

**UFHRD24**

**Lisboa**

**Creativity in digital  
coaching education:  
a collective auto-  
ethnographic  
approach**

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# Who we are and why this study

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- 3 coach educators
- ILM level 5 and 7 programmes in coaching and mentoring
- Online and hybrid delivery
  
- Follow-up of a small-scale quantitative study on digital coaching education:

*Playfulness and creative approaches embedded in DC education positively impact the self-awareness, self-reflection, and self-confidence of the students (Mangion-Thornley, 2023)*

# Digital coaching (DC)

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**A myriad of definitions, but distinct from AI coaching:**

*“A digital-technology-enabled, synchronous conversation between a human coach and a human coachee” (Diller & Passmore, 2023: 1)*

**Commonly used in health care and therapeutic interventions:**

- Eating disorders (Bedrosian et. al, 2011)
- Behavioural change for Type-2 diabetes (Gershkowitz, et al., 2021)
- Motivation of young elderly people for physical activity (Kettunen, et al., 2022)
- Psychology and personality change (Allemand & Flückiger, 2022; Olaru, et al., 2024)

# Digital coaching in organisations

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**Fast growth** predicted in the long term (ICF, 2021)

## **Effectiveness, impact-focused empirical studies and publications**

- In teacher's education and personal development (Zimmer & Matthews, 2022)
- Tools and techniques (Isaacson, S., 2021; Passmore, J. et al. 2024, in print)
- Digital team coaching: Recipients' perceptions of a digital-based intervention that combines social network visualization and team coaching to enhance team communication (Giusino, D., et. al. 2023)

**Few empirical studies** about online coach training (Clutterbuck, 2022; Passmore & Woodward, 2023; Passmore, 2023)

# Digital coaching education

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**Wake-up call:**

**How have coach educators adapted their approach?**

**What are the effective strategies for developing a quality learning environment?**

# Creative approaches in coaching

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- Emerged in the coaching literature in the past decade (Gash, 2019; Turner, 2020, 2022, 2023; Turner & Norris, 2022; Clutterbuck, 2023, Wheeler and Leyman, 2023)
- Use and re-interpretation of the use of mediating objects, music or art to facilitate rapport building and support authenticity in the coaching relationship
- Relevant to coaching education considering the importance of developing authenticity in coaching style and practice (Bachkirova, 2016)
- **Rogers and Freiberg, *Freedom to Learn* (1970; 1994):** creativity and curiosity as two principles for enabling the learner **to become *'the architect of himself'*** with trust and interpersonal relationship as pivotal to adult learning

# Research questions

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1. What creative tools and techniques can we bring to the digital coaching space to support the learning and development of coaches?
2. What are the effects of creative approaches on coach educators, and on coaching students when used in the digital space?
3. What are the positive outcomes and limitations of creative techniques used in the digital coach education space?
4. What lessons can be learned from this study to inform the future practice of coach educators and coaches working with adult learners and clients online?

# An auto-ethnographic study

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A collective auto-ethnographic approach and participatory, democratic research methodology with emphasis on co-constructing narratives (Karalis, et. al., 2023; Koning & Moore, 2020)

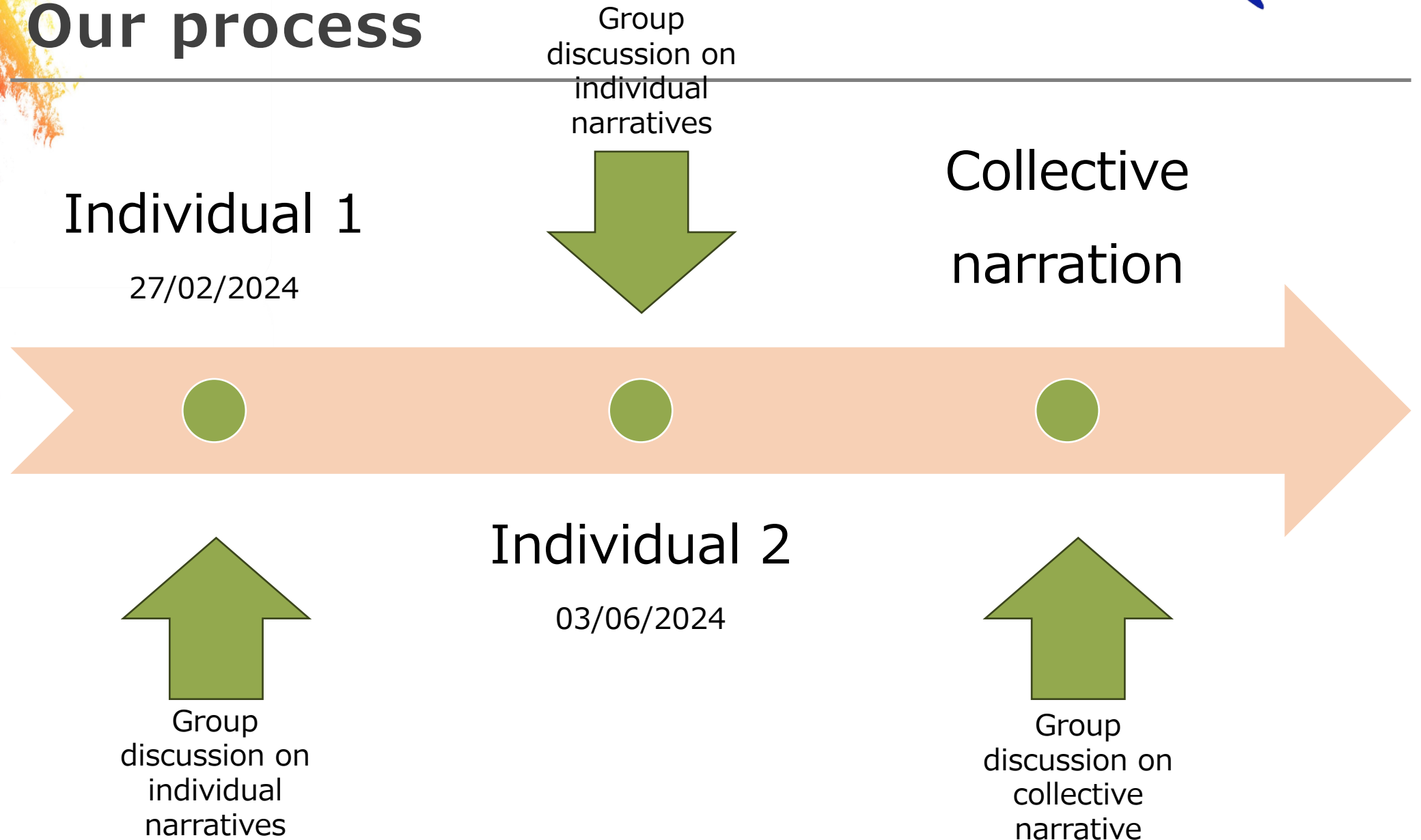
- To explore intersubjectively our experience of engaging with our participants
- To reflect on how we transpose and adapt creative coaching techniques and tools in the digital space; the effect this has on us and on our participants
- Inductive qualitative approach with thematic analysis method to identify any patterns, discrepancies and key themes emerging from the data (Clark & Braun, 2020)



# Dixit cards

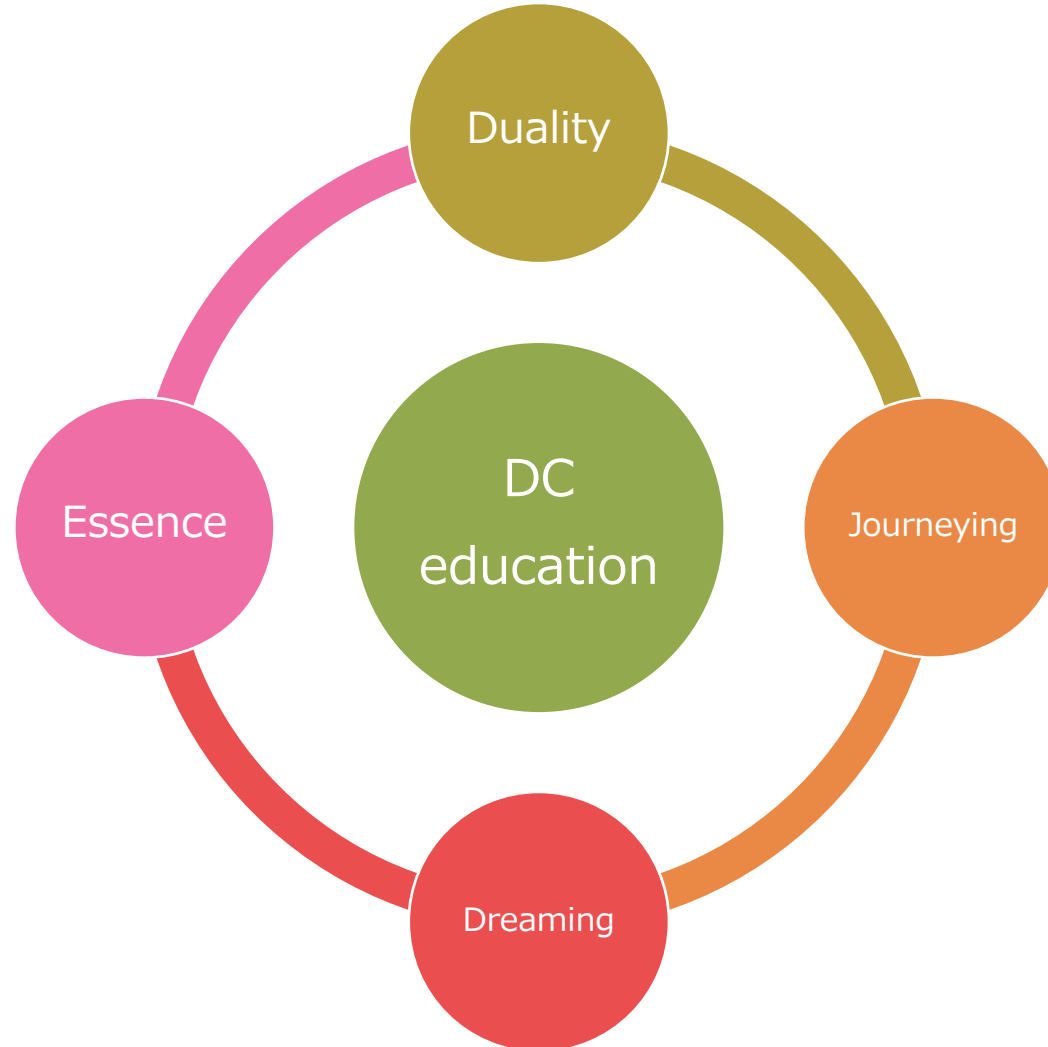


# Our process



# Initial findings

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Thank you for your feedback and ideas!

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