjorde eller sagde du/din coach – eller hvad gjorde eller sagde du/han ikke? Hvordan påvirkede det jeres relation?</i></p> <p>Tell me what you have learned about relationships? <i>Fortæl mig, hvad du har lært om relationer i forløbet?</i></p> <p>What would I in particular have noticed if I'd filmed you during your coaching intervention?</p> <p><i>Hvis jeg havde filmet jer, hvad ville jeg så særligt have lagt mærke til?</i></p>	<p>00:26:21</p>	<p>If I am to open up to somebody, it has to be someone who is competent and clever at what he does.</p>	<p>He mentions several times that he will use what he has learned about himself and resistance, once he has “more space and air to breathe”. A lot of pressure...</p>
<p>Important closing question:</p> <p>Is there anything else, you would like to add?</p> <p><i>Er der noget, jeg ikke har spurgt dig om, som du gerne vil fortælle mig?</i></p>	<p>00:38:50</p>		<p>The researcher is a little concerned about him, because he has a lot on his plate (projection?).</p>

Adapted from a sample interview checklist (Elizabeth Florent-Treacy, 2012, EMCCC Thesis Workshop).

Appendix 18e: Interview protocol – Delegate Thomas

This interview protocol is highlighting the observations, reflections and insights from the actual interviews using self as a tool.

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Introduce:</p> <ul style="list-style-type: none"> Who I am? / <i>Hvem er jeg?</i> Purpose of research study / <i>Formålet med undersøgelsen</i> How answers will be used? / <i>Hvordan vil svarene blive brugt?</i> How results will be disseminated and used in the thesis / <i>Hvordan vil resultaterne af undersøgelsen blive brugt i specialet.</i> 	00:00:00	Thomas appears quite confident when entering the room. Is it all an act?	<p>It feels like he needs to organise the setting to get ready and attuned with his notebook, phone and pencil (like he does when appearing on television?).</p> <p>The researcher feels the need to demonstrate empathy and understanding to make him feel safe and good.</p>
<p>Okay to record? <i>Okay at optage interviewet?</i></p> <p>How much time have we got? <i>Hvor meget tid har vi?</i></p>		He expresses that he is fine with a recording.	He is the only one, who several times mention: “you are recording this”, gets reassurance about confidentiality – and then moves on with what he has to say.
<p>Collect demographic information about the coach/delegate.</p> <p>Short, factual information about background. <i>Kort, faktisk information om informantens baggrund.</i></p>	00:01:30	Starts by saying: “You probably know me from the files” ...	The researcher is puzzled about what “files” exactly he is thinking of. Paranoia or narcissism?

Self and other / Selvet og den anden	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Tell me about the first time you met with your coach/delegate? What happened? What did you notice about him/her? What do you think he/she noticed about you?</p> <p><i>Fortæl mig om første gang, du mødte din coach/delegate? Hvad skete der? Hvad lagde du mærke til? Hvad tror du, han/hun lagde mærke til ved dig?</i></p> <p>What was the most important or critical in that first meeting? How did it impact you/the other person?</p> <p><i>Hvad var det vigtigste eller mest kritiske i det første møde? Hvad gjorde det ved dig/den anden person?</i></p> <p>What else? Hvad ellers?</p>	<p>00:01:56</p>		<p>A feeling that he wants to stay in control – and is very fragile right beneath the surface.</p>
<p>Coaching relationship <i>Trust and closeness / Tillid og nærvær</i></p> <p>Tell me what you/your coach(ee) actually did to form a relationship. What worked and what did not?</p>	<p>00:12:09</p>	<p>An experience that seen through the glass windows into the office, this is a performance (a show).</p>	<p>Thomas sweats a little under the arms – is he anxious about the topics or the situation or to be found out?</p>

Coaching relationship, cont.	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p><i>Fortæl mig hvad du/din coach(ee) gjorde for at bygge en relation? Hvad virkede og hvad gjorde ikke? Hvordan påvirkede det jeres relation?</i></p> <p>Tell me about moments of trust. What did you do or say to create these moments? What did your coach/delegate do or say to create these moments? What were you thinking (intent)?</p> <p><i>Fortæl mig om øjeblikke/tidspunkter præget af tillid. Hvad gjorde eller sagde du for at skabe disse øjeblikke? Hvad gjorde eller sagde din coach/delegate for at skabe disse øjeblikke? Hvad tænkte du (hensigt)?</i></p> <p>At what point did you feel you gained the trust (or not) of your delegate? At what point did you feel you could trust (or not your coach)? What did that do to you – and the other person?</p> <p><i>På hvilket tidspunkt følte du, at du vandt din delegate's tillid (eller ikke vandt den)? På hvilket tidspunkt følte du, at du kunne have tillid til din coach (eller ikke have tillid til)?</i></p>	<p>00:16:00</p>	<p>Thomas talks about how the external coach Ben spent time with him after an educational module (free of charge).</p>	<p>Does he feel like a fraud? I may think that I can become “somebody”, but there is no chance, because I am just an empty shell?</p> <p>Is he overcompensating with his appearance and use of the language? Coping strategy (dominate the room by talking, not to be “found out”)?</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p><i>Hvilken effekt havde det på dig – og den anden person?</i></p> <p><i>Any examples? Eksempler (hvad kan være tillidsskabende)?</i></p> <p>Tell me about a moment in which you felt close (or not) to your coach/delegate?</p> <p><i>Fortæl mig om et øjeblik/en situation, hvor du følte dig tæt på (eller langt fra) din coach/delegate?</i></p>			
<p>Helpfulness or unhelpfulness – Hjælpsomt eller ikke hjælpsomt/uhensigtsmæssigt</p> <p>What “clicked” (or did not “click”) in the coaching interventions? <i>Hvad “klikkede” (eller ikke) i coaching interventionerne?</i></p> <p>What did your coach do that was helpful/not helpful? What do you think, your coach perceived as helpful (or not) for you?</p> <p><i>Hvad gjorde din coach som var hjælpsomt eller ikke for dig? Hvad oplevede din coach som hjælpsomt (eller ikke) for dig?</i></p>	00:14:44	<p>He talks about how he would have liked to have Ben as a coach instead of Josh – and how Ben helped him with the topic of resistance.</p>	<p>Idealising Ben? Likes to be like Ben (omnipotent feelings of what he can do to help) and therefore identify with the “good breast”?</p> <p>Disintegrated and splitting of good and evil (Ben/Josh)?</p> <p>Projects all unhelpfulness into Josh.</p> <p>Does he feel that missed out? Own feelings of incompetence projected to Josh? Own disintegration projected into Josh a la he doesn’t know me either.</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>What did you do that was helpful (or not) to your delegate? What did you think your delegate perceived as helpful/not helpful? <i>Hvad gjorde du, som var hjælpsomt (eller ikke) for din delegate? Hvad tænker du, at din delegate oplevede som hjælpsomt/ikke hjælpsomt?</i></p>	<p>00:30:29</p>	<p>Thomas mentions that Josh with a Ph.D. in psychologically should be able to see through people.</p>	<p>Does he feel like a fraud?</p>
<p>Helpfulness or unhelpfulness, cont. Tell me about moments in which you felt your coach was concerned (or not) about your needs? Tell me about moments in which you were concerned (or not) about your delegate's needs? <i>Fortæl mig om øjeblikke, hvor du følte, at din coach var opmærksom på (eller ikke) dine behov? Fortæl mig om øjeblikke, hvor du var opmærksom på (eller ikke) din delegate's behov?</i></p>	<p>00:29:40</p>	<p>He can appear overly confident. Language is power – and he has words in his power.</p>	<p>What is he trying to avoid? Or does he genuinely feel misunderstood? Nobody really sees me?</p>
<p>At what point did you feel you could count on (or not) your coach? <i>Hvornår oplevede du, at du kunne (eller ikke kunne) stole på/regne med din coach?</i></p>	<p>00:30:11</p>		

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Psychological safety and interpersonal risk Psykologisk sikkerhed og usikkerhed Tell me about safe (or unsafe) moments in your coaching interventions. What is safe or unsafe to you? <i>Fortæl mig om trygge (eller utrygge, usikre, risikofyldte) øjeblikke/situationer i dine coaching interventioner? Hvad oplevede du som trygt/utrygt?</i></p> <p>What did you/your coach say or do – or not say or do? How did that influence the relationship? <i>Hvad gjorde eller sagde du/din coach/delegate – eller hvad gjorde han/hun ikke – for at skabe en tryk ramme? Hvad gjorde det ved relationen?</i></p> <p>Tell me about moments of vulnerability (or not) in your coaching interventions? What did you/your coach say or do – or not say or do? How did that impact your relationship?</p>		<p>He mentions that if he knew this programme was about personal development, he would never have joined, because that is not what he needs!</p>	<p>Exactly what he needs, but maybe also what he fears? Avoidance? Or anxiety stirred up by vulnerability?</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Psychological safety and interpersonal risk, cont.</p> <p><i>Fortæl mig om sårbare øjeblikke/situationer i dine coaching interventioner? Hvad gjorde eller sagde du/din coach – eller hvad gjorde eller sagde du/han ikke? Hvordan påvirkede det jeres relation?</i></p> <p>Tell me what you have learned about relationships? <i>Fortæl mig, hvad du har lært om relationer i forløbet?</i></p> <p>What would I in particular have noticed if I'd filmed you during your coaching intervention? <i>Hvis jeg havde filmet jer, hvad ville jeg så særligt have lagt mærke til?</i></p>	<p>00:37:35</p>	<p>He does not want to show vulnerability.</p>	<p>The researcher feels seduced in some way.</p> <p>Something disturbing about the picture and sound not being connected?</p>
<p>Important closing question:</p> <p>Is there anything else, you would like to add? <i>Er der noget, jeg ikke har spurgt dig om, som du gerne vil fortælle mig?</i></p>	<p>01:00:21</p>	<p>Comments that the researcher did not write “anything” on her paper. Is he testing that he said something relevant? And that should have written been on the paper?</p>	<p>She writes like mad, when he is leaving the office to capture all the details in her short notes. A manic defence?</p>

Adapted from a sample interview checklist (Elizabeth Florent-Treacy, 2012, EMCCC Thesis Workshop).

Appendix 18f: Interview protocol – Delegate Ella

This interview protocol is highlighting the observations, reflections and insights from the actual interviews using self as a tool.

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Introduce:</p> <ul style="list-style-type: none"> • Who I am? / <i>Hvem er jeg?</i> • Purpose of research study / <i>Formålet med undersøgelsen</i> • How answers will be used? / <i>Hvordan vil svarene blive brugt?</i> • How results will be disseminated and used in the thesis / <i>Hvordan vil resultaterne af undersøgelsen blive brugt i specialet.</i> 			<p>Ella projects vulnerability, when they meet.</p> <p>The researcher feels that she needs confirmation that she is doing well in the interview.</p>
<p>Okay to record? <i>Okay at optage interviewet?</i></p> <p>How much time have we got? <i>Hvor meget tid har vi?</i></p>			<p>She is fine with a recording and asks if we can do the interview in English, because Danish is difficult to understand for Stockholm Swedes.</p>
<p>Collect demographic information about the coach/delegate.</p> <p>Short, factual information about background. <i>Kort, faktisk information om informantens baggrund.</i></p>	00:04:19	<p>She has been with the bank for a long time and is still on the trading floor after two children, which is unusual for women.</p>	<p>Does Ella feel recognised for her efforts?</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Self and other / Selvet og den anden</p> <p>Tell me about the first time you met with your coach/delegate? What happened? What did you notice about him/her? What do you think he/she noticed about you?</p> <p><i>Fortæl mig om første gang, du mødte din coach/delegate? Hvad skete der? Hvad lagde du mærke til? Hvad tror du, han/hun lagde mærke til ved dig?</i></p> <p>What was the most important or critical in that first meeting? How did it impact you/the other person?</p> <p><i>Hvad var det vigtigste eller mest kritiske i det første møde? Hvad gjorde det ved dig/den anden person?</i></p> <p>What else? Hvad ellers?</p>	00:07:14	<p>It's been a rocky start, because she first spoke to a coach, who left the organisation – and then got introduced to Josh.</p> <p>She continues to only refer to Josh as her coach.</p>	<p>Difficult to relate to what he might have thought about her.</p>
<p>Coaching relationship</p> <p>Trust and closeness / Tillid og nærvær</p> <p>Tell me what you/your coach(ee) actually did to form a relationship. What worked and what did not?</p>	00:12:59	<p>She puts a lot of weight on the frame (“formal” holding environment).</p>	<p>Ella talks a lot about all the reasons to trust Josh. To calm down? Is she trying to convince herself?</p> <p>Does she trust him because he is an authority and she “has” to?</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Coaching relationship, cont.</p> <p><i>Fortæl mig hvad du/din coach(ee) gjorde for at bygge en relation? Hvad virkede og hvad gjorde ikke? Hvordan påvirkede det jeres relation?</i></p> <p>Tell me about moments of trust. What did you do or say to create these moments? What did your coach/delegate do or say to create these moments? What were you thinking (intent)?</p> <p><i>Fortæl mig om øjeblikke/tidspunkter præget af tillid. Hvad gjorde eller sagde du for at skabe disse øjeblikke? Hvad gjorde eller sagde din coach/delegate for at skabe disse øjeblikke? Hvad tænkte du (hensigt)?</i></p> <p>At what point did you feel you gained the trust (or not) of your delegate? At what point did you feel you could trust (or not your coach)? What did that do to you – and the other person?</p> <p><i>På hvilket tidspunkt følte du, at du vandt din delegate's tillid (eller ikke vandt den)? På hvilket tidspunkt følte du, at du kunne have tillid til din coach (eller ikke have tillid til)?</i></p>	<p>00:15:06</p> <p>00:16:32</p>	<p>What does she really think about trust?</p> <p>Ella talks a lot about Josh being honest and direct with her – and that he listened and made connections between past – present and hypothesis about why she does things.</p>	<p>A feeling that it is difficult for Ella to trust someone. Is seems as if she has little experience with being met as a person – and to be recognised for what she brings to the table.</p> <p>A new experience that someone is honest with her? And listens deep? Meeting her as a persona without judging her?</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p><i>Hvilken effekt havde det på dig – og den anden person?</i></p> <p><i>Any examples? Eksempler (hvad kan være tillidsskabende)?</i></p> <p><i>Tell me about a moment in which you felt close (or not) to your coach/delegate?</i></p> <p><i>Fortæl mig om et øjeblik/en situation, hvor du følte dig tæt på (eller langt fra) din coach/delegate?</i></p>			
<p>Helpfulness or unhelpfulness – Hjælpsomt eller ikke hjælpsomt/uhensigtsmæssigt</p> <p><i>What “clicked” (or did not “click”) in the coaching interventions? Hvad “klikkede” (eller ikke) i coaching interventionerne?</i></p> <p><i>What did your coach do that was helpful/not helpful? What do you think, your coach perceived as helpful (or not) for you?</i></p> <p><i>Hvad gjorde din coach som var hjælpsomt eller ikke for dig? Hvad oplevede din coach som hjælpsomt (eller ikke) for dig?</i></p>	00:23:31	A very strong intuition and sharp observations from the Action Learning Seminar.	Does she have the courage to trust her instincts? Is that a projection? If she could solve this challenge, she would also be working on behalf of the researcher (great delegation)...

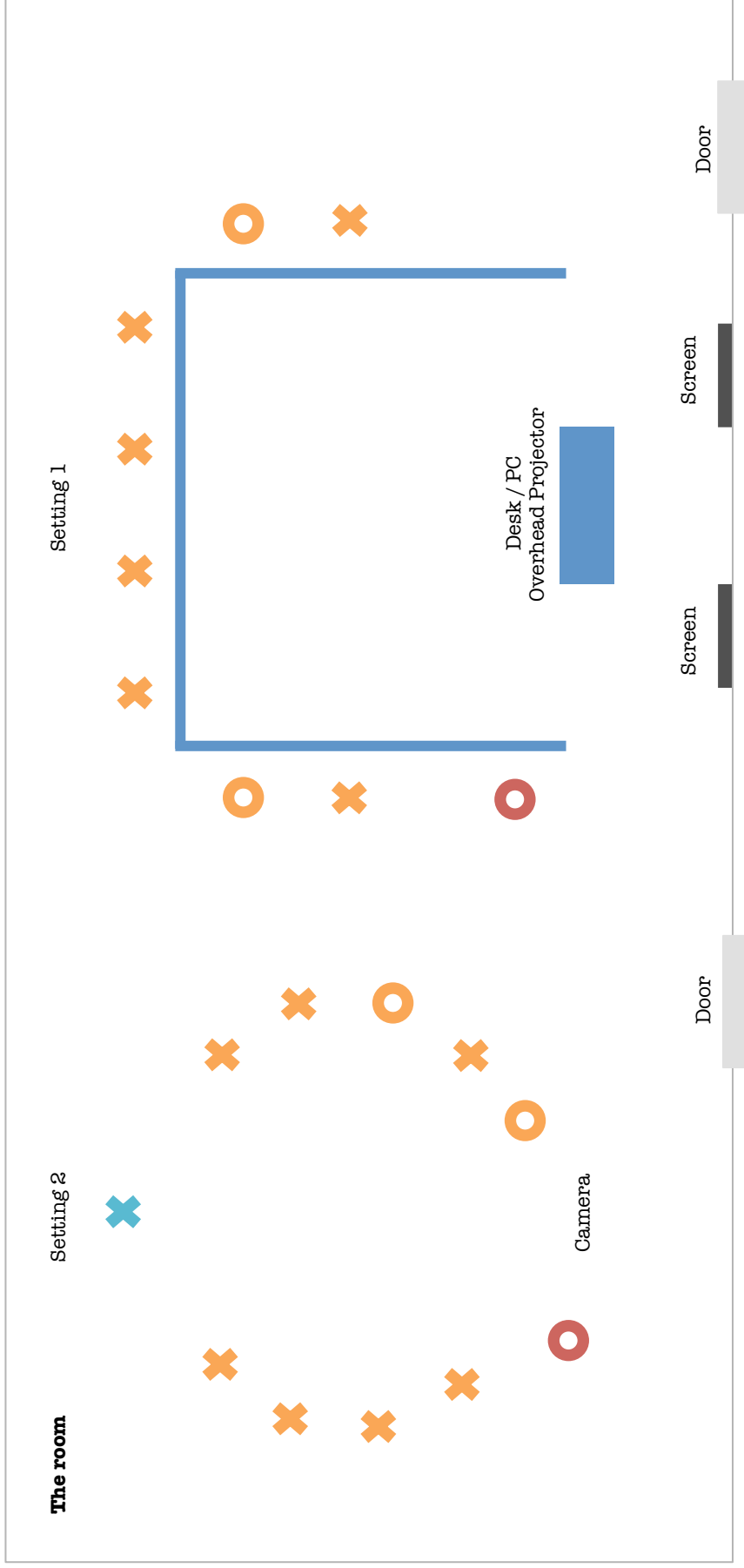
	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>What did you do that was helpful (or not) to your delegate? What did you think your delegate perceived as helpful/not helpful? <i>Hvad gjorde du, som var hjælpsomt (eller ikke) for din delegate? Hvad tænker du, at din delegate oplevede som hjælpsomt/ikke hjælpsomt?</i></p>			
<p>Helpfulness or unhelpfulness, cont. Tell me about moments in which you felt your coach was concerned (or not) about your needs? Tell me about moments in which you were concerned (or not) about your delegate's needs? <i>Fortæl mig om øjeblikke, hvor du følte, at din coach var opmærksom på (eller ikke) dine behov? Fortæl mig om øjeblikke, hvor du var opmærksom på (eller ikke) din delegates behov?</i> At what point did you feel you could count on (or not) your coach? <i>Hvornår oplevede du, at du kunne (eller ikke kunne) stole på/regne med din coach?</i></p>	00:24:24	<p>She gets tears in her eyes when she talks about being seen and met as a person – and not being judged. She is ‘good-enough’.</p>	<p>Emotional correcting experience? A new role-relationship model?</p>

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Psychological safety and interpersonal risk Psykologisk sikkerhed og usikkerhed</p> <p>Tell me about safe (or unsafe) moments in your coaching interventions. What is safe or unsafe to you?</p> <p><i>Fortæl mig om trygge (eller utrygge, usikre, risikofyldte) øjeblikke/situationer i dine coaching interventioner? Hvad oplevede du som trygt/utrygt?</i></p> <p>What did you/your coach say or do – or not say or do? How did that influence the relationship? <i>Hvad gjorde eller sagde du/din coach/delegate – eller hvad gjorde han/hun ikke – for at skabe en tryk ramme? Hvad gjorde det ved relationen?</i></p> <p>Tell me about moments of vulnerability (or not) in your coaching interventions? What did you/your coach say or do – or not say or do? How did that impact your relationship?</p>	00:20:41	She felt unsafe, when presenting for senior management – and just the thought of doing that made her choose the one task that did not include a presentation.	Trust in authorities – and that they have good intentions? Support from authorities?

	Answers/time code on recorder for key points (minutes: seconds)	Observations	Reflections and insights
<p>Psychological safety and interpersonal risk, cont.</p> <p><i>Fortæl mig om sårbare øjeblikke/situationer i dine coaching interventioner? Hvad gjorde eller sagde du/din coach – eller hvad gjorde eller sagde du/han ikke? Hvordan påvirkede det jeres relation?</i></p> <p>Tell me what you have learned about relationships? <i>Fortæl mig, hvad du har lært om relationer i forløbet?</i></p> <p>What would I in particular have noticed if I'd filmed you during your coaching intervention?</p> <p><i>Hvis jeg havde filmet jer, hvad ville jeg så særligt have lagt mærke til?</i></p>	<p>00:24:56</p>		<p>Where does she go to feel safe and protected? Hiding a bit to protect her? And from what or maybe whom?</p> <p>She takes no risk in the Action Learning Seminar (not trusting authorities and that they will see her as a complete person).</p>
<p>Important closing question:</p> <p>Is there anything else, you would like to add?</p> <p><i>Er der noget, jeg ikke har spurgt dig om, som du gerne vil fortælle mig?</i></p>	<p>00:35:48</p>	<p>Ella talks about her presentation for management and how she feels that her coach ran out on her. She lacked closure.</p>	<p>A parallel process takes place after the interview, which has been intense – and Ella runs out leaving the researcher with a feeling of being abandoned and with no closure.</p>

Adapted from a sample interview checklist (Elizabeth Florent-Treacy, 2012, EMCCC Thesis Workshop).

Appendix 20: Sketch of the classroom for the Closing Workshop (adapted from Creswell, 2013)
 The Closing Workshop was held off-site in a conference room at a hotel



Appendix 21: A fairy tale of mine

Once upon a time, a redhead practitioner went on a transitional voyage in an identity laboratory far, far away in the immense beautiful forest of a small, but rich, Kingdom called Fontainebleau. Her passion was to work with people, especially alpha males in senior executive roles – and she wanted to learn so much more. Or at least she thought it was her passion. Going to school was her longest, and still lasting, relationship demonstrating her eagerness to learn and affection for books, still searching for the perfect one. She discovered a new desire to work with star performers, high achievers, clevers or high potentials, whatever stereotype labelling is chosen for this particular group of individuals, who pushes self and others hard to perform and are close to the organisation's primary task. She wanted to understand how to help clevers explore possible selves, understand ones inner theatre and organisational role in an external reality of prohibitive demands for performance, and high risk if not performing, helping clevers finding a “good enough” working identity and understanding inner motivation to stay curious and hungry. The truth is that it was an unthought known, when she embarked on the plane for the first time to the forest, opening the curtain to her inner theatre, reclaiming past (and lost) courage, once again daring to take emotional risk, avoiding a near-missed burn-out from constant demands of executives and using self as tool in a more satisfactory way. For years, she had been working with alphas in executive positions exploring (sometimes a little overused) strengths, understanding their dark side(s), helping them to succeed in role and limit risks of derailment. Her gift from childhood being an only child was her ability to coach alphas, be recognised as a trusted advisor, not betraying confidentiality, intellectual strength and a good peacemaker resolving conflicts by mediation, bridging understandings and dialogue, using her empathic way trying to instil an empathic wall to protect herself. She appreciated her basket of gifts from her parents – and took a first apace into the forest, not knowing what or who to find, or even if she would survive a passage through the forest or towards what, if anything.

Before entering the forest, she met a ferryman, who offered to take her across the deep, dark water to the other side. It was a long boat trip and arriving at the small cottage on the boundaries of the forest, she sat down under a tree in the small garden. A forest frog joined her and offered her a glass of wine to reduce anxieties,

before crossing the threshold into the unknown the next morning. They sat quietly under the gorgeous trees together.

The next morning, she entered a beautiful castle with a kind woman offering her food and drinks to welcome her into her new habitats. The kind woman showed her the way to the hall of mirrors, where she met her travel companions and some of them would become dear friends. She was told that she needed to pass three tests to understand her desires, fears and competing agendas, and finding her true bliss, not necessarily following a predictable path or doing as being told. Her luck was to meet two wise men, whom encouraged her to dare to take emotional risk, feel the emotions (a lot of travellers fever, nausea and homesickness) and ask others for help, not to continue mentalising exclusively on the inside. She was given a little wagon with a funny monkey sitting in the back, got the advice that she should leave her baggage with the monkey, it would take good care of it (on occasion throwing it out of the wagon, if it did not get enough attention, just as a reminder that it was still there...). She gave the thoughts about what others may require from her to the monkey too to give it something to think about. She got help from a lot of good voyage confidantes, who shared the passion for exploring the inner theatre and transitional space. Often she thought of her beautiful backyard at home, safe, quiet and protected with her good friends, family and peers giving her support and reinforcement to continue; she could hear their voices from inside whispering to her: "You can do it and we will be right here for you, always". The little redhead practitioner researcher carried all of them in her heart to keep the inner objects, who gave her comfort, pleasure, others causing her pain or discomfort, psychologically close. Later on, when she needed it the most, she met an incredibly knowledgeable woman (in her fantasy the golden Empress of Research), who helped her find her path in the darkness by lightening candles to gently and quietly show the way forward, appreciative of the practitioner researcher's pace to make sense of all the new, at times overwhelming, insights.

Soon coming to an end, the journey in the forest took the redhead practitioner researcher to a clear blue lake, early in the morning with the sun at dawn looking like a red fireball in the horizon. A cohort of swans was swimming in the lake and in the past, she would have watched them quietly from a safe place and from a distance. One of the swans encouraged her to join up. After a refreshing swim, one

of the swans whispered to her: “Always remember what it feels like to swim with swans, before a new day begins”. The redhead practitioner researcher kept this memory in her heart next to the image of the ugly duckling, helping her remember what one is, what one can become and how to integrate the ugly duckling from the past, the beautiful white swan on the surface and the black swan, she did not really want to include, but not a real choice, as it was part of the equation. She walked back to the castle and met a squirrel, which looked at her with real curiosity and said, “So, whose fairy tale are you living? Is it your true bliss?” before it jumped up in the trees. The question stayed with her, she had promised the squirrel to find an answer for herself, and she knew exactly who to talk to, when she was ready to return.

At the end of the voyage in the forest, the two wise men gave her a stone made of the finest glass to forever remind the little redhead about the endeavours. It tells her to mourn what is lost for the practitioner researcher to let go, not to be stuck in the Fontainebleau forest forever, which would inhibit inner development, but move on, get better accustomed with possible selves and a potential new working identity. She had to move on, continue life without the loved persons, except for the good objects in her heart, the beautiful forest with the wonderful animals and its deep, dark waters. On the way out of the forest, a huntsman joins her on the trail to make her journey safer. Before they separated he asked her: “When you are done with your thesis where will you put your heart, if not in your writing? Do you have a safe place to think with someone? How much do you dare to feel?” She didn’t know what to answer, but knew in her heart that she would go search for it.

A little more than a year ago, a quest was knocking on my door to invite me, and my red couch from my quiet office close to the waterfront, to dare take on a new, completely different role in the bank as chief human resources officer for the wholesale bank. It was a quest that I decided to take on after some consideration to test another working identity, explore a different self and experiment with a new way of being. My red couch made it into an office in the glass building, which hosts the wholesale bank. It’s very different from a past quiet office in a beautiful old building across the street with a cobbled stoned cosy courtyard. The new office has glass walls and limited privacy; so the couch will have to find a new role also.

The practitioner researcher (me) has a personal aim to take responsibility for learning and development, work with something, she believes is exciting and to apply clinical psychology in practice – and positively bring ideas and contributions to the field with practical relevance for organisations and individuals. Always remember what it feels like to swim with swans! She wanted to step outside her own comfort zone identifying with delegates by introducing fairy tales as a method in her research about a safe space. A fairy tale is a good enough space to be unsafe and a good enough container of anxiety to keep believing it's all going to end well like all childhood fairy tales do (Bettelheim, 1977); evil will be defeated, good will persist and a princess will find love, develop a significant interpersonal bond with a prince, live happily ever after and overcome separation anxiety representing the fight and surrender. It seems safe to suggest that this introductory fairy tale could be representative of delegates' fairy tales about coaching experiences and a safe, reflective space to open up for personal development and exploration of the inner theatre.

I wrote a fairy tale of mine to draw on my familiarity, as a delegate, with the phenomenon of coaching as part of a leadership development programme with experimental learning to explore and experiment with possible selves and working identity. Through a clinical, interpretive lens I examined my own experiences in EMCCC in parallel to the fairy tales of delegates in a seedling box programme in the wholesale bank. Writing the thesis was a real call to go deeper and reflect, and it may have served as a transitional object, an iterative here-and-now experience to capture what's emerging, what I want to be and where I want to go, perhaps what I already knew, but needed time to gather the necessary courage to cross the threshold to begin a new journey to find a home where the key fits. And return at last.

This study and thesis would never have been brought to life without discomfort, struggle and pain – and gratefulness to those who contributed to a safe space to be unsafe for whatever long it needed to take.

So much has happened and so much is about to...

Table 1: Selected significant statements and related formulated meanings (practitioner researcher)

This matrix (adapted from Anderson & Spencer, 2002 in Creswell, 2012) is examples of significant statements extracted from the verbatim transcript and arranged into themes and related formulated meanings.

Themes	Significant statement	Related formulated meanings
<p>Trust and closeness <i>Show compassion and kindness [1] – Empathy and compassion to suffer with delegate.</i></p>	<ul style="list-style-type: none"> • <i>“So an alternative experience in terms of being the little girl sitting under the table and not being seen. Here she was actually seen and met and understood. And it did, I think, for her, that she demonstrated trust (PR:04:15).</i> • <i>“She was not met with wonder or felt excluded or despised compared to some of what she has experienced elsewhere” (PR:05:37).</i> • <i>“Because she is also telling some stories that affects me very much. She tells the story of a little girl, where you visually have an image of a three-year old little girl sitting under a table considering whether they want to come and get her if she runs away from home” (PR:05:29).</i> 	<ul style="list-style-type: none"> • Delegate feels seen, met and understood – and mirrored appropriately by coach [1]. • CCRT may influence relationship (a wish to be accepted) [1]. • Coach shows compassion to suffer with 3-year-old delegate and makes her feel comfortable being whom and what, she is [1]. • Delegate was courageous enough to reach out for help and trust in the coach as a helper. • Coach contains delegate and demonstrates a genuine interest without judgment [1]. • Coach allows a psychological space (silence) for delegate to share emotional “deep stuff” with the coach [1].
<p>Psychological safety and interpersonal risk <i>Establish safety boundaries [2] – A psychological space to take emotional risk.</i></p>	<ul style="list-style-type: none"> • <i>“Also an experience of this fragility in relation to ... vigilance perhaps, in relation to how much of self can one show here, and how much of self is one willing to show to the outside world. So the contrast between this sensitive and fragile woman who I saw as one who showed true courage in relation to</i> 	<ul style="list-style-type: none"> • A safe space means it’s a predictable, reliable and consistent, physical and mental (psychological) space [2].

Themes	Significant statement	Related formulated meanings
<p>Psychological safety and interpersonal risk <i>Establish safety boundaries [2] – A psychological space to take emotional risk, cont.</i></p>	<ul style="list-style-type: none"> • <i>actually reaching out. And as a mature woman in this apple green dress” (PR:01:19).</i> • <i>“I think because I was so aware of the duality that I certainly had a great desire to create a safe setting very early in this process, both by itself to signal my own quietness that is to just be in room, maybe talk a little slower than I usually do, sit very very quietly in the chair, so a minimum of movement, keep a lot of breaks to leave the scene to her” (PR:02:25).</i> • <i>“I think at least it allows you to have the coaching relationship in this room, that the relationship also somehow is being defined not only in terms of content but also in terms of time and place. (...) So be very aware of when we do what” (PR:09:12).</i> 	<ul style="list-style-type: none"> • A safe space means do no harm – and disturbances in an appropriate way with good enough timing not invoke too much anxiety and defence mechanisms (to the limits of comfort zone, not traumatised) [2]. • A safe space means boundaries (time, space, role and content) [2].
<p>Self and other <i>Containment and self as instrument [3] – Connectedness, closeness and distance.</i></p>	<ul style="list-style-type: none"> • <i>“It’s an experience of being able to endure the silence in the room, just to be able to share this moment together without someone needing to say something” (PR:04:32).</i> • <i>“And that was the feeling, yes, something fell into place (PR:04:27).</i> • <i>“(…) show ones tranquillity being in the room, maybe talk a little slower than usual, sit very quiet in the chair, a minimum of movement, with a lot of pauses” (PR:02:27).</i> • <i>“(…) using me as an instrument and verbalise it by saying, here-and-now I feel something, do you feel something too. So in fact use it as data” (PR:07:32).</i> • <i>“And if it was her, who felt something, which for me meant that she withdrew a bit, or if I withdrew a bit, I find it difficult to assess (PR:05:09).</i> • <i>“(…) using me as an instrument and verbalise it by saying, here-and-now I feel something, do you feel something too. So in fact use it as data” (PR:07:32).</i> 	<ul style="list-style-type: none"> • Silence represents a psychological safe space and a bond between coach and delegate [3]. • A psychological connection [3]. • Coach is calm and collected, listens deeply [3]. • Coach is using self as instrument to understand data from below the surface [3]. • It’s a balancing act [3]. • Coach using self as instrument and be explicit, verbal about it when appropriate [3].

Themes	Significant statement	Related formulated meanings
<p>Trust and closeness</p> <p><i>Don't betray confidence [4] – A confidential space to think and talk with someone.</i></p>	<ul style="list-style-type: none"> • <i>“(…) get a priority seat, which I think might be her way to test me related to one of her themes, also to test how much are you there for me, to support me and how much do you actually really mean what you say” (PR:06:34).</i> • <i>“(…) from the first dialogue we had in relation to opening up and telling a story of herself as a child. Later she told about a course of therapy, which she had been through as a young woman” (PR:03:28).</i> • <i>“But right from the start to set a frame by telling her that this is of course a confidential space, but is also has a natural limit since I am employed as an internal consultant, and thus also has to speak up, if there are aggravating circumstances, and of course there may be something that is needed for me to bring up, but if there is a need for it, so I'll say. So to create a frame in relation to it” (PR:02:30).</i> • <i>“And I just think back to your question about what is it you do that makes others want to open up. I think actually that it is the perception that they will not be exposed in any context, that information discussed in a coaching conversation will not be brought up when there are others present in the room” (PR:09:19).</i> 	<ul style="list-style-type: none"> • Delegate tests coach to see, if coach is committed, demonstrates stability in membership to be trusted [4]. • Delegate trust and shares deep, felt and personal stuff with coach, who demonstrates confidentiality [4]. • An explicit boundary for what can be discussed, role of coach (what can be offered and what not) and limits for confidentiality [4]. • Confidentiality isn't betrayed (not disclosing information to others) [4]. • Delegate will not be betrayed and confidentiality will not be broken [4].
<p>Helpfulness or unhelpfulness</p> <p><i>What clicked and what didn't in the coaching interventions?</i></p>	<ul style="list-style-type: none"> • <i>“I have experienced that there were times when it was two steps forward and one back, primarily understood in relation to her own motives and desires” (PR:04:36).</i> • <i>“(…) she was experiencing that she was giving an unusually large space, and I think it was liberating for her” (PR:05:15).</i> • <i>“I think that what she experienced as helpful, it would be to have her own space, only for her and her needs. I think that she would be able to experience</i> 	<ul style="list-style-type: none"> • It's helpful to let delegate set the pace and discuss what comes up (if it's brought up, it's important). • A (reflection) space of one's own is helpful. • Alternative emotional experience and potential space.

Helpfulness or unhelpfulness	Significant statement	Related formulated meanings
<p>Helpfulness or unhelpfulness <i>What clicked and what didn't in the coaching interventions?</i></p>	<p><i>it as non-helpful perhaps that there were not enough available. Perhaps such a feeling that once you've noticed it's there, how can you really recreate the space in yourself in some other surroundings. So I think it was a fine balance between a space being available, but not to be dependent on it" (PR:06:13).</i></p> <ul style="list-style-type: none"> • <i>"(...) experience as not helpful perhaps a feeling of not enough being available to her" (PR:06:15).</i> • <i>"It could have been more helpful if I'd directly told her, that is not what you need" (PR:06:29)".</i> • <i>"(...) one of the things that I at least feel is a bit difficult being a coach, is to set the frame and say it's the time we've available, and when it's up, we will have to end the session" (PR:07:01).</i> 	<ul style="list-style-type: none"> • A space focusing only on you; healthy me-ness is helpful. • Dependence on the coach is unhelpful – and giving in to the delegates' greed is not necessarily helpful. • A belief in the coach that the more she gives the better, but risking an oral collusion, which may be unhelpful, dis-engaging and dis-empowering. • Gentle, but honest. • Clear boundaries in the coaching relationship means that it's safe and predictable.
<p>Effectiveness of coaching interventions <i>What is effective and less effective with this group of delegates?</i></p>	<ul style="list-style-type: none"> • <i>"(...) experienced it was helpful to be there, and thus she would like to have a lot more of it, and it was perhaps not necessarily helpful that she got a lot more of it at the same time because it becomes too much compared to what she could digest, or what anyone could have digested" (PR:07:05).</i> • <i>"For me, an extraordinary preparation, (...) to minimise uncertainty in relation to surprises, and to consider choice of words. And I think in relation to her, simply to give her enough space (...) to give room to look a little down into the coffee glass, space for tears, and getting herself together before moving on. And it's not all interventions that's like that" (PR:10:12).</i> 	<ul style="list-style-type: none"> • It's effective to balance greed and digestion. • It's effective if the coach has "own stuff" under control and prepares well for the sessions – and allows time enough (not too little and not too much).

Source: Adapted from Anderson & Spencer, 2002, in Creswell, 2013, p. 334.

Table 2: Selected significant statements and related formulated meanings (coaches and delegates)

This matrix (adapted from Anderson & Spencer, 2002 in Creswell, 2012) is examples of significant statements extracted from verbatim transcripts, arranged into themes and related formulated meanings.

Themes	Significant statement	Related formulated meanings
<p>Self and other</p> <p><i>A competent helper [I] – and an authority too.</i></p>	<ul style="list-style-type: none"> • <i>“That there was a rigor in the way I could explain things that I did not go in defence or trying to play psychologist opposite his way to go about it, but think of it as professional objections in the first place. So I think he has seen that I did not lose the equilibrium and were provoked by it, but had control over the professional thing, and that there had been some thinking put into organising it” (CB:04:02).</i> • <i>“And not to meet him in a condescending or I know more than you because I am a psychologist like way. But it’s the matter we are discussing. I can understand you want to know what this is about” (CB:04:11).</i> • <i>“I do not know how differently he acts with different people, but it worked at least for me, I would say. Well, one thing is to have professional skills, but he was good at reading people and could come up with some such reasonable insightful things about people. And I think it worked, so” (DN:02:29).</i> • <i>“Besides the fact, that he had a cane. So, the first thing you see with Ben is that he’s hugely COOL, and it is clear that he thinks about his appearance, and he is extremely articulate, considerate, knowledgeable about many things. So, it seems that you could sit down, and then they could discuss any topic with him at a reasonable level. Well, he will not fall through on any levels” (DT:05:29).</i> • <i>“So, if we move this conversation forward to 2016, well then I will have a hard time remembering ... but now you are recording this, so...” (DT:10:12).</i> • <i>“So my starting point is the hypothesis, I think, as I did, and it also has something to do with that right now he was invited into one of the few areas he meets daily, where he is not an expert and specialist. It simply feels insecure. And he did not have enough guarantees that it was something he</i> 	<p>Related formulated meanings</p> <ul style="list-style-type: none"> • Coach remains calm and collected under pressure – and do not go into defence [I]. • Win delegate’s respect [I]. • Be an interpersonal role model – and resists temptation to go below surface [I]. • Professional skills are a necessity, but person of coach and “soft skills” are enhancing trust [I]. • Delegate notices that Ben cares about appearance – projection [I]? • External coach arouses confidence based on ability, integrity and self-control (not his coach [I]). • Coach doesn’t arouse confidence – prefers external coach [I]. • If delegate is not the expert, as one is used too, it feels unsafe – and one needs an expert to help [I]. • It’s risky to get involved; and it

Themes	Significant statement	Related formulated meanings
<p>Self and other</p> <p><i>A competent helper [1] – and an authority, too, cont.</i></p>	<p>would escape alive from or he could trust them, who invited him there. I can then easily identify with that (CB:05:14).</p> <ul style="list-style-type: none"> • <i>"He should have been ... there is both something personal, and there's something professionally. So, when I participate in any training, so I take it like reasonable seriously. I do not sit and come with stupid or smart comments all the time. And I expect of my coach that he doesn't either" (DT:11:16).</i> • <i>"And I think Ben's educational background as a psychologist at some level also have some sort of confidence-inspiring aspect. And then thirdly, all his behaviour, appearance, speaks very comfortable at a steady pace and seems very focused, good eye contact, and has a very calm manner" (DG:03:04).</i> • <i>"Yeah, to make some connections, and I think it was right. I mean that was good. But it was not that I haven't thought about that myself. So he tried to find some explanations why I behave like I behave today" (DE:06:05).</i> • <i>"Yes, I think when he is like that, he is very calm, and he was very like what we talk about here, between you and me, because it is for your sake we are here. I mean, why should I not trust him when he says things like that. So I mean, he is a person, when he is liked that he is very calm and everything. But also I mean that I know that he comes from HR and has been picked to this thing, and I mean of course I must trust that it stays between us. I also mean that I think he was honest, and I can be honest, so yes ..." (DE:10:01).</i> • <i>"My way of sitting at the table is a reflection of how much he and I tried ... match, but not very conscious. I would think if he needs distance, so I don't go on the table and press him. So I think mine is a little mirroring of it" (CB:13:31).</i> • <i>"And I felt even there was no purpose as we sat there. It was like a Friday afternoon, so before we go home, a little early weekend, we meet for a beer. I cannot use that. Right there, I think, you are a PhD in psychology, you should be able to read whom you are facing. I do it, without having a PhD in anything. Who the hell am I sitting opposite, what can I say to him, what level he is at, and how do I efficiently get through to him" (DT:11:07).</i> 	<p>matters [4].</p> <ul style="list-style-type: none"> • To establish trust and safe space coach has to be a professional – and a person [1]. • Non-verbal intimacy behaviours are as important as competence to establish a safe space [1]. • A competent helper that can surface patterns [1]. • Coach is calm, emotionally trustworthy (able to keep personal information confidential) and honest [1]. • It may be more challenging to trust and internal coach [7]. • Appropriate mirroring to respect coach as an expert [1]. • Competence is a "pre-requisite" to establish a safe space [1].

Themes	Significant statement	Related formulated meanings
<p>Self and other <i>A competent helper [1] – and an authority too, cont.</i></p>	<ul style="list-style-type: none"> • <i>“I think it was a little slow start on what is needed to win him over ... It was that there was a respect for the other person’s professionalism” (CB:04:07).</i> • <i>Yes, I had the impression that she was thinking, you got to say it right, did not know why we are here and what we are doing. Or is it now I say anything, as he sits and writes down. I had such a feeling. Was it a little dangerous with that observation behemoth that sat over there” (CJ:03:21).</i> • <i>“Without that I kind of noticed if she sat like that and looked, sat like that and watched. But it was just the one of courtesy, as I noted. And why should she be that if it were not because one might accidentally step wrong or something, I think” (CJ:03:26).</i> • <i>“As he described it, I was so very critical or defensive, I think he called it. So, from my point of view it was more so that then there’s this one or another HR psychologist type from the outside, and I was like, you know, well, is it such an assessment of people who are in the program, and what exactly is his background” (DN:02:05).</i> • <i>“But then, did I meet him the first time, or did I talk to him. I do not remember. If he came here ... yeah, I think so, he came here and we met here. I think so” (DE:02:25).</i> • <i>“And the frame means a lot to the relationship. I’m establishing the relationship most often by being sure the role is designed carefully so that it is worked through. So I start with something harmless, now let me tell you what we are doing. Draw what all this is. Such and such and such. And so in that it seems reasonable and acceptable, then you can begin to relate to the person and communicate the frame. This is how I think it is. But it affects the other way too, to remain focused at the meeting, do not be weird and silly and not matching the person’s energy level and everything else. So there is some interaction between the two things” (CB:10:12).</i> 	<ul style="list-style-type: none"> • Respect for competencies and a different kind of expert [1]. • It’s a first time experience; a coach might be dangerous, because associated with an authority [1]. • Coach is considered an authority and an asymmetrical relationship exists, which means that the coach can include or exclude [1]. • It’s a first time experience – and not sure what to expect, so a bit sceptical [1]. • It is not only about coaches, it’s a dyadic relationship [1]. • First meeting is blurry. Propensity to trust may be low for delegate [1]. • The frame and the role design means a lot for the relationship [1]. • Draw for the delegate what it’s all about step by step. • Once delegate is on board, coach can begin to relate to the person.

Themes	Significant statement	Related formulated meanings
<p>Self and other <i>Seen and met as a unique individual [2] – not a stereotype, cont.</i></p>	<ul style="list-style-type: none"> • <i>“Well, I think I'm good at, when I have people one-on-one, to appear friendly and to signal that I'm on your side, I'm not with any agenda that I need to make sure we get followed. Well, I think I'm such right knowingly do anything to signal that there will be no rejection. And of course it's something that has an effect precisely for her that has that pattern” (CJ:04:32).</i> • <i>“And the conversation with him differed very quickly from the one I had with the others in that I perceived a greater reticence with him than I met with the other. And not just such an inarticulate reticence, but he was very good at framing it in such a rational way. So to say. What I could sense could be behind his reservations, it was not really what he said. He articulated it in a way where it was more a matter of factual things he could ask questions about (CB:03:07).</i> • <i>“Rather than it is calculated so I'll do that with him. And it makes it a little difficult to be completely clear, I think. But I think it has to do with whether he also begins to respond to my cues to do something if I when I smile at him, get a smile back, when I invite him to share some thoughts also get a thought back, if he will make Ping-Pong around a hypothesis” (CB:05:29).</i> • <i>“It's hard. It takes real coolness to add such a mirror, hey, you stop, I notice we're talking faster and faster and stuff. It happens sometimes, but not with him, it didn't” (CJ:15:13).</i> • <i>“It's an appropriate disturbance. And in the beginning it doesn't take much to disturb. And induce strong defence, it's not a good start. So I think I get as close as most others, but I think I will start relatively late” (CB:10:25).</i> • <i>“I don't know, but that moment was like that. And I mean, he was very focused on me when we had those coaching things, and there's nothing that comes to my mind, but I mean he was focused on me and we talked about how things were going” (DE:10:29).</i> • <i>“(…) I think it was two things. When we talked about my results from that test, that was helpful to think about, how I am and how I act and things like</i> 	<ul style="list-style-type: none"> • Coach reads the delegate and adapts to delegate's needs [2]. • Coach understands hidden agendas, motives and patterns [2]. • Coach uses self as tool to form a helping relationship by giving cues to see if the delegate responds [2]. • Coach verbalises mirroring in a here-and-now situation to show delegate that he/she is seen [2]. • It's important that disturbances are appropriate to open up, not induce defences [2]. • Seen and met as a unique person in an individual intervention [2]. • Coach surfaces patterns by

Themes	Significant statement	Related formulated meanings
<p>Self and other <i>Seen and met as a unique individual [2] – not a stereotype, cont.</i></p>	<p><i>that. And in the coaching sessions it was that he was honest and gave some examples about what was bad and what was good” (DE:10:22).</i></p> <ul style="list-style-type: none"> • <i>“Something that I said, I’ve found it difficult to get feedback from any of my peers. (...) Others had been like a little superficial, and I’ve had a little trouble finding things that I think were good, you sort of like can work on (...) nothing is like wrong with me. He turns it around and says, well then perhaps it’s really the theme, perhaps people don’t feel they can tell you, because you’re going to react to it and be critical in relation to the things they say” (DN:09:11).</i> 	<p>examples to help awareness, but don’t do the thinking for delegate [2].</p> <ul style="list-style-type: none"> • Seen and met as a person [2]. • A coach surfaces patterns to model performance, potential and risks (get delegate on same page) – and establishes meaningfulness and resonance together with delegate [2].
<p>Trust and closeness <i>It has to matter in a real-life context [3] – not only in the lab.</i></p>	<ul style="list-style-type: none"> • <i>“So I think much of what I have just said it’s basically about trying to find a little more humble side of one self, not make it more complicated, and not frame his messages so that it becomes something from another world, but more to meet people where they are, have a little more business-like, a little more dosed start, and then quietly move closer” (CB:09:31).</i> • <i>“I haven’t felt unsafe (...), because I knew what I was working towards. Uehm ... I haven’t felt safe in any way, ... so I probably don’t” (DT:13:22).</i> • <i>“And he was also good at trying when you had questions or others had questions like coming up with such concrete solutions to things. He was very professional and seemed extremely talented. So it was quite clear it for me that it was what meant the most” (DN:03:01).</i> • <i>“Yeah, one thing, I think he could be a little bit more serious, he was a little bit joking. But I mean, that could be nice also, that you are not too serious. But otherwise I think he was good.” (DE:03:12).</i> • <i>“So let’s take it really seriously and deliver something. And then you simply expect that there is someone who really also take it as seriously as oneself” (DT:11:26).</i> • <i>“And I think it was the combination of it all, it just made him such very</i> 	<ul style="list-style-type: none"> • Be humble, don’t overcomplicate it and communicate in a straightforward, relevant language (no psyche-lingo) [3]. • A safe space is ambivalent (am I safe or not?) [3]. • Ability as coach to help delegate translate and bridge the knowing-doing gap in a real-life context [3]. • Empathic, listening, honest and supportive – but not serious enough [3]. • Takes it seriously (life a stake) [3]. • Coach understands academia and

Themes	Significant statement	Related formulated meanings
<p>Trust and closeness <i>It has to matter in a real-life context [3] – not only in the lab, cont.</i></p>	<p><i>unique, as having tried many different things and be able to understand some of the challenges for us, but at the same time so also had what shall we say, a strong insight into the academic world and be able to tell and put things in different cases and boxes, which it belongs to, not purely theoretical” (DG:03:14).</i></p> <ul style="list-style-type: none"> • <i>“But the entire program, this exercise to be assigned a coach and be in educational modules, get some attention from senior management, get any of these little tasks that again when you sat in it was a little annoying having to gather feedback from peers. But when you came through it and could begin to reflect on it afterwards, so it has helped me a lot, and I think it’s a really interesting exercise to go through” (DG:12:16).</i> 	<p>psychology, but can also relate to context and primary task [3].</p> <ul style="list-style-type: none"> • It is for real – and it matters, one can get killed, if one fails. A coach helps one reflect on experiential learning [3].
<p>Trust and closeness <i>It’s unsafe and boring to talk to someone neutral [4] – it’s indifferent, when everything is equally good.</i></p>	<ul style="list-style-type: none"> • <i>“For others, it may be more indifferent, but it’s always my starting point, I ... well, you meet no condemnation from me, or why do you do it. So the word why, I think I hardly ever ask, because I think it indicates now you’ve to justify, why it’s your behaviour. I spend much energy on like being in their perspective. Believe that you do the things you do for a good reason, not a bad reason or a silly reason or ... but it’s your perspective on doing what you do. And it obviously has something to do with the way you ask, but also the way I react when she talks. Do I shake my head, or hasten to interrupt or something. I think that those few years of classical psychotherapy has given consciousness to create the psychological space. Here you can be without getting a slap on the wrist” (CJ:05:01).</i> • <i>“I think I was good at signalling that to her. So I could feel that she was ... and she is such interpersonally very sensitive, one can see in the test. It’s also a hint to me that here we can turn up talking about how we feel” (CJ:05:17).</i> • <i>“If he had been very fluffy around those concepts, so I’d been sceptical about it. So he knew very well how he would get through to me” (DT:06:01).</i> • <i>“He was not afraid like to go into something or say no to something, and I</i> 	<ul style="list-style-type: none"> • Coach is open and emphatically attuned to the delegate without judging right or wrong – and different things matters to different delegates [4]. • Coach understands delegate’s perspective; it means something the way a coach asks and how a coach reacts to answers [4]. • Non-verbal intimacy behaviours signal no judgment [4]. Profile forms a first understanding [2]. • Sceptical if fluffy (not professional) [4]. • Coach has an opinion, is not

Themes	Significant statement	Related formulated meanings
<p>Trust and closeness <i>It's unsafe and boring to talk to someone neutral [4] – it's indifferent, when everything is equally good, cont.</i></p>	<p><i>can just feel, at least for me in terms of confidence. So, if I have to open up to someone, so there is a big difference whether it's one I like the feel actually good at what he is talking about or not" (DN:10:22).</i></p> <ul style="list-style-type: none"> <i>"So you just felt that he actually had an opinion about it, and there was some substance behind. Instead of it just becoming such chitchat, as many of the other posts in my eyes was, in other words" (DN:11:24).</i> 	<p>neutral (takes a risk), something matters more than something else [4].</p> <ul style="list-style-type: none"> Coach helps create meaning and resonance in collaboration with delegate [4].
<p>Trust and closeness <i>Commitment and stability of membership [5] – it's not all about money.</i></p>	<ul style="list-style-type: none"> <i>"Mm ... no so, I think we've covered everything, that is. It may be mentioned that Ben also from day one just opened up for a fairly high degree of flexibility, and we were welcome to contact him, and I took the opportunity also a few times where we had a dialogue, both around more academically relevant things in the project we worked on, but just the fact that he, like also opened himself and showed that he was willing to go into this with more than the number of hours he maybe got paid for, or how he is rewarded. I think also, it is something that has to do with building confidence and credibility regarding his stake in it" (DG:04:26).</i> <i>"Offering something, I think, without asking for anything in return in the first place. But give something that can be an encouragement. And also express some acceptance. Still not problematize what was his starting point, but take it at face value and say it's natural. And I think that happens from the moment when, like it's some kind of bond or connection where you feel now confidence is starting to be built up. First then to begin to challenge a little. So I think I must have the feeling that there is a small string that has been attached, and in the beginning it's so slender, so it probably should not be stretched too much, but slowly so add more and more layers on it, and then when you feel now the string can carry weight, so it's starting to give a little back. When I met you the first time I kind of wondered a little whether ... and then see if it is a comfortable level of progression but really offer him something as an individual or entice him. So my starting point is the hypothesis, I think, as I did (...)" (CB:05:02).</i> 	<ul style="list-style-type: none"> Flexibility and openness inviting delegates in [6]. Coach does more than what he is paid for – and it builds confidence and credibility (commitment, when it's not about the money). Perhaps also a theme: Do you want me for the money or for me [5]? Coach gives something without asking anything in return to show a commitment. Once trust is established, confidence is built up, slowly transgress or push boundaries to challenge delegate and show commitment [5]. Good enough progression; slow transgression of boundaries for defences not to get in the way, but help delegates perform something difficult or impossible.

Themes	Significant statement	Related formulated meanings
<p>Trust and closeness <i>Commitment and stability of membership [5] – it's not all about money, cont.</i></p>	<ul style="list-style-type: none"> • <i>“And it gives me a message afterwards, as I jumped a bit too quickly, because I think ... I've tried it many times, to achieve that trust (...) then still went probably a bit too fast in the feedback afterwards” (CJ:06:25).</i> • <i>“He was very supportive with my presentation” (DN:07:01).</i> • <i>“Well, I got a piece of cardboard from Ben. I've saved it. I do not know if it was because his block had run out or something, but I was certainly such a piece of cardboard where it stood in neat handwriting, what it was we were talking about here. And he was not getting paid, I think, to sit with me that extra hour, which was after a long day” (DT:06:16).</i> • <i>“Yeah, I know. Because, it was when we talked about some of the results in my personality test, and some stuff there. I mean, he was very good to me when we talked about that. So I think he was listening and he said, okay, are you fine. Yes, I am fine. Okay, can we run. So that was very good. No too much oh la la, but more like huh, it is done, it is over. So that was very good (DE:05:16).</i> • <i>“And it has just given me some form of security in the organisation that I like has support, a place where I can seek some advice and expect some things that I might not want to talk to my immediate supervisor about” (DG:06:15).</i> 	<ul style="list-style-type: none"> • It's important to reconnect from one intervention to another [5]. • Coach supports delegate [5]. • Giving something more than what he is paid for [5]. • Transitional object. • Supportive of delegate [5]. • Appropriate affect [1]. • A safe space is established if one gets support when needed (secure base) [5].
<p>Psychological safety and interpersonal risk <i>A thinking space with safety boundaries [6] – a confidential temporal and psychological space with someone.</i></p>	<ul style="list-style-type: none"> • <i>“It was simply the atmosphere and the psychological space that was. There is room for you. Let go of something of which you would go and hold on, I think” (CJ:06:11).</i> • <i>“(...) he and I sat down, partly to pick up on the data he'd been gathering, and so he should have feedback on his profile. So I didn't meet him questioning the approach he had originally. And not make a fuss about it. So I think I talked from the professional real again, what will happen now etc. etc. And continued to ... avoid going in the psychological mode, but meeting him on what he really seemed to need most at the time, and that was</i> 	<ul style="list-style-type: none"> • A psychological room – or a potential space to satisfy motivation to explore (self) [6]. • Organised to be predictable and reliable [6]. • Coach understands delegate's needs and lets delegate set pace for development (where one is and what one can “digest”) [6].

Themes	Significant statement	Related formulated meanings
<p>Psychological safety and interpersonal risk</p> <p><i>A thinking space with safety boundaries [6] – a confidential temporal and psychological space with someone, cont.</i></p>	<p><i>to know that it's under control, and it was thought through. And what I did more ... I think that I, without thinking much about it tried to be very present in the relationship, pushing all other things aside to go in and find out where he's right now actually. And matching his energy, i.e. he's a little cautious, so careful to do some that may seem to cross a boundary, but find out how close to go, how close we are to each other. Also try to frame what happens now in a way so that he has a chance to think they are meaningful. That is to make sure that he understood the elements of this that could satisfy some things with him" (CB:04:17).</i></p> <ul style="list-style-type: none"> • <i>"Given my immediate supervisor was there, so obviously there's a limit to how much I could open up" (DG:02:26).</i> • <i>"(...) it may not be surprising that the most confident moments for me was when we had our one on ones, and it was some of the meetings we've had, and it was ... he had joined me at work and a presentation I gave, he subsequently gave me feedback, etc. It was there one felt the utmost degree of confidentiality. Not that I didn't feel comfortable at other meetings, but if I so shall rank them, then this is it" (DG:05:13).</i> • <i>"Well, I saw it also perhaps a bit like a ... uehm, what can I say ... it's something extra, it's done for me. I wouldn't say it's fear, because it was not, it was a hard work" (DT:16:26).</i> • <i>"Maybe it's too psychologising for him. So, it may well be he could endure it. I can very well blame myself. But do you trust that you have some resources, such and such and such. I dared not" (CJ:10:21).</i> • <i>"It could be, if I was too fast in relation to force those hypotheses down the throat of the person, so that it IS indeed a problem, you can probably see that ... most will experience it as disempowering" (CB:12:32).</i> • <i>"To me, he was very trustworthy, and we quickly established ... in fact, already in the phone call, and he also stressed much that he would have this</i> 	<ul style="list-style-type: none"> • Coach resists seduction of “getting it right” for one self, not delegate [1]. • Coach is present and matches delegate’s arousal level, uses self to find an appropriate closeness and distance, and helps delegate create meaning [6]. • Psychological safety has a limit [6]. • Individual interventions are safe – established through participation and confidentiality (connectedness sharing experience and feedback) [6]. • Relatedness and safe space is rare (an illusion?) [6]. • Trust can be inhibited, if coach cannot communicate for delegate to identify with it [6]. • Trust can be inhibited, if a coach “force-feed” hypothesis and don’t resist seduction to get it right [6]. • Enhancers of trust are safe space and confidentiality [6].

Themes	Significant statement	Related formulated meanings
<p>Psychological safety and interpersonal risk</p> <p><i>A thinking space with safety boundaries [6] – a confidential temporal and psychological space with someone, cont.</i></p>	<p><i>risk-free environment, and I could just sense that there was one here you could talk to about anything is possible, and also feel comfortable with, it would not be leaked to senior management if there were some things that you did not want to continue in the system” (DG:02:19).</i></p> <ul style="list-style-type: none"> • <i>“(…) able to see that we were comfortable with each other, that we had a good relationship. I think you would see. So, you know, you could laugh at things and we’re relaxed. I’ll say. It wasn’t tense, it worked, I think, anyway” (DN:09:29).</i> • <i>“But then, I also had some really good conversations with Ben and really felt like this is someone one is 100% comfortable with, and we agreed after it all ended, that I should contact him and just tell him what I decide to do” (DG:02:30).</i> • <i>“And then I think I had a meeting with him here, then I answered all these questions, like 600 questions about myself. (…) And I mean, when you talk that much about yourself that was a little bit uncomfortable, ha ha. But it worked very well actually” (DE:03:06).</i> • <i>“Not when we had the coaching, but I think I felt a little bit vulnerable when we started having the group sessions” (DE:11:20).</i> • <i>“Yes, I think when he is like that, he is very calm, and he was very like what we talk about here, between you and me, because it is for your sake we are here. I mean, why should I not trust him when he says things like that. So I mean, he is a person, when he is liked that he is very calm and everything. But also I mean that I know that he comes from HR and has been picked to this thing, and I mean of course I must trust that it stays between us. I also mean that I think he was honest, and I can be honest, so yes …” (DE:10:01).</i> • <i>“(…) and if I had seen it as a personal development course, I do not think I’d want to be in it at all” (DT:16:31).</i> 	<ul style="list-style-type: none"> • A safe space means a relationship without tension [6]. • A safe space means support, connectedness and trust – and empowering delegate [6]. • It feels unsafe to explore (talk about self) [6]. • Trust coach because of formal role (an authority). Role of coach means one can trust coach [6]. • Anxiety builds up outside individual interventions [6]. • Calm and supportive of delegate [1]. • Personal development is unsafe (defence?) [6].

Helpfulness or unhelpfulness	Significant statement	Related formulated meanings
<p><i>What clicked and what didn't in the coaching interventions?</i></p>	<ul style="list-style-type: none"> • <i>“Well, one thing is to have the professional skills, but he was good at reading people and could come up with some reasonable insightful things about people. And I think it worked” (DN:02:30).</i> • <i>“I think he was listening, and I also think he was kind of quite honest, and I mean that is very good. I mean you should be if you are a coach, because he should tell me what he thinks, I mean he's a professional on this stuff. so I think that it was very good that he was honest” (DE:04:16).</i> • <i>“But what you said about putting self in the driver's seat of your career that basically only one who is superior to it, and it is oneself. And there we have all of us, and especially in the environment where I work, a tendency to go fast so a little too much with that it's easy to sit and point the finger at others and just say that everything is ridiculous and all are idiots, if things do not just play out as you want it to. And it's about taking the spoon in the other hand and even do something about it, there are actually many options” (DG:06:05).</i> • <i>“Well, you're thinking that it was clearly the conversations I had with him alone, who gave the most. That was it. But it's more because he can come up with any of those things, which relate to one personally, and it is clear that it makes the more impression than to take something general” (DN: 06:07).</i> • <i>“It gave great value to me. It represents also a clear pattern, as it was fun to watch. Fortunately, as I had expected, but still, it was actually very nice to get to know how others see your behaviour and attitude. And again, it was for such opening up that you just put the cards on the table and you put also some quite personal things forward, how your closest colleagues, your stakeholders, how they assess one as a person and as an employee. I was like quite quickly convinced and have just bought into the concept and has no problem playing with completely open cards” (DG: 03:25).</i> 	<ul style="list-style-type: none"> • Coach surfaces patterns to model performance, potential and risks (get delegate on same page) [1]. • It is helpful if a coach is honest in a caring manner [1] [4]. • Take responsibility for your own working identity and be your own authority [1]. • Individual intervention to have a thinking and reflection space clicked [6]. • It clicked to explore patterns and think with someone [6].

Helpfulness or unhelpfulness, cont.	Significant statement	Related formulated meanings
	<ul style="list-style-type: none"> • <i>“I think it’s his style, physical appearance, and interest in my situation, both private and professional. And then again like flexibility and openness, be available and be there for me” (DG:10:05).</i> • <i>“I think so definitely. I think so. I wonder if there’s a recipe for how he did it. So, I don’t know. But there is no doubt that it relates much to him as a person, that is” (DN:10:09).</i> • <i>“So for me it’s certainly been a thing with the professional ability, it means a lot, at least as I am, to get through sort of this first layer” (DN:10:13).</i> • <i>“Ben came in, again in his very trustworthy manner, he comes limping off, he’s been injured in a car accident, and the way he just opens up. To me, he was very trustworthy, and we quickly established ... in fact, already in the phone call, and he also stressed much that he would like to have this risk free environment, and I could just sense that there was someone here you could talk to about possible anything, and also feel comfortable with, it would not be leaked to senior management if there were some things that you did not want to continue up in the system” (DG:02:16).</i> • <i>“I mean, he’s a professional, he’s a psychologist he said from the beginning, and I mean, I must trust that what I tell him, it stays with him, that it stays in the room. So just that thing, that we had that kind of relation, that he came from HR, and was going to be my coach, everything in that did tell me that I can talk to him (DE:04:27).</i> • <i>“(…) throw some action and some challenges at me, he was quick to figure that out. (...) I actually was extremely honest about what the whole process actually had given me was that I’ve become much more aware of myself and I must take responsibility for now, that something must be done in my career, so in that way it has really boosted my ... I do not know about career opportunities is a bad word to use, but it has made me even more aware that something needs to happen” (DG:06:09).</i> 	<ul style="list-style-type: none"> • A coaching intervention is highly individual [5]. • It’s about rich conversations between a coach and a delegate [6]. • Coach must demonstrate ability to do this type of work [1]. • Coach sets boundaries for what can be shared in the space (verbal; risk free, non-verbal behaviours; positive sentiment) – and must not betray delegate’s confidence [6]. • The role of coach has a certain meaning, i.e. tells delegate that one can share personal information confidentially (emotional trust) [6]. • Self-awareness and consequence is life changing – and gives a feeling of independent dependency (ones personal development agenda reflecting one’s own voice) [3].

	Significant statement	Related formulated meanings
<p>Helpfulness or unhelpfulness, cont.</p>	<ul style="list-style-type: none"> • “So, if we move this conversation forward until 2016, well then I will have a hard time remembering ... (...). But then I might not be able to remember his name (...)” (DT:10:12). • “A coach with a PhD in psychology has to be able to read a delegate correctly” (DT:11:10) • “(...) the personality profile was stupid, results weren’t precise and sharp enough” (DT:20:06). 	<ul style="list-style-type: none"> • Coach didn’t demonstrate ability – and delegate didn’t engage due to lack of trust [1]. • Delegate did not see meaning and relevance [1].
<p>Effectiveness of coaching interventions <i>What is effective and less effective with this group of delegates?</i></p>	<ul style="list-style-type: none"> • “(...) but it’s again warping the threads together. It’s like one has something, but it is perhaps not quite easy to see where the problems are then. And he was pretty good. I can at least remember that as such an eye-opening experience” (DN:09:21). • “(...) entire program has helped to increase one’s self-awareness of how you are and what you can do and what are your strengths and weaknesses, and then you can just work on the things. Of course you have to work with one’s weaknesses, but also do more of what you’re good at” (DG:13:22). • “It was such, lastly, he could have said all sorts of things, that is. Then and there, I think, I was open enough for him to tell me everything he had for me. And I would be willing to accept it” (DN:13:30). • “So, we thought this is really great. I don’t think anyone in this programme had doubts that it’s great. It wasn’t everybody that had been selected for this, there were some who were disappointed and hadn’t been selected. So let’s take it really seriously and deliver on expectations. And then you simply expect that there is someone who really takes it as seriously as yourself” (DT:11:24). 	<ul style="list-style-type: none"> • A coach helps delegates think, not do the thinking for them [2]. • Self-awareness is effective, if put in the right context [2]. • Rich conversations between coach-delegate and pro-tainment [6]. • Being a “promoted sibling” sets certain expectations (extrinsic motivation) [3] [5].

Source: Adapted from Anderson & Spencer, 2002, in Creswell, 2013, p. 334.

Table 3: Possible enhancers and inhibitors of trust and safe space

This matrix is an attempt to provide an overview based on empirical data from interviews, fairy tales and observations of possible enhancers and inhibitors of establishing a safe space to open up for personal development.

	Possible enhancers of...	Possible inhibitors of...
<p>A competent helper ...<i>trust, closeness and intimacy</i></p>	<ul style="list-style-type: none"> • Demonstrated track record, strong professional and academic experiences, acknowledged educational background and social, emotional capabilities and personal behaviour (projected similarity, values) in combination to be perceived as a trusted coach or consultant (earn one's stripes). • Empathic attunement, responsiveness, coherent and collaborative. • Coach demonstrating containment <i>and</i> pro-tainment. • Non-verbal intimacy behaviours (body posture, facial expression, eye contact, congruence in tone and voice, laughter, smiling, appropriate touching, distance, small gestures). • Congruent, genuine and integrated as a person. • A willingness to engage with others. 	<ul style="list-style-type: none"> • Unstable, avoidant and unpredictable (over time). • Not demonstrating genuine interest in delegate or being distracted or bored. • Intolerance and judgmental misusing authority as coach. • Nervous, self-doubting and not comfortable. • No (or limited) congruence between emotions; gestures and voice. • Give in to the seduction of getting it right for the psychologist, not delegate (a diagnose, not an individual). • Overly cool, calm and collected (no appropriate excitement or arousal, no response or feeling).
<p>Coaching relationship ...<i>trust and closeness</i></p>	<ul style="list-style-type: none"> • A sequence of meaningful behaviours engaged in by coach and delegate (two to a tango...). • Stable and persistent over time (secure base). • Predictability is a very strong contributor to trust demonstrating consistent and reliable behaviour. • Gradually developing an emotional bond/relationship through psychological contact (presence) and emotional availability. 	<ul style="list-style-type: none"> • Not explaining the context and what's going to happen in the programme (not establishing a frame). • Not explaining role to delegate (what's possible and what's not). • Moving too fast, not adapting to delegate's needs and pace (greed leads to a risk of indigestion). • Inappropriate disturbance leading to defence mechanism, not development.

	Possible enhancers of...	Possible inhibitors of...
Coaching relationship, continued.	<ul style="list-style-type: none"> • Appropriate comments offering something for the delegate to build on in the form of a hypothesis, a thought, an association or a relevant feeling. • Observation and deep listening skills to respond to delegate's frame of reference/perspective. • Conveying a positive sentiment (psychological atmosphere), responsiveness and affect regulation. • Feelings conveyed from the coach to the delegate (how did one feel...) to permit expression of feelings. • Responding appropriately to the level of affective arousal in the delegate. • Facilitating exploration through rich and deep (a time and place to talk about emotions) conversations that matters to delegate (if one brings it up, it because it's a theme, however stay relevant). • Attention to trust, attachment patterns and inner working models from personality profile (big five). • Not only facilitating exploration, but also help delegate for how (methods) to explore. 	<ul style="list-style-type: none"> • Inappropriate comments (may also be inappropriate jokes). • Invasive and force-feeding hypothesis to delegate. • Anxiety or confusion when met with persistent requests for clarification. • Bored, non-responsive or distracted (mentally disappearing out of the window). • Not staying relevant, but going into a therapy session. • Too psychologising and not meaningful for delegate.
Safe space <i>...psychological safety and interpersonal risk</i>	<ul style="list-style-type: none"> • Trust and closeness is a "pre-requisite" to establishing a safe space. • Ability is a "pre-requisite" to establish a safe space for coach not to do harm. • A safe space is established with a trusted other, an outsider, not to arouse paranoia, risk of betrayal of confidence or misuse of personal information. 	<ul style="list-style-type: none"> • Personal development is stressful, with struggle and discomfortable, which means that a coach has to understand "the quest" and challenge appropriately (invite someone in to do the impossible/difficult one needs reassurance of survival), not to stir up defences that will get in the way.

<p>Safe space, continued</p>	<p>Possible enhancers of...</p> <ul style="list-style-type: none"> • A safe space is established through emotional trust (keep personal information confidential) and means that one can get support when needed (secure base). • Individual interventions are safe – established through participation (understanding what’s going to happen), confidentiality, connectedness sharing experiences and honest feedback communicated in a caring manner. • A slow transgression of boundaries with defences that do not get in the way, but help delegates perform something difficult or impossible. • Clear boundaries in a caring alliance to be safe enough to be uncomfortable, but still talk about feelings (self-disclosure). • A safe space is stable, predictable, caring and mirroring feelings and reactions non distortionary for delegate to feel confident, calm and curious (willing to explore and feeling discomfort – a safe space to be unsafe). • “Cool, calm and collected” as in not entirely free from excitement and anxiety, but appropriate arousal. • Respect that psychologically safety has a limit to all of us. 	<p>Possible inhibitors of...</p> <ul style="list-style-type: none"> • Betray confidence, i.e. not fulfil a promise to keep personal information confidential. • Fear of losing a special place as a star performer, clever or promoted sibling to be “just like the others, if one fails”. • Disrespect individual boundaries for self-disclosure and what’s safe to share with a coach, in small groups, in the large group and with management. • A safe space has a common and individual meaning, especially limits.
<p>Effectiveness of coaching interventions ...helpful (or not)</p>	<ul style="list-style-type: none"> • Experiential learning as action learning that matters, i.e. closely related to business context and easier to transfer from the laboratory to system, person and role (it has to be real!). • One-on-one interventions focused on delegate (highly individual and adapted to needs). 	<ul style="list-style-type: none"> • Irrelevant chitchat not connected to what’s real (primary task). • Lectures without active participation and involvement (too much going back to school setting). • Doing the thinking for delegates, not helping them to think in a reflective space – and coach force-feeding

<p>Effectiveness of coaching interventions, continued.</p>	<p>Possible enhancers of...</p> <ul style="list-style-type: none"> • A coach surfaces patterns to model performance, potential and risks (get delegate on same page) – and establishes meaningfulness and resonance together with delegate (sense-making involves delegate actively in what’s meaningful and important for him/her). • Developing hypothesis together with delegate in a “caring” working alliance – and let delegate decide what’s important and what’s not. • Triangulation of methods and data to get understanding of patterns and personality – and acceptance. • Individual project agreed with immediate manager and including personal development – talks and exposure to senior management for it to really matter (not entirely safe, but safe enough to take an interpersonal risk). • Coach and management demonstrating genuine interest in delegate’s development and benevolence. • Self-awareness (insights) plus consequence (what does it mean? – and why does it matter?) are transformational (life changing). 	<p>Possible inhibitors of...</p> <p>hypothesis to get it right for the clever psychologist, disempowering delegates and with disengagement as a result.</p> <ul style="list-style-type: none"> • If too unstructured and random (don’t appreciate it when it is overly emergent to adapt to needs), but appreciates to be invited in if the frame, purpose and content is understood (depending on the “order and predictability” need in the personality profile). • Too little (or too much) participation from ones immediate manager in development conversations (yearly appraisal too focused on here-and-now assignments). • Too little participation from senior management in project presentation (it does matter a lot, who and how many show up – and is a fair process).
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