

Efficacy of Training in Solution-Focused Coaching: Process Study of Learners' Progress in Response Choices

by

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A thesis submitted in conformity with the requirements for the degree of Doctor of Philosophy
Graduate Department of Leadership, Higher and Adult Education
OISE, University of Toronto

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Abstract

The aim of this thesis is to study the efficacy of coach training by investigating the changes in practitioners' interactional patterns with their clients as they learn to practice Solution-Focused coaching. The heterogeneous roots of coaching have contributed to highly eclectic theoretical bases, ambiguous definitions, and a lack of process evidence for its efficacy—all of which are shortcomings that this thesis addresses by asking the research question: *What changes in the interactional patterns of a practitioner learning to coach?* To answer this, three video recordings of coaching conversations over the span of their Solution-Focused Coaching Program from three practitioners-in-training (PiT's) are used. Their response patterns are analyzed using descriptive methods of Microanalysis of Face-to-Face Dialogue (MFD) and the Dialogic Orientation Quadrant (DOQ). MFD is used for content analysis of what PiT's and their clients do; DOQ for functional analysis of how their interactions contribute to creating meaning together. The results show a higher rate of formulations—especially in the positive content—in their later sessions as well as a decreased rate of adding their own words over time, which is consistent with previous analytical studies on expert sessions. While the rate of asking questions did not show a consistent change, embedded presuppositions had a markedly consistent orientation toward positive content in later sessions for all PiT's. This study is limited to short excerpts of sample sessions of three PiT's yet contributes to the literature because it is the first to introduce DOQ—a meta-model of

interaction—as a research tool. It is also the first process study to include both MFD and DOQ, and it provides a longitudinal and comparative analysis of PiT skill development. Implications of the study include supporting coaching practitioners and trainers by increasing their empirical understanding of efficacy; inviting researchers in MFD to consider the adoption of DOQ as an operational language of functional analysis; and encouraging the use of DOQ as a tool for various process research, outcome evaluation, and pedagogy of coaching.

Keywords: solution focused; coaching; dialogic orientation quadrant; DOQ; microanalysis; efficacy; coaching pedagogy

Dedication

I dedicate this thesis to:

Dad who taught me the beauty of language;

Mom who taught me the power of languaging;

and

God who afforded me all of me.

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Introduction

Conversation is at the heart of how people co-construct positive changes in and through coaching interactions whether the change involves clarifying their vision or purpose of life, modifying behaviors, or improving processes, just to name a few. This is especially true with an approach like the Solution-Focused (SF) practices that views dialogue as a main tool of its interventions, where interaction between interlocutors is a central concept in how people create meaning together in conversations. In the last few decades, there has been a surge of interest in the positive effects of goal-oriented conversations and coaching (Mihiotis & Argirou, 2016; Pappas & Jerman, 2015; ICF, 2016). Such trends in coaching have led to a proliferation of studies that examine various models, techniques, competencies, outcomes measures, and success rates, often informed by other similar approaches including therapeutic interventions (Bono et al., 2009; Elliott, 2010; Ely, 2010; Fillery-Travis & Collins, 2016; Grant, 2013, 2014).

Multiple studies of the past two decades have provided important information on the factors that contribute to successful outcomes of coaching, yet there has been little research or agreement on the precise nature of how meaning is informed and transformed through such types of conversation (Bachkirova et al., 2015). Studying the process of collaborative meaning-making in coaching is significant not only for an understanding of its efficacy, but also for its pedagogical implications for those who are training to become a practitioner. Countless attempts had been made to study the process from diverse perspectives and other well-established disciplines such as communication research that recognizes the interactional patterns as communicative and observable (Bavelas et al., 1997, 2000, 2002, 2012, 2016, 2017; Beach, 2012; De Jong et al., 2013a, 2020; Peräkylä, 2012; Phillips, 2017; Schegloff, 1992). Our understanding of how coaching works, however, remains inconclusive.

Aims and Foci of this Thesis

The aim of this thesis is to study the efficacy of coach training by investigating the changes in practitioners' interactional patterns with their clients, if any, as they learn to practice SF coaching. I take on a stance of studying coaching as an *intentional, integrated, and interactional* activity between coach and client as conversation partners. The *intentional* occurrence of coaching conversations assumes that the patterns observed in coaching conversation can be differentiated from everyday conversation. In order to study this, identifying differences and similarities between a layperson without coach training and a trained coach was necessary. To compare a layperson's skill level of coaching to that of a trained coach, I chose the SF coaching program where I teach as a site of observation because the skill level of the learners or practitioner-in-training (PiT) at the beginning of their training would be assumed to be comparable to that of a layperson's skill level, and their skill level later in the program to that of a trained coach. I use the term *learner* and *practitioner-in-training* (PiT) interchangeably throughout this thesis. Using the video recordings of the same learners over time was also useful in analyzing emerging patterns across all learners as well as their individual communication patterns over time. Expert SF practice sessions provided in the existing body of literature were used in this thesis to examine if the learners' skill development over time was consistent with what was demonstrated by the experts of the model. The measure used to assess learners' coaching skill were the quality of responses, mainly the use of questions and responses in their coaching conversation. In this particular focus of the study, learners did show somewhat consistent patterns of skill development in both the orientation and frequency of using questions and formulations that corresponded to the patterns of the experts (see Chapter 5).

The perspective that views conversation as *integrated* is subtle yet significant in this study (see Chapter 2). This perspective assumes that what people say (audible utterances) and what they do (visible acts) in conversation are precisely coordinated as an integrated message, and the role of what is dubbed as body language (visible) is not seen as a separate language from what is being said (audible), but rather considered as adding meaning to what is being said, and vice versa. The significance of this perspective is that client utterances were analyzed using their video data instead of just transcripts, so that their visible acts (gazes, nods, hand and facial gestures etc.) were included in the initial coding as descriptions of what they actually did (e.g., nodded twice or raised eyebrows) rather than interpretive glosses of those behaviors (e.g., ‘They agreed’ or ‘They were surprised’). Describing what actually took place rather than interpreting what we think took place in coaching conversations was a mode of observation strictly ascribed to in this research. More detailed information on this research protocol can be found in Chapter 5.

The *interactional* perspective that I take in this study is also congruent with the *interactional* nature of coaching conversation that usually involves two or more participants *interacting* with one other. This perspective departs from an interpretive tradition in psychology that sees conversation as a sequence of individual behaviors or an internal mental process of either coach or client. Instead, it adheres much closely to the descriptive analytic traditions of communication research subscribing to the social constructionist premises that “social phenomena are, at least to some extent, created in social interaction and that all knowledge is a contingent, socially and historically specific, product of our ways of categorizing the world through meaning-making language” (Phillips, 2018, p. 391). This view is widely accepted and

used in research on communication including the traditions in conversation analysis and discourse analysis.

In studying coaching, then, instead of studying what coach and client say as separate monologues, an interactional stance considers them as a series of meaningful responses, each *interfluencing* the other's subsequent utterances and accumulating shared meaning (Moon, 2020, p. 251). This perspective permeated through this thesis as I considered the interactional effects of the coaching conversation from both participants—what coaching efforts coaches make in their response to clients' utterances, and how those efforts affect clients' next responses. The analysis based on this interactional perspective ventures beyond identifying certain forms of coaching interventions—questions and formulations in this thesis—to a more in-depth examination of their functions in the immediate conversational context. This study shows a clear pattern of clients responding to coach's presuppositions and patterns of coaches responding to client's responses, and the patterns confirmed earlier findings in the Microanalysis of Face-to-Face Dialogue literature (Bavelas, 2012; Bavelas et al., 2000, 2002, 2012, 2014, 2016, 2017; De Jong et al., 2020, Jordan et al., 2013; Korman, 2013; and Tomori & Bavelas, 2007). This idea of coaching as a *socially situated activity* in the immediate context is expanded on in Chapter 1, where I position coaching within a larger historical and contemporary context.

Thesis Structure

Chapter 1 provides contextual background for the thesis and identifies its intended audience and Research Questions. In Chapter 2 Part 1, development of relevant theories for collaborative and interactional view of communication is briefly presented. In Chapter 2 Part 2, MFD is presented as a more specific theoretical framework for studying interactions from a collaborative view; this also informs the methodology section in Chapter 4. In Chapter 3, the

Solution-Focused Approach (SFA) is presented as an interactional context, including its origin, theoretical development, and typical interventions. Chapter 4 provides the methodology with its specific terminology, procedures, and heuristics used, including MFD and the Dialogic Orientation Quadrant (DOQ). Chapter 5 presents the results inductively gathered that correspond to the Research Questions. Finally, Chapter 6 explores the significance and limitation of this study along with further implications for research, practice, and pedagogy of SFA.

Chapter 1

History, Context, and Gaps in Coaching Practice and Research

Brief History of Coaching

First emerging as a means to carry people, like a carriage, in the 1550s, the word *coach* reappears as a slang at Oxford University around 1830 to mean a private tutor who “carries” a student in a metaphorical sense through an exam (Online Etymology Dictionary, n.d.). Modern dictionaries do not vary much from these historical contexts as Merriam-Webster Dictionary defines coach as “a private tutor” or “one who instructs or trains” (Merriam-Webster, n.d.). The field of coaching offers even more definitions and perspectives, and that adds to the confusion of a layperson trying to make sense of who can become a coach, what a coach does, and what coaching is (Hamlin et al., 2009).

Defining coaching seems to be an epistemic activity generating even more definitions, theories, and frameworks as rapidly growing number of coach practitioners apply coaching in a wide spectrum of fields such as sports, business, education, performing arts, relationship, finance, health and wellness, and even in spiritual and religious practices (Yossi & Cox, 2015; Griffo et al., 2019; Wildflower, 2013; Collins et al., 2013; Engel, 2011; Brock, 2018). Each applied site of coaching renders different titles for coaches, for example, vocal coach for music, writing coach for authors, instructional coach for education, or executive coach for business leaders, just to name a few.

Throughout this thesis, I adhere closely to defining coaching as a conversational activity between a coach and a client that focuses on the developmental aspects of the client whether it involves clarifying their visions and purposes, or modifying behaviour patterns, or improving processes and systems. I adopt the definition that emphasizes the importance of language in co-

constructing shared meanings between coach and client. In the following sections, the activity of coaching as a conversational process is contextualized in more detail, first as practice, then as an industry, followed by a view on research dealing with coaching.

Coaching as Practice

The practice of coaching has a much longer tradition than as an industry or a field of research. Some would suggest that coaching as a social process can be traced back to the long tradition of soul guides, mentorship, and psychological help once available through one's social network and communities (Naughton, 2002; Western, 2017; Shoukry & Cox, 2018). Others suggest that coaching as a discipline may reflect the social, political, and philosophical landscape at the time of its emergence and prevalence (Mihiotis & Argirou, 2016; Shoukry & Cox, 2018). For example, humanistic traditions of psychology and other social and philosophical undercurrents that afforded the emergence of the Positive Psychology movement have come to prominence in the discipline of coaching since the 1960s (Seligman & Csikszentmihalyi, 2000; Snyder & McCullough, 2000). Similarly, the unmistakable ethos of the 1960s that precipitated the Human Potential Movement (HPM) gave rise to a wide range of methodologies and formats encouraging self-development, including encounter groups, workshops for personal development, and community living experiments where individuals explored and deconstructed their sense of self and their understandings of social reality systematically (Grant & Cavanagh, 2007). Moreover, situated in the late modern and Western context, coaching could also be seen as meeting a social need resulting from the breakdown of social networks, a combination of "anxiety, ambition and challenges of modern life," (Naughton, 2002, p. 7) and commodifying service that "older generations have once performed for younger generations as a part of the social contract" (Shoukry & Cox, 2018, p. 415). This heterogeneity in roots has led to a highly

eclectic theoretical base that makes coaching ambiguous and difficult to define and evaluate (Bachkirova, 2017; Cox et al., 2014; Greif, 2016b).

Coaching as an Industry

This eclecticism of the HPM and other legacy fields such as psychology, sports, mentoring, and psychotherapy influenced coaching to be conceptually incoherent and methodologically inconsistent groupings of practices (Shoukry & Cox, 2018; Grant & Cavanagh, 2007). Having no barriers to entry, no clearly assigned regulatory bodies for accreditation and qualification, coaching as an industry is only recognized as a discipline rather than a fully developed and distinct profession to date (Fillery-Travis & Collins, 2017; Grant & Cavanagh, 2007). The early development of coaching as the contemporary commercial industry was heavily influenced by what Grant & Cavanagh (2007) calls the *eclectic pragmatic utilization*—do more of whatever seems to work. Growing over the last two decades as an industry with annual projected market value exceeding \$2 billion, coaching is now broadly understood as an activity that “enables adults to become more self-directed in their careers, education, and personal lives” (Pappas & Jerman, 2015, p. 79; ICF, 2016). Although most coaching methods still trace their roots to psychological paradigms and therapeutic models, the coaching industry has diversified in its own theories and practices permeating through various intersectoral and interprofessional boundaries with prolific success (Mihiotis & Argirou, 2016). As a fast-growing new industry with such a broad range of theories, applications, and participants, seeking a sound evidence base proving that *coaching works* became vital not only in establishing its credibility in the organizational arena as a knowledge-based discipline but also attracting and assuring potential buyers in the market (Bachkirova, 2017; Grant, 2013; Myers & Bachkirova, 2018). Perhaps driven by this particular agenda, it is not surprising that the emphasis in research activities since

the 1990s has been on outcome studies, still growing steadily (Grant, 2013; Myers & Bachkirova, 2018; Passmore & Fillery-Travis, 2011).

Research on Coaching

The earliest coaching research dates back to 1937, when Gorby first presented coaching's impact on performance in a manufacturing environment (Gorby, 1937). It is widely accepted as the earliest paper published on coaching and used the term *coaching* interchangeably with *training* when describing how older employees coaching newer employees yielded increased performance and profit. Only a handful of publications that were explicitly framed as studies of coaching emerged in the three decades following Gorby's work. These mainly presented case studies. Examples include the following: coaching's impact on sales training (Bigelow, 1938); enhancing the manager's interpersonal skills through manager-as-coach training (Mold, 1951); follow-up coaching to improve performance appraisals (Hayden, 1955); and difficulty in getting managers to coach effectively in organizations (Mahler, 1964). Starting with the first coach-specific doctoral research by Gershman in 1967, more rigorous academic research began to surface in the late 1960s through the 1980s to address internal organizational coaching; yet most of these were discussion articles and not empirical studies (Grant & Cavanagh, 2004). In the 1990s, coaching-related studies both accelerated and diversified in scope, method, and audience. Instead of studying coaching only as an internal organizational intervention, many studies recognized the emergence and impact of professional external coaches on individual and organizational clients. While case studies and discussion papers still dominated the academic literature, in the late 1990s and early 2000s an increasing number of empirical studies appeared, including comparative studies, evaluation data, and large-scale studies of coaching (Grant & Cavanagh, 2004).

Perhaps reflecting this expansion of academic literature in the 1990s to include professional independent coaches who were external to organizations as both a subject of study and an audience for publication, the field of coaching research took on a much more eclectic turn, inclusive of multiple perspectives informed by the coach's *legacy fields*—perspectives and principles held from their previous professions and/or fields of research. While the integration of multiple perspectives was naturally occurring, the demand to delineate coaching from other similar ways of working with people grew so that coaching could be identified as an independent industry. Different groups or schools of coaching developed based on their “preferred paradigm, discourse, and norms,” and started to fill the research literature based on their respective perspectives that inform their practice, defined outcomes, and the presumed factors that made their practices work (Lincoln, 2002; Drake, 2009, p. 23). Many definitions of coaching emerged even as the industry sought to differentiate itself by refusing identification with other fields of practice—therapy, counselling, mentoring, and skill-based training. This heterogeneity of definitions served as both strength and liability as it became difficult to establish agreement about what constituted best ethical and professional practices, what counted as evidence in research, and understanding how it worked (Grant & Cavanagh, 2007).

Contemporary Efforts at Defining Coaching

The challenging task of defining the practice was not only due to the diverse legacy fields of the practitioners and the ethos of the time around its infancy, but also in part due to the intangible and complex nature of what, when, and how changes occur in and through the coaching interactions (Bennett & Bush, 2009; Lai & Palmer, 2019; Greif, 2016a). There were already as many as 37 different definitions of coaching within the literature recognized by the industry by 2008, as identified by Hamlin et al. (2009), and different categories of those

definitions were offered by researchers such as Bachkirova and Kauffman (2009) based on process, purpose, context, and clientele. This subjective and contextual nature of coaching is still widely recognized by researchers and attempts to define coaching continue as even more definitions emerge (Sherman & Freas, 2004; Du Toit, 2014; Garvey, 2011; Gray et al., 2016; Rajasinghe, 2019).

Some of the definitions I highlight here emphasize collaborative, goal-oriented, and relational activities between coach and client because they are highly relevant to this thesis and come from researchers and professional associations. For example, Stober and Grant (2006) defined coaching as follows:

[...] a collaborative and egalitarian relationship between a coach, who is not necessarily a domain-specific specialist, and client, which involves a systematic process that focuses on collaborative goal setting to construct solutions and employ goal attainment process with the aim of fostering the ongoing self-directed learning and personal growth of the client. (p. 357)

Another closely related yet more succinct definition comes from Grant and Cavanagh (2007) as “collaborative, individualized, solution-focused, results oriented, systematic and stretching; it fosters self-directed learning, it should be evidence based and incorporate ethical professional practice” (p. 25). And, as will be seen, the term *solution-focused* included in the second definition is explored in more detail in Chapter 3: Solution-Focused Approach. Passmore and Fillery-Travis (2011) emphasized more specific dialogic acts of a coach in their definition of coaching as “a Socratic-based, future-focused dialogue between a facilitator (Coach) and a participant (Coachee/Client), where the facilitator uses open questions, active listening, summarizing and reflection which are aimed at stimulating the self-awareness and personal

responsibility of the participant” (p. 74). Bachkirova et al. (2009) proposed a broader definition of coaching including its process and benefit as “a human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable and sustainable change for the benefit of the client and potential for other stakeholders” (p. 1). Recently, I (Moon, 2020) proposed a definition that reflects both the dialogic and relational nature of the process while paying attention to the collaborative outcome of coaching as “a dialogic and relational approach to curate clients’ preferred interactions by exploring what might be wanted and identifying existing progress in that direction” (p. 247).

There are other definitions offered by some of the mainstream certifying bodies that reflect some of these qualities defined by the researchers. For example, the Association for Coaching, established in 2002 in the UK, currently defines personal coaching as “a collaborative solution-focused, results-orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee” (Association for Coaching, n.d.). According to the International Coach Federation (ICF), one of the largest organizations established in 1995 based in the US, coaching is currently defined as “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential” (ICF, n.d.). The European Mentoring and Coaching Council (EMCC), founded in 1992 as the Mentoring Coaching Council by several leading experts and academics at the time, including Sir John Whitmore, Julie Hay, and David Clutterbuck, offers “coaching and mentoring is a professionally guided process that inspires clients to maximize their personal and professional potential” as their current definition, combining coaching and mentoring (EMCC, 2018).

Measuring the Efficacy

The challenge of reaching a unifying definition of coaching posed a few significant barriers in establishing coaching as a profession. Such diverse definitions made it difficult to decide what can be collectively agreed upon as common outcomes, clear process and protocol, and what typically counts as relevant evidence for measurement in coaching. Other factors adding to this perplexity could include the confidential nature of coaching interactions and the often-intangible outcomes of coaching interactions— “changes in the thoughts, feelings, intentions or actions of clients that are set in motion by coaching” (Greif, 2016b, p. 570).

According to Grant (2013):

It is clear that the amount and quality of coaching outcome research is increasing and, importantly, applications are becoming more diverse over time. The quality and sophistication of the research is increasing, but it is also clear that there are no standardized or even particularly commonly used measures of coaching efficacy. The indicators of efficacy reviewed here include leadership style, reductions in wastage in manufacturing settings, psychological well-being, employee’s absence due to sickness, personal resilience, workplace well-being, sales performance, safety behaviours on construction sites, ROI, and goal attainment, to name just a few. (p. 32)

This multiplicity of possible and intangible coaching outcomes often gets represented in the form of case studies and individual self-reports in academic outcome literature that still remains disjointed and fragmented, as observed by many researchers (Grant, 2013; Bachkirova, 2015; Greif, 2016a; Bono et al., 2009; Fillery-Travis & Lane, 2006; Grant et al., 2010b; Sherman & Freas, 2004).

This lack of agreed upon “preferred paradigm, discourse, and norms” of the coaching community obfuscated defining theories on which coaches based their practice and researchers assumed as ‘evidence’ for its efficacy (Grant, 2013; Lincoln, 2002; Drake, 2009). The academic pursuit of identifying the key ingredients of coaching efficacy extended to other well-established research in the neighboring fields such as psychotherapy and counseling, where empathy, warmth, and the therapeutic relationship have been identified as showing a higher correlation with client outcome than any specific theoretical orientation or modality of intervention (Lambert & Barley, 2002; Howgego et al., 2003). Borrowing from that literature, some common factors identified as key factors in therapeutic outcome are assumed to be generally applicable and relevant to the process of coaching as well—most notably, the quality of the working alliance between coach and the client (Grant & Cavanagh, 2007; Horvath & Symonds, 1991; Greif, 2016b; De Haan & Page, 2013, De Haan, 2008a, 2008b; Passmore, 2008; Ianiro et al., 2013). This interpersonal interaction between coach and client seems to be “known” to correlate with the outcome, and subsequent studies in coaching emerged that examined what practitioners “do” in session to build that relationship with the client (Greif, 2016b; Bachkirova et al., 2015; Myers & Bachkirova, 2018).

Individual Factors for Successful Outcome. As Greif (2016a) suggests, what is included as the coaching outcome may be both tangible and intangible effects that occur during the session, between coaching sessions, and after the formal coaching engagement ends. Numerous scholars have tried to identify and examine the key individual factors of coach and client for successful coaching outcome. The critical attributes of the effective coach were suggested by many from multiple perspectives, including personality types, key behaviors, and conversational patterns, to name a few (Hall et al., 1999; Kilburg, 1996; Kilburg, 2001; Greif,

2016b). Many of these studies were conducted using self-reports of coaches, client surveys, and a handful of studies using reflection on recorded sessions (Grant, 2013; Greif, 2016b; De Haan, 2008a, 2008b). For example, Hall and colleagues (1999) identified a set of key behaviors of a coach, based on both coach and client feedback, as challenge, listening, reflecting back, and checking back on understanding. Greif (2016b) referred to Geibler (2009) as one of the first to analyze transcripts of complete conversations where they identified the coach's communication patterns as asking questions (30-60%), explaining (30%) or reflection (20%). This study, however, was only available in German. De Haan (2008b) identified common themes of critical moments—where coaches seem to experience struggles with their clients—and focused on how coaches work to overcome those moments, so they become more reflective and informed as practitioners. Similar studies considered the key individual factors of clients that seem to correlate with successful outcomes—gender, learning styles, personality types, motivation to learn, readiness to change, to list just a few. (Reynolds et al., 2002).

Interactional Factors for Successful Outcome. What is particularly useful and relevant to consider for the purpose of this thesis may be an interactional view of what coaches and clients do collaboratively, instead of studying individual behaviors and attributes. There is an increasing emphasis, within the field of research on coaching, on seeing coaching as a social process where coach and client co-construct interpersonal meaning through words and nonverbal acts, yet the focus on the empirical investigation of such a process remains largely interpretive and explanatory (Ely et al., 2010; Myers & Bachkirova, 2018; Ianiro et al., 2013; Shourky & Cox, 2018). Several definitions of 'coaching process' started to emerge in the literature, including that of Bachkirova and Kauffman (2009) which defined it as “what is actually happening in the session, what coach and client do in the process of coaching interaction”

(Bachkirova et al., 2015, p. 432). Passmore and Fillery-Travis (2011) offered a similar observation that the coaching process needs to be considered as the interaction between the coach and client within a single session of coaching and/or across a series of coaching sessions. Myers and Bachkirova (2018) placed even more emphasis on the interaction as they view coaching as a “two-way process between the coach and client rather than a series of actions performed by the coach” (p. 299).

While the scholars increasingly endorse the idea of studying interpersonal interactions, the perplexity of setting the appropriate parameters around interactions between coach and client makes it difficult to provide a unified description of what actually happens (Myers & Bachkirova, 2018; Passmore & Fillery-Travis, 2011; Myers, 2017). This is particularly important when we consider developing a unified theory and common discourses of coaching for both practical and philosophical reasons. It would be useful, for example, for attracting potential users, establishing the practice as a profession, and equipping practitioners with the boundaries of ethics and scope of practice. Despite this crucial importance, the investigation of “how coaching works” has remained under-researched and mostly theoretical while the available research seems over-reliant on the retrospective data of practitioners (Myers, 2017; Smith & Brummel, 2013; Grant et al., 2010; Ianiro et al., 2013). It is important to note that while this pursuit of unified definitions and theories may offer operational convenience often rendered in elementary scientific research traditions, the complex and intricate nature of dialogic conditions and phenomena may require a different set of apparatus that affords multiple legitimacy in defining efficacy.

Example of Existing Process Studies

This lack of robust empirical studies focusing on the process of coaching may be not only due to the lack of common language or usable instruments for measuring or capturing what actually happens in sessions (Bachkirova et al., 2015). As previously mentioned, this could also be due to the multiplicity of perspectives practitioners and researchers bring to their understanding of the active ingredients that make coaching work (Bono et al., 2009). Reflecting this emerging need to study coaching interactions, the number of process studies has recently increased in the coaching literature, yet the scope and focus of the studies seem sporadic and arbitrary. Recognizing this challenge, Greif (2016b) organized many available process studies at the time into five methodologically distinguishable research approaches: (1) self-reports of coaches and clients, (2) micro-analysis by Q-Methodology, (3) methods of behavior observation and interactional process analysis, (4) analyses of transcripts, and (5) reconstruction of the coaches' and clients' subjective theories. In the following section, I highlight a few studies in categories (1) through (4) as they are highly relevant to the development of this thesis.

Relevant Research Example Using Self-Reports. One of the notable studies using self-reports of coach and client was conducted by De Haan (2008) and his colleagues where they carried out a series of studies investigating “critical moments” in the interaction after the session (Day et al., 2008; De Haan, 2008a, 2008b; De Haan et al., 2010; De Haan & Page, 2013). De Haan and colleagues (2010) defined a critical moment as “an exciting, tense, or significant moment” (p. 9) and posed the following question to both experienced and inexperienced coaches: “Describe briefly one *critical moment* (an exciting, tense, or significant moment) with one of your coachees. Think about what was critical in the coaching journey, or a moment when you did not quite know what to do” (De Haan et al., 2010, p. 111).

The studies using critical moments emphasize how these moments are important in building and leveraging relationships with clients in session; they are considered central to the development of coaching skills (De Haan, 2008c). Although this emphasis on the relational aspects of conversational context was welcome in the new genre of coaching research, the overreliance on coaches' one-sided self-report based on their recollection and interpretation of critical moments did not address the collaborative nature of meaning-making in coaching.

Relevant Research Example Using Micro-Analysis by Q-Methodology. Bachkirova et al. (2015) also observed this paucity of empirical and comprehensive frame of reference that may provide common language to conceptualize the collaborative nature of what coach and client do together in session. Establishing a shared frame of reference would make a significant contribution for coaches to “conceive of and describe their own coaching processes” not limited to success factors, critical moments, or individual attributes and characteristics of the coach or the client (Bachkirova et al., 2015, p. 432). Responding to this particular need in the literature, Bachkirova and colleagues (2015) used an instrument they developed, *The Coaching Process Q-set*, consisting of eighty statements (Q-items) describing various aspects of coaching interaction. Participating coaches in the study were from diverse cultures, modalities and experience, and they were asked to imagine one of their own typical mid-engagement sessions as their basis for sorting the Q-items into three categories: characteristic, uncharacteristic, and neutral.

This particular study aimed to provide common discourse for describing the coaching process of the whole session as a unit of analysis, rather than seeing coaching as an accumulation of critical moments as De Haan (2008c) posed earlier. This study, however, not only relied on the coach's self-report, but it also based its analysis on the imagined coaching sessions, rather than an actual interaction between coach and client, whether live or recorded. This particular

study is relevant to the current thesis as an attempt to provide a heuristic of interaction that provides common language. The study also introduced the term *micro-analysis*, although the definition and application differ significantly from the method that I am using for this thesis, as described in the methodology section.

Relevant Research Example Using Behavior Observation and Process Analysis.

Reflecting this emerging need to study actual interactions, several studies also emerged involving behavior observations of actual interactional processes, instead of relying on retrospective reflections and self-reports. For example, Greif et al. (2010) developed an observational manual for rating coach behaviors based on Greif's earlier work (Greif, 2008; Greif et al., 2010) on the integrative theory of results-oriented coaching. They proposed a range of critical success factors in coaching based on the coach's behavior; namely, seven success factors of coach behavior, such as: appreciation and emotional support for the client, result-oriented problem reflection, results-oriented self-reflection, reflection and calibration of affects, clarification of goals, resource activation, and support of transfer into practice (Greif et al., 2010; Greif, 2016b). Observers participating in the study were trained to rate coach behaviors on video recordings of coaching interactions using the predetermined behaviors or coaching competencies listed in the observation manual.

The study attempted to suggest a possible correlation between particular coach behaviors and specific coaching outcomes (Greif, 2010). The relevance of this study to the current thesis could be that it is one of the first coaching process studies that considered an observation of a recorded interaction instead of relying on retrospective data. Yet, the strength of this study may suffer from its own limitations, given that it predetermines success factors in coaching—a stance with which other coaching researchers might not generally agree (De Haan, 2008c; Bachkirova

et al., 2015). While it involved observing actual interactions rather than an imagined or recalled session like the other studies, what was evaluated by the manual was mostly coach behaviours and interpretations of those behaviors rather than a description of the interaction as a dyadic process that acknowledges the role of the client (Bachkirova et al, 2015; Greif, 2010; Ianiro et al., 2013). The research design also assumed that all observers render accurate and consistent evaluations of a coach's intentions. However, this assumption may be vulnerable to the well-documented observer bias, *the Rashomon effect*, in related literature on psychotherapy, which questions the accuracy and relevance of the information provided by observers who were not part of the collaborative meaning-making (Myers & Bachkirova, 2020).

The importance of studying the interaction as a dyadic process was further emphasized in the study conducted by Ianiro et al. (2013) where they analyzed videotaped interactions of coach-client conversation. This was one of the first to study the dynamic qualities of interpersonal behavior of both client and coach engaged in coaching conversation (Ianiro et al., 2013; Ianiro et al., 2015). Those interpersonal behaviors exhibited by coach and client were coded using dimensions of dominance and affiliation in the hopes of identifying specific variables associated with effective outcomes of coaching (Hardy & Llewelyn, 2015). The two dimensions, dominance and affiliation, were represented as a circumplex model where the dominance spectrum ran vertically from top (*dominance*) to bottom (*submissive*) and the affiliation spectrum intersecting horizontally from left (*hostile*) to right (*friendly*) with the *neutral* right at the center of the model. This circumplex model yielded nine possible combinations: *submissive-friendly*, *submissive-neutral*, *submissive-hostile*, *neutral-friendly*, *neutral-neutral*, *neutral-hostile*, *dominant-friendly*, *dominant-neutral*, and *dominant-hostile* (Ianiro et al., 2015).

This study is relevant to the current thesis as it involved making observations of interactions that considered both coach and client. Similar to Greif et al. (2010), this study aimed to identify specific interpersonal behaviors of the coach that correlate with successful outcomes of coaching conversations, and both studies heavily relied on the external assessor or trained raters to make interpretations of their observations using a pre-selected behavioral index. The majority of analyses centered around nonverbal behaviors of both coach and client, and the verbal exchange was not recorded or considered for the analysis. As mentioned earlier, the limitation of the study also includes the fact that the raters' biases may obscure what actually takes place in a coaching session, and the behaviors were interpreted as individual expressions, rather than seen as an integrated message with verbal expressions in response to the other's utterances.

Closing the Gap

The current state of process research may have advanced slightly from what Elliott (2010) likened to a black box of the change process where only input and output are looked at (p. 124). Yet it still echoes Hardy and Llewelyn's (2015) observation in psychotherapy process research that "despite many thousands of studies, few variables have been found to consistently predict outcome across most therapists" (p. 187) and what seem to be the most robust findings are the quality of the therapeutic relationship and the quality of client participation, confirming the findings from the common factor studies mentioned earlier. These generally inconclusive results of process-outcome research may be due to a range of methodological challenges mentioned above, such as lack of agreed upon definitions of outcomes; inconsistent measurement indices of such outcomes; difficulty confirming internal validity; inevitable observer biases; and epistemological incoherence, to name just a few.

In this thesis, I take an overall stance that meaning-making is seen as a *socially situated activity* between the interlocutors—coach and client in this case. The *social* aspect of the interaction includes the sequential and even consequential nature of each interlocutor’s communicative actions. One’s communicative actions—both visible and audible—respond to and elicit responses from each other. The social functions of verbal (e.g., spoken words) and nonverbal behaviors (facial expressions, hand gestures, head movement, gaze patterns, etc.) exchanged between the interlocutors should be considered as integrated and *interactional* rather than separate individual behaviors. Most of the aforementioned studies that examined individual behaviors or attributes of either coach or client would be considered inadequate or even inappropriate for studying this social aspect of the interaction.

The *situated* aspect of the meaning-making process in coaching conversations assumes the importance of the *contextualized knowing* between the interlocutors. They collaborate to construct their immediate dialogic context in which mutual understandings are calibrated and accumulated over time. Each context is unique to the interlocutors involved at the time of the collaborative construction, yet most process research considers either imagined or recalled sessions outside of that immediate context using prescriptive indices, retrospective reports, and external assessors who were not part of the process. The “critical moments” by De Haan (2008a, 2008b), the “Coaching Process Q-set” by Bachkirova et al. (2015), the “observational manual” by Greif and colleagues (2010), and “dominance and affiliation circumplex model” by Ianiro et al. (2015) employed one or more of those measures and methods to study the coaching process and contributed to the inconclusive results on identifying correlational factors. What may be more useful in studying situated meaning would be methods that are emergent and inductive, rather than prescriptive and deductive about the success factors.

The *activity* aspect of such collaborative processes suggests the need to consider one's audible (verbal) and visible (nonverbal) acts as integrated messaging rather than separate channels of different meanings. Limiting the scope to just spoken words (e.g., a type of transcript analyses) or behaviors (e.g., gestures) may yield incomplete information that might be potentially misleading. As sampled above, most of the process studies in the coaching literature still rely on 'what we think took place' rather than 'what actually took place', and that gap even widens as they involve external raters and assessors in the process. To study the complex web of communicative activities that are both integrated and interrelated, it is therefore preferable to use descriptive methods (what actually took place) rather than interpretive ones (what we think took place).

The need for a comprehensive and detailed metamodel or meta-framework to study coaching as interaction has been raised by several scholars in the field of research on coaching over the years (Grant, 2013; Bachkirova et al., 2015). Despite several renditions of models, manuals, and methods, there appears to be a lack of literature offering empirical investigation that views coaching conversation from an interactional, descriptive, and inductive perspective. This emerging need led me to construct a potential metamodel, DOQ, as a heuristic of interaction that can be used for process research, outcome evaluation, and coaching pedagogy. This pursuit of *what works*, *how it works*, and possibly *how we know that it works* answers critical questions of how one learns to be more competent in their craft of coaching, and this dissertation aims to unravel some of the mysteries surrounding how learners (practitioner-in-training) develop their skills over time, with the Solution-Focused Practice as their specific modality. This is the first study to undertake a longitudinal and comparative analysis of learner's skill development using a simple heuristic of interaction called the DOQ informed by MFD. As such, it is an exploratory

study that considers only the part of a co-constructive process, namely coach's responses to client's utterances. It is hoped that this research will make an original contribution in the field of Solution-Focused practices and Microanalysis, especially addressing the following audiences: those who are learning and teaching Solution-Focused Practice; coach practitioners and researchers who would like to examine the efficacy of their modality; and researchers using the MFD wanting to use a simple heuristic of interaction to operationalize the concepts in MFD.

Research Context

Situating the Researcher

The genesis of this thesis can be traced back to the time I began working in workplace learning over twenty years ago in the non-profit sector. I have since continued my career in leadership development and management training in the public, higher education, healthcare, and corporate sectors. In the last twenty years, I have noticed a pervasive and increasing demand for continuing professional education in the workplace and, regardless of sector, the insistence that such training be shorter, bite-sized, and readily applicable on the job as available resources became scarcer. Terms like *just-in-time training*, borrowed from the manufacturing industry, entered the workplace learning space I occupied, and the expected role of a workplace educator had to shift accordingly.

Along with the rapid advancement in technology that allowed people to access information remotely and on-demand, the priority of adult education shifted from advocating for access to information to managing excess information. The traditional roles of *knowledge creation* and *knowledge dissemination* became increasingly and rapidly mass-produced and automated, and my role increasingly became that of *knowledge curator*. With that shift, I became

interested in how people learn what they learn—the *process* of learning—and how we teach people to become better learners—the *outcome* of teaching.

While I was in my master’s program in Adult Education and Community Development, I encountered Solution-Focused practice in the context of coaching and coach training. Coaching began to appear in the Adult Education literature as a form of transformative education in its practice of dialogue-based "knowing" where one develops certain self-awareness through articulation and reflection. My personal experience of working with adult clients who seem to make useful changes in their life in a relatively short period of time just by having a coaching conversation provoked my curiosity even further about the process of learning and the outcome of teaching.

Situating Solution-Focused Approach (SFA) in the Field of Coaching

Often understood as an activity that “enables adults to become more self-directed in their careers, education, and personal lives” (Pappas & Jerman, 2015, p. 79), coaching has become an industry with an annual projected global market value exceeding \$2 billion, according to a 2016 International Coach Federation (ICF, 2016) survey. Although most coaching methods trace their roots to psychological paradigms and therapeutic models, the coaching industry has diversified in its own theory and practice permeating through various intersectoral and interprofessional boundaries with prolific success (Mihiotis & Argirou, 2016).

The Solution-Focused Approach (SFA) originates from family therapy practice and therapeutic traditions, with its basic tenets transferable to the field of coaching without much difficulty. There are a large number of published studies (Grant, 2012; Grant & Cavanagh, 2014; Grant & Gerrard, 2020; Grant & O’Connor, 2010; Iveson et al., 2012) that position SFA as a coaching modality. In some cases, the original name “Solution-Focused” was used in outcome

studies as a generic impression for coaching interactions. A flood of such outcome studies and case studies using ROI (return on investment) soon filled the business literature to provide the much-needed evidence to answer one of the core questions for the field: *does coaching work?* Yet, as Grant et al. (2010b) noted, the surging growth for coaching also called for perpetual attempts to add academic rigor and credibility to situate coaching, an unregulated profession, as an evidence-based practice (Drake, 2008; Grant & Cavanagh, 2004; Grant et al., 2010b).

For me, an adult educator who works as a coach and teaches coaching in multiple sectors, being able to cite these outcome studies and business cases may be important for attracting and persuading potential clients and participants. Yet other core questions remain unaddressed in coaching research that require process studies: (1) What works? (2) How does it work? (3) Why does it work? (4) How well does it work? (5) How do we know it works? (6) When and with whom does it work? And (7) What might work better? (Drake, 2008, p. 22).

Situating the Research

In this study, I pay close attention to one of those processes: how learners' communication patterns emerge and change as they learn Solution-Focused practice, especially in a coach training context. In studying how dialogic interactions happen and function, especially in the genre of co-constructing meaning, one needs to determine a perspective to see the phenomenon through. The stance I am taking in studying co-construction of meaning—how it is established or negotiated or transformed in dialogue—is that of an interactional and post-structural perspective (e.g., audible and visible utterances and their interactional functions), instead of an intrapersonal or structural standpoint (e.g., cognition, motivation, and other psychological constructs). McGee (1999) posed a similar stance with his inquiry: *How do therapeutic questions work?* They inductively observed and analyzed therapeutic questions from

an interactional and functional standpoint, and he was able to demonstrate how presuppositions embedded in questions contribute to co-constructing meaning-making.

MFD is explored in this research as MFD assists one to observe the moment-by-moment interactions by using video recordings and the analytic software ELAN (Max Planck Institute for Psycholinguistics). Using a method like MFD, the collaborative nature of interlocutors can be made visible for the inductive study of emerging patterns and interactional functions. MFD offers terminology useful for describing visible utterances (facial gestures, gazes, nodding, hand gestures, postures, etc.) as well as audible utterances (timing, content preservation and modification, formulations, questions, back-channels, etc.; Korman et al., 2013). If MFD aids in making the co-construction of meaning visible, it was hypothesized that certain communication patterns could be made observable and comparable to each other. The aim of this study is to build on such data to make learners' progress—their changes in communication patterns—visible.

In pursuit of that, I attempt to extend the current literature that has already adequately answered the question, *does coaching work?* while addressing the other key question crucial for practice and pedagogy, *How does coaching work?* In answering the question, I specifically choose to frame coaching as a dialogic process that is more collaborative, generative and divergent in nature than a diagnostic or problem-solving approach. I address the following questions first: 1) *How do people collaborate to make meaning together (co-construction) in a dialogue?* And 2) *what is the most suitable method of showing how co-construction happens in these dialogues?* The implications of these questions are crucial in informing how we organize learning conditions and content for people who are in training to learn how to facilitate an evocative conversation, as with Solution-Focused approaches. This research may have broader

implications for other modalities of coaching, psychotherapy, counselling, and other dialogic ways of working interactionally.

Research Questions

In the midst of the surging emergence of coach training and modalities, it is becoming increasingly important to examine the gap between what Argyris (1980) would call espoused theories and theories-in-use. In this exploratory study, I paid specific attention to the interactional patterns of practitioners-in-training and how they change over time as they learn to coach using a Solution-Focused approach. I use the term “efficacy” to indicate what progress learners display in their interactional patterns with their clients over time that can be compared to their own sessions, other learners’ sessions, and expert sessions.

The extent and scope of congruence between what practitioners believe they do and what they actually do in their practice can be examined by a rigorous research tool like MFD introduced in this thesis. MFD illustrates different ways to make joint communicative acts visible. The following research questions are informed by current literature on MFD that examines observable interactional patterns and can be used to study how interlocutors “engage, utterance by utterance, in continuous three-step exchanges, which constitute the micro-process of displaying and accumulating mutual understanding” (Bavelas et al., 2017). While much more complex aspects of co-construction of meaning may be made visible by using MFD, I have chosen a few beginning aspects of co-construction of meaning for this particular thesis addressed as one primary and three secondary research questions:

1. When one learns to coach, what changes in their interactional patterns?
 - a) What changes emerge in the way practitioners-in-training respond to their clients’ utterances in the areas of content selection, specifically in formulations (defined

as “a word or phrase in which the practitioner talked about or commented on something the client had said” in Korman et al., 2013)?

- b) What patterns emerge in the way practitioners-in-training respond to their clients, specifically in the use of presuppositions in their questions?
- c) When compared to SF expert sessions, what progress are practitioners-in-training making that is congruent with the expert sessions?

These questions respond to the emerging need in the coaching industry to provide process-oriented research that can be useful in evaluating learners’ progress, examining the fidelity of different dialogic modalities, and informing pedagogical decisions for coaching educators. The overall question of how the interaction patterns change when one learns to coach provides a foundation for secondary questions that focus on the individual learner progress; collective learning pattern, if any, in multiple learners in the program; and congruence of the emerging learning patterns based on the premises of the modality. These research questions offer the most substantial contributions to the field of coaching and its pedagogical considerations.

Chapter 2

In any community, whether in families, workplaces, or public places, communication takes place as a social process of creating, sharing, correcting, and fertilizing ideas, experiences, and expectations. Albeit the way we communicate has evolved significantly in its complexity along with the advancement of technology, most of us still engage face-to-face dialogue on a daily basis. Face-to-face dialogues occur in personal and professional realms of one's existence ranging from informal dinner conversations to formal interviews and examinations, and individuals communicate in private and public settings through writings, speeches, conversations, gestures, and gazes. This ubiquitous nature of communication as a human activity may seem common yet the phenomenon of dialogue remains as a sophisticated object of study. In this chapter, a brief overview of different views of communication and communication research relevant to this thesis is outlined.

Part 1: Theories of Communication

When studying such complex phenomena, researchers both inform and are informed by the perspective that they take on. The perspectives in communication research focusing on the communicative 'process' relevant to this thesis that I consider are collaborative and interactional views that consider dialogue as a cooperative joint activity rather than serial monologues of an autonomous view (Bavelas et al., 2012, 2014; Clark, 1986; Pickering & Garrod, 2021).

Autonomous View of Communication

In 1949 following World War II, an engineer and a mathematical scientist collaboratively published a book with systematic analyses proposing a design to refine and enhance transmission of information and signals with the primary goal to reduce uncertainty, redundancy, and noise (Beach, 2012; Pickering & Garrod, 2021). Known as the Shannon-Weaver model based on their

book, *The Mathematical Theory of Communication*, this view offered a closed-loop system of communication theory where a sender and a receiver transmit messages serially, analogous to a “communication via half-duplex walkie-talkies” (Pickering & Garrod, 2021, p. 72). This sender-focused model viewed communication as a composite of the sender, receiver, message, and environmental factors, and it attempted to measure the functions and effects of each of those *elements*. Subsequent models following this construct offered an “implicitly unilateral” model that viewed a *message* as a container for meaning that is to be delivered as accurately as possible from a speaker to a listener (receiver) (Bavelas et al., 2012, p. 5). Within this model, the role of a speaker was to choose the language that “best conveys their meaning and send it to a receiver” (Bavelas et al., 2014). The role of the receiver, in turn, was to simply comprehend the meaning as the speaker intended. The sender and receiver were presumed to be exchanging a series of monologues in alternating turns regularly and smoothly to deliver the message as intact as possible.

According to researchers in experimental psycholinguistics, this closed-loop model of communication, called the *autonomous* view, dominated the early years of communication studies until eventually discounted as inadequate to explain interpersonal and group communication processes (Bavelas et al., 2014; Beach, 2012; Pickering & Garrod, 2021). As early as the 1960s, a significant shift occurred to move away from such a closed-loop model in communication to an open-system where patterns of interactions function as a feedback-loop (cybernetic system) as represented in *The Pragmatics of Human Communication (1967)* by Watzlawick, Bavelas, and Jackson (Beach, 2012; Watzlawick et al., 2011). Other researchers like Yngve (1970) drew attention to the role of receiver (listener) as an active contributor to their conversation rather than a passive participant. Yngve coined the term ‘back-channel’ to illustrate

such role of a receiver as he observed a conversational phenomenon where addressees provided short meta-communication through a channel back to the originating source, the speaker, through verbal signals such as ‘yes’ or ‘uh-huh’, without taking the speaking turn (Bavelas et al., 2012).

Collaborative View of Communication

Moving away from seeing a listener as a passive recipient of messages in the autonomous view, researchers like Goodwin (1986) offered broader functions of back-channels as *continuers* or *assessors* in dialogue that an addressee provides to the speaker. Those functions illustrate the possibility of a listener influencing—co-narrating—the message from the speaker in dialogue. Clark and his colleagues (1989) also proposed an alternative collaborative theory of dialogue, such that the participants in a dialogue “contribute to the discourse” they are building together through “collective acts performed by the participants working together” and proposed an alternative collaborative theory of dialogue (p. 259). Bavelas et al. (2000) observed such an active role of a listener in their experiments where the listeners in normal conditions responded (either visibly, audibly, or both) to a stranger’s story every 3.5 seconds on average. Bavelas et al. (2002) further distinguished *specific* listener response from *generic* listener responses as all responses “tightly connected to that precise moment in the speaker’s narrative” that goes well beyond simple indications of understanding and actively influence and co-narrate the story being told (p. 569). Bavelas et al. (2014) described this as participants collaborating moment-by-moment, to create shared meanings where the “meaning is created, modified, and sustained by their mutual actions” (p. 5). This collaborative theory challenges a traditional habit of studying individuals and independent elements—message, sender, receiver, and the environment. The assumption that meaning is co-constructed in the interaction further informs what we study in communication. With this view, the focus of studying communication shifted from considering

only individual behaviors to interactional behaviors (collaborative joint actions) between a speaker and an addressee as a basic unit of analysis.

Interactional Views of Communication

The collaborative perspective can be further refined to an interactional perspective when studying communications. What actually happens in the interactions is complex coordination (synchronization) of what you gather through all your “sensory-based modalities” (Birdwhistell, 1963, p. 488) to make sense of the message in the moment. Birdwhistell (1963) proposed one of the earlier observations that communication consisted of “a structural system of significant symbols (from all of the sensorily based modalities) which permit ordered human interaction” (p. 488). Other subsequent scholars describe these multimodal acts of communication as composites (Clark, 1996), ensembles (Kendon, 2004), and integrated message (Bavelas & Chovil, 2000, 2006; Bavelas et al. 2016).

In the collaborative view, the dialogue was viewed as “coordinated joint action between speaker and addressee rather than as autonomous actions by individuals” (Bavelas et al., 2016, p. 136). Bavelas et al. (2016) further refined the integrated messages as “co-occurring audible and visible communicative acts as an integrated whole” that are to be “interpreted in relationship to their immediate conversational context” (p. 134). This interactional view that interlocutors use their words and actions to communicate their experiences, thoughts, opinions, and insights to one another in a dialogue contrast with some other approaches which “implicitly or explicitly, treat all nonverbal behaviours as either redundant with speech or as conveying an entirely different kind of information” (Bavelas et al., 2016; p. 134).

The interactional view avoids attributing one’s communicative actions to unobservable mental or internal processes such as an individual’s cognition, intention, motivation, emotion,

attitude, ability, or personality that may contain internal meaning in itself. Instead, these communicative actions are considered for their functions to create and augment meaning in interaction. Bavelas and Chovil (2006) showed that the “visible co-speech acts” such as specific conversational hand gestures, conversational facial gestures, and mutual gaze contribute to meaning in face-to-face dialogue because they are synchronized with the audible acts (speech) with impeccable timing and meaning. In face-to-face dialogues, gestures such as hand and facial gestures are considered *visible utterances* that contribute both semantic content and pragmatic information about what’s happening in the ongoing interactions to both speaker and addressee as they calibrate their mutual understanding (Kendon, 2004; Bavelas et al., 2016).

What Contributes to Meaning-making?

Co-construction of Meaning

This interactional and collaborative process of meaning-making is referred to as co-construction. It occurs in everyday dialogues and professional settings such as interviews, therapy, coaching, and teaching. The term, co-construction, is also a central concept used in broader theories of social constructionism to refer to the proposal that “people, through their social and language interactions, continually create and rework the meanings that influence their lives” (Bavelas et al., 2014, p. 4; Gergen, 2009). The presumed outcomes of co-construction in this proposal lead to “new subjective meanings, understanding, realities of everyday life, knowledge, narrative realities that reflect power relations, the self, and many other broad categories of meaning” yet the description of the co-construction process in the literature has largely remained interpretive (Bavelas et al., 2014, p. 4). The role of language in how interlocutors collaboratively co-construct meaning in their dialogue has been suggested by many authors, yet the majority of literature had remained only as a conceptual framework until

recently. In Part 3 of this chapter, recent development of various empirical studies documenting the moment-by-moment processes is addressed more in detail.

The Significance of Co-constructing

The significance of co-constructing in a therapeutic situation was highlighted by Steve de Shazer and his colleagues at the Brief Family Therapy Centre. By the mid-1980s, they had formulated techniques of building solutions collaboratively with clients rather than to solve problems (Bavelas et al., 2014). How clients re-organize their language in their description of self and their situation became the focal interest of their iterative process. They emphasized that language interaction is the main process of therapy where interlocutors collaborate with each other in creating shared meaning in therapy. Bavelas and her colleagues (2014) further demonstrated the significance of the interlocutors interacting and negotiating feedback in a moment-by-moment grounding process as an example of “co-construction as an activity”, not an abstraction, of meaning-making (Bavelas et al., 2014, p. 5).

Role of a Listener

If the meanings of words are shaped in interactions, how do interlocutors do that together? What is the difference between a listener in dialogue and an audience member as a listener? In the autonomous view, more emphasis is placed on individual behavior and the cognitive processes instead of interactions. This line of research may not differentiate listeners in a dialogue from passive overhearers with no influence on the speaker. In a collaborative view, the listeners in a dialogue are called addressee, and are considered fundamentally different as “the unique individual who the speaker is addressing and for whom the speaker is shaping what he or she says” (Schober & Clark, 1989, p. 211). The addressee actively and rightfully responds to the speaker moment-by-moment influencing how the speaker says what they say. Bavelas et

al. (2000a) positioned the listener as co-narrators as they provide continuous feedback—both specific and generic—to the speaker as a tool to co-construct meaning in their immediate social context.

Role of Language in Meaning-Making

Instead of assuming the essential and stable meaning contained in words, this interactional stance offers a post-structural view of language that suggests the meanings of words are shaped and identified within particular interactional contexts. This view emphasizes that “the meaning of words occurs at the surface level of conversation and are [sic] knowable through social interaction and negotiation” (de Shazer, 1991, p. 45). de Shazer (1991) paid close attention to how words work in therapy and suggested that “we need to look at how we have ordered the world in our language and how our language has ordered our world” (p. 9) to allude to how our words and worlds confluence in dialogue. They called this post-structural stance “interactional constructivism” (de Shazer, 1991, p. 48).

Alternative View on Language - Post-Structural View

In that sense, de Shazer (1991) offered an alternative view of language in the context of therapeutic dialogue in which “the participants’ social interaction determines the meaning of the words they are using” (Bavelas et al., 2014):

We have come to see that the meaning arrived at in a therapeutic conversation are [sic] developed through a process more like negotiation than the development of understanding or an uncovering of what it is that is “really” going on. (Berg & de Shazer, 1993, p. 7)

The structural view of language considers the words used in a conversation as representations of what is really going on underneath (Bavelas et al., 2014, p. 3). In this view, the role of a practitioner within this view is to discover the “true meaning” that any word contains through their “expert assessments and evaluations” of the presumed intrapsychic processes of clients

(Bavelas et al., 2014, p. 3). The words used in a conversation such as “depression” are believed to underlie and contain “essential, knowable meanings” that are stable and discoverable (Bavelas et al., 2014, p. 3). This view has been the traditional and dominant approach in studying the role of language in co-construction of meaning.

The post-structural perspective of Berg and de Shazer sharply contrasts with the structural view of the language that privileges positivist and interpretive ways of how language works. Instead of considering language as a container of meaning, Berg and de Shazer took more interest in the functional role of language in co-constructing meaning by interlocutors. In the following section, various tools of co-construction enacted by interlocutors in interaction are briefly introduced.

Tools of Co-Construction

The interlocutors in their interaction collaboratively (*co*) build (*construct*) mutual meanings together. Some of the communicative tools for such co-construction include questions, formulations, grounding, gazes, gestures, and more. As De Jong et al. (2013a) argues, knowing not only what they actually do but also how co-construction happens assists practitioners, trainers and supervisors with “practical insights into specific choices they could make deliberately” (p. 18) in their conversations to orient their clients in more useful directions.

The most documented tool of all may be questions, especially therapeutic questions used in a professionalized setting such as therapy, coaching, and counselling. A question orients, constraints, and illuminates the recipient to “answer within a framework of presuppositions set by the question” (McGee et al., 2005, p. 371), contributing to the co-construction as the answerer first needs to accept the presupposition as a shared perspective. Questions in a dialogue are more than an information-gathering tool in this sense, and the act of posing the question itself may be

intervention as it suggests intentional and alternative possibilities (McGee et al., 2005). Studying how questions with therapeutic intent work in these professionalized settings can be a very useful tool to provide pedagogical insights and practice-based evidence to practitioners, and MFD may be an empirical approach to studying social construction.

Another tool of co-construction intimately relevant to this thesis is formulations, defined as “a word or phrase in which the [practitioner] talked about or commented on something the client had said” (Korman et al., 2013, p. 37). When first introduced by Garfinkel and Sacks (1970, p. 350) as a common feature of conversations, formulation entailed interlocutor’s communicative action in conversation “to explain it, or characterize it, or explicate, or translate, or summarize, or furnish the gist of it, or take note of its accordance with rules, or remark on its departure from rules” (p. 350), and it was observed as an “account-able phenomenon” (p. 351) that is performed by interlocutors; and can be observable. Garfinkel and Sacks included one of the key features of formulations as “a phase of an interactional enterprise” (p. 352) in this first article, and this idea was further expanded by scholars like Heritage and Watson (1980) who pointed out the crucial role of formulating as “a means for the collaborative assembly, maintenance, and transformation of the sense of sections of talk” (p. 159). The role of formulations in therapeutic conversations like coaching or psychotherapy has been established since as one of the principal tools of co-construction that “inevitably transforms the original utterance” and “influence[s] the version of the client and the client’s situation” in and through their conversations (Bavelas et al., 2013, p. 39).

Part 2: Collaborative and Interactional View on Face-to-Face Dialogue

One can easily observe and experience how we organize our worlds with words and how the worlds organize our words - in everyday interactions in families, at work, at school, on the street, at marketplaces, and so forth. Levinson (1983) described these ordinary conversations as “the prototypic speech act” (p. 284) that represents an archetypal pattern of how people socialize using language (Bavelas et al., 1997). Despite its ubiquitous nature, or perhaps because of its ubiquitous nature, these ordinary conversations had been comparatively underrepresented in communication theories until the late 80s that seem to privilege more formal prototypes, such as “written language (the linguistic tradition), public speaking (the rhetorical tradition) or electronically mediated communication (the information transmission tradition)” (Bavelas et al., 1997, p. 6). A call to become aware of and adapt ordinary conversation or discourses to be a potential site for communication research using “naturalistic” approaches was a critical invitation for communication scholars in the 70s (Beach, 2012; Litton-Hawes, 1977; Schegloff, 1992). Various research methods with this collaborative and interactional perspective were initiated and established including conversation analysis traditions and discourse analysis traditions.

Unique Features of Face-to-Face Dialogue

Many of these ordinary, everyday conversations occur as face-to-face dialogue, and communication and language scholars have considered it “the fundamental site of language use” (Clark & Wilkes-Gibbs, 1986, p. 1). Then, what are the unique features of face-to-face dialogue when compared to other forms of human communication? One of the first patterns that emerged in inductive studies that began in the 1980s was the predominant socializing function of both audible and visible acts of interlocutors. Even in a situation where they are not in active dialogue but in presence of the other in the same room, it was recorded that people were more likely to

respond in a way that would be socially appropriate in the presence of others or knowing they are seen by the other. For example, when they observe others hammer their thumb instead of a nail or get hurt by dropping something on their foot, they are more likely to mimic the pain response when they are seen by others. This “curious phenomenon of motor mimicry” was once considered “a riddle in social psychology” by most theorists (Allport, 1968, p. 30, as cited in Bavelas et al., 2016). The extent and duration of the motor mimicry happened more likely when the other person would see it, suggesting that this is more likely to be a communicative action more than a simple “involuntary emphatic reflex” (Bavelas et al., 2016). This “kaleidoscope of mimetic expressions” (p. 129) was both extremely rapid and highly social that the response was precisely sensitive to the other person in that specific situation. This attention to the communicative actions that are visible in social situations may inform an important metatheoretical and methodological decision a communication researcher needs to make in their study.

According to Clark (1996), some of the unique features of spontaneous face-to-face dialogue include the following (pp. 9-10):

1. Co-presence: both participants are in the same physical environment.
2. Visibility: They can see each other.
3. Audibility: They can hear each other.
4. Instantaneity: They see and hear each other with no perceptible delay.
5. Evanescence: The medium does not preserve their signals, which fade rapidly.
6. Recordlessness: Their actions leave no record or artifact.
7. Simultaneity: Both participants can produce and receive at once and simultaneously.

8. Extemporaneity: They formulate and carry out their actions spontaneously, in real time.
9. Self-determination: Each participant determines his or her own actions (vs. Scripted).
10. Self-expression: The participants engage in actions as themselves (vs. Roles).

These features may augment and accentuate how interlocutors collaborate in a meaningful way with a pattern of reciprocity by using multimodal acts of communication, and it may apply to all face-to-face dialogues regardless of where the dialogue is located—in a lab or in real-life (Bavelas et al., 2002, 2016, 2017). The topic of studying dialogue as a naturally occurring interaction in everyday situations or in a lab may inform methodological decisions in communication research. More detailed comparison can be found on page 46 of this thesis.

Studying Dialogue from a Collaborative Perspective

Evolving from the autonomous view that privileges individual actions and inferred mental processes commonly seen in intrapsychic models, the collaborative view sees the interaction as the primary site of meaning-making and mutual understanding that can be observed and described. What and how interlocutors do and say in their interactions have significant influence in co-constructing meaning in the immediate context. Such co-construction has been theorized as an abstracted phenomenon in some other relevant and popular literature such as social construction (Bavelas et al., 2014). Some of the contrasting perspectives between individual model and collaborative model are illustrated in the following table:

Table 2.1

Three Pairs of Contrasting Perspectives (Different Perspectives, handout)

Individual model	Collaborative Model
Inferred mental processes	Observable communicative behaviours
How is the client or therapist thinking or feeling? (e.g., motivations, emotions, intentions, perceptions, cognitions) “The client was feeling defensive.” “The therapist was trying to encourage the client.”	What is the client or therapist doing and saying? (e.g., words, gaze, facial displays, gestures, posture) “The client qualified everything he said.” “The therapist smiled a lot.”
Global Impressions	Specific Moments
What are your global impressions? (e.g., summarizing the session, client, therapist using only a few words) “That was a difficult client.” “That was a typical SFBT (<i>Solution-Focused Brief Therapy</i>) session.”	Specific instances of behaviours (e.g., what the client or therapist is doing or saying at a particular moment) “The client said that “There are no miracles”. The therapist started by asking “what would have to happen today so that later you might say it was worthwhile to come here?”
Individual Behaviours	Interactive Behaviours
Individual behaviours (without reference to other’s behaviours) (e.g., counting questions, gaze, type of talk, or frequency of talking) “The client emailed only twice.” “The therapist used more questions than interpretations.”	Interactive behaviours (with reference to others’ behaviours) (e.g., responses to questions, timing of gaze, timing of talk) “When the therapist complimented her, the client looked up and smiled shyly.” “When the client talked about problems, the therapist asked about exceptions.”

Note. Adapted from “Different Perspectives” in *Microanalysis of Face-to-Face Dialogue training* as a class handout by Janet Bavelas (2014).

The collaborative theory of dialogue communication scholars like Clark sees dialogue as a joint action between interlocutors to produce mutual understanding in and through their conversations. In Clark’s (1996) collaborative theory, “speakers and their addressees go beyond... autonomous actions and collaborate with each other moment by moment to try to ensure that what is said is also understood” (Schober and Clark, 1989, p. 211). In Garrod and

Pickering's (2008) theory of interactive alignment, interlocutors work together (joint action) to "establish aligned representations of what they are talking about" (p. 301). Even more radically, Roberts and Bavelas (1996) proposed that "the meaning of an utterance depends on both the speaker and addressee; it exists only 'in' their interaction" (p. 138). This collaborative view is commonly adopted and shared by many research approaches, such as Conversation Analysis (CA) and a range of Discourse Analysis (DA) methods including MFD, which view language as "a form of social action that actively generates knowledge, identities, and social relations" (Phillips, 2018, p. 392).

Factors to Consider in Studying Communications in this Thesis

This study was designed with a purpose of measuring the learning efficacy of practitioners' progress by reviewing video recordings of their coaching conversation (face-to-face) with the categories well documented in communication research—formulations, questions, and other lexical choices—as indicators of change. It required inductive research methods that can analyze and compare the social, functional, and moment-by-moment interactional process of practitioners in coach training. Both CA and DA could be considered for the initial criteria as they both offer "qualitative analyses of the functional and sense-making properties of language" in the interlocutors' moment-by-moment collaboration (Wooffitt, 2005, p. 71). Yet there are a few defining and differentiating factors in this study design that may favour one over the other. In the following section, I included a brief overview of the decision-making criteria for the purpose of this study.

Comparing Conversation Analysis (CA) and Discourse Analysis (DA)

CA was developed initially out of a broad inquiry by sociologists in the 1960s, mostly Harvey Sacks and his colleagues, Emanuel Schegloff and Gail Jefferson, with insistence on close

observation of what people actually do in naturally occurring interactions in ordinary circumstances (Beach, 2012; Drew, 2005; Wooffitt, 2005). In that sense, CA is a resolutely empirical method that places the principal priority on direct observation of the practice with an aim to discover and explicate how interlocutors produce and understand social action through language (Drew, 2005; Wooffitt, 2005). CA research examines how participants manage and make sense of the moment-by-moment unfolding of interaction by discovering sequential patterns of interaction, and it aims to explicate the coordinated activities, normative expectations and assumptions of interlocutors participating in the production of those sequences (Wooffitt, 2005). While intentional emphasis was placed on observing interactions that are naturally occurring in everyday situations, this scope has expanded over the years to include both ordinary and institutional conduct (e.g., coaching conversations occurring in a classroom setting) making other CA-informed studies available in diverse sites of interactions including courts, hospitals, and therapy (Drew, 2004; Schegloff, 1992; Peräkylä, 2012). CA often involves audio recordings as primary data assisted by highly detailed transcripts while video recordings may be used for different purposes where necessary or appropriate (Phillips, 2018; Wooffitt, 2005). The transcript system in the CA tradition often characterizes the ‘messiness’ of everyday interaction in minute detail to indicate how interlocutors co-produce speech and organize turn-taking (Sacks et al, 1974; Wooffitt, 2005).

DA is an umbrella term that refers to a cluster of methods and approaches to the study of talk or text with a determined attention on the ways discourses work to construct knowledge and constitute hegemonic relations (Bavelas, 2002; Gee & Handford, 2013; Phillips, 2018; Tracy, 2004). It started spreading across many disciplines in the 1980s with “sufficient commonality in terms of metatheory, theory, and research methods across [its] different strands” (Bavelas, 2002;

Phillips, 2018, p. 2; Tracy, 2004; Wooffitt, 2005). One such commonality is the adherence to the social constructionist premise that “social phenomena are, at least to some extent, created in social interaction and that all knowledge is a contingent, socially and historically specific, product of our ways of categorizing the world through meaning-making language” (Phillips, 2018, p. 2). In the DA tradition of research on communication, culture, and society, a functional approach is taken to study language essentially interested in “*who* uses language, *how*, *why* and *when*” rather than for its constituents and their linguistic coordination (van Dijk, 1997, p.3). This proposes variability of language use offering a range of descriptive possibilities of what and how accounts are constructed, and these accounts are intimately tied to their production and functions within their immediate context (Bavelas, 2002; Wooffitt, 2005). This perspective may have contributed to its highly heterogeneity in “metatheoretical, theoretical, and methodological differences” within major DA traditions, namely, critical discourse analysis (CDA), discursive psychology (DP), and institutional sociolinguistics (IS) as illustrated in Table 2.2 (Phillips, 2018, p. 4; Tracy, 1995, 2004). While CA and DA may agree on their general view of language as a form of social action and prioritize data from directly observable behaviours in their immediate communicative contexts, sufficient differences exist in respect to the focus of empirical analysis, the range of empirical question addressed, and the kinds of data studied and findings represented (Bavelas, 2002; Wooffitt, 2005). For this reason, I separated the CA from other DA approaches in Table 2.2 instead of positioning CA as part of DA as in Tracy’s original representation (1995).

Table 2.2*Comparison of Conversation Analysis and Discourse Analytic Approaches*

	CA	DA		
		CDA	DP	IS
Metatheoretical approach	Empirical	Critical	Interpretive	Interpretive
Theoretical focus	Location and nature of social structural processes	Role of talk/text in maintaining power relationships and accomplishing resistance	Rhetorical and linguistically constructive nature of basic psychological processes	How linguistic action and sense-making is shaped by culture
Kinds of contextual information	Strictly within text (context = immediately prior talk)	Historical, social, political conditions at time of text	Description of rhetorical situation (likely speaker goals, audience, situation)	Interviews with focal cultural members to check proposed interpretations
Dominant text type	Informal everyday exchanges	Public texts (e.g., newspapers, radio reports), interviews about social controversies	Talk situation in which persons experience conflict either within self or with another (e.g., couple's therapy)	Institutional and interpersonal exchanges between culturally different persons

Note. Adapted from “Comparison of Discourse Analytic Approaches” in *Action-Implicative Discourse Analysis* by Karen Tracy (1995), *Journal of Language and Social Psychology*, p. 207.

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Methodological Decisions for Proposed Research Design

Given that this study proposed a direct observation of moment-by-moment interactions between interlocutors, both CA and DA had capacity to address this design. However, as the study was designed to examine video-taped coaching conversations occurring in an adult

learning classroom, DA approaches seemed to offer more available empirical examples over CA as CA favours, not mandates, naturally occurring and informal everyday conversation and audio recording. Transcribing was another key activity in the research design with the purpose of studying patterns of coaches' responses and their relational functions and meaning coordination rather than linguistic functions and coordination. In this regard, DA was a more appropriate choice than CA as CA offers a highly detailed denotation of interactional patterns in their transcribing system.

Within the major DA traditions, however, it would be challenging to decide on one approach that can address the purpose of this study—studying patterns of practitioners' responses in coaching conversation as indicators of their learning progress—as it does not directly address larger social practices of hegemonic relations or what Gee (1999) termed as big-D discourse. Instead, staying close to actual language used in communicative events and its particulars of talk and text, or little-d discourse (Gee, 1999), would require a more descriptive method of making moment-by-moment interactions visible. With this consideration, microanalysis of face-to-face dialogue (MFD) is introduced as the main research method in this study.

Part 3: Microanalysis of Face-to-Face Dialogue (MFD)

In this section, the theoretical aspects of MFD are addressed including the working definition, origin, perspectives, and a justification of considering it as the research method. More detailed methodology and specific terminologies are addressed in Chapter 4.

Origin of MFD

As mentioned earlier, MFD began in the 1980s when researchers started to study certain interactional patterns and phenomena such as motor mimicry from a functional perspective. The motor mimicry is when one responds in a situation-appropriate manner to the person he or she is observing (Bavelas et al., 2016). Closer study of the motor mimicry illustrated the impeccable timing of the occurrence that it was more likely to happen not only in the presence of others but also when the other person would more likely see it. For example, Bavelas and colleagues closely observed in their experiments how participants respond to experimenters hurting their fingers in different conditions. They noticed that the participants showed a variety of expressions, and they were both extremely quick and it was more likely to happen and last longer when the experimenters made eye contact with the participants. This discovery that the motor mimicry is not only extremely quick but also may serve a highly social function became even more evident in other related studies (e.g., close-call story; Bavelas et al., 2016).

Bavelas and her colleagues (2016) define MFD as “an open-ended, inductive method for the detailed and replicable examination of any aspect of observable communicative behavior in its immediate context” (p. 130). It is the microscopic observation of actual communication sequences such as question-answer sequences between interlocutors. Often the emphasis is on how these sequences function to influence their immediate next interaction (Bavelas et al., 2000b). It is not a coding procedure based on a priori variables, unlike many other methods with

a strong positivistic metatheoretical framework. Instead, it shares some similarities with other analytic traditions such as conversation analysis, interactional sociolinguistics, critical discourse analysis, and discursive psychology in the sense that it is an intentional approach to study discursive practices (Tracy, 1995; Bavelas et al., 2016). While the characteristics of many discourse analytic approaches may vary (Tracy, 1995, p.207), MFD is most similar to the inductive models that prioritize both visible and audible communicative actions in descriptive terms, therefore requiring video-recordings as the dominant kind of data used.

Perspective in MFD 1: Dialogue from Functional Perspective. Studying dialogue as collaborative interaction limits both theory and data to the analysis of each act's *function* in the dialogue, that is, the moment-by-moment effect of what the interlocutors display to each other, as the dialogue unfolds. Collaborative approach directs the focus outward to what the action is doing in the dialogue rather than inward to what it might mean about that individual. Using research methods like MFD explicitly avoids inferences about unobservable mental processes (e.g., an individual's cognition, intention, motivation, emotion, attitude, ability, or personality) and instead focuses on how an act responds to what happened before or leads to what happens next.

Perspective in MFD 2: Communication as Integrated Message. One of the essential theoretical assumptions of MFD is that interlocutors in a face-to-face dialogue use both visible and audible communicative resources that are (1) tightly integrated with each other, and (2) coordinated and mutually influential (Bavelas et al., 2016). Among many descriptions of these multimodal acts of communication introduced in earlier chapters such as composites, ensembles, the most relevant term used in this paper is Bavelas and Chovil's (2000, 2006) *integrated message*. They specified different co-speech acts that contribute to meaning in face-to-face

dialogue as conversational hand gestures, communicative facial gestures, and mutual gaze. How these visible co-speech acts contribute to meaning can be attributed to their tight synchronicity with audible speech acts, what is being said, in both timing and meaning (Bavelas et al., 2016). Kendon's (2004) term "visible utterances" introduced earlier, captures their relationship to the co-occurring audible utterances in constructing and conveying an integrated message. This position assumes that the visible utterances are both significant and necessary in studying how shared meaning is constructed between interlocutors in a spontaneous face-to-face dialogue, and it advocates for video recording as the only method that maximizes the preservation of the nuances of both audible and visible communicative acts as an integrated whole. Working with an audio recording or an unaccompanied transcript not only may overlook the interactional nuances but also may obscure one's interpretations as it may diminish the effect of copresence, the physical and social context, that situates the participants in relation to each other as part of their dialogue.

Perspective in MFD 3: Communicative Acts as Observable Behavior. As illustrated earlier in the motor mimicry example, the gestures serve a highly social function as participants act and spontaneously react in rapid reciprocity. The likelihood of such rapid reciprocal action and reaction increases significantly in the physical presence of another person who is more likely to see the displayed gestures. Participants' moment-by-moment collaborative interactions include both visible and audible communicative actions, and the co-construction of meaning is ongoing in their dialogue. Co-construction, as an interactional activity, is often an observable micro-pattern between interlocutors arriving at the meanings in their immediate context together (Bavelas et al., 2014). Meaning-making and mutual understanding are observable and

interactional processes, also described more like a negotiation, especially in professionalized settings such as therapeutic conversations (Bavelas et al., 2017; Korman et al., 2013).

Seeing common understanding or agreement on meaning as a situated activity or a social method assumes an *interfluent* effect of collaboration—whether visible or audible—between interlocutors. What becomes challenging in operationalizing this view is to capture the micro-interaction as a situated activity or local process of collaboration, rather than abstracting or interpreting it based only on aggregated data such as outcomes (Bavelas et al., 2002). Using MFD as an observational tool offers a temporal and spatial dimension in studying those local processes that are often overlooked yet significant in observing micro-patterns of collaboration.

Implications of MFD in Dialogue Research

The significance of using MFD in researching dialogue has several implications. As the emphasis on interaction using MFD allows one to observe a face-to-face dialogue holistically and inductively, one can discover the complexity of integrated messaging, collaborative meaning-making, and interfluent relations of interlocutors in their situated contexts. Instead of seeing the interaction as mere exchange of messages, it is viewed as rhizomatic in pattern and collaborative in process. Both microscopic data (moment-by-moment details of what actually happens, often in fractions of seconds) and macroscopic data (of accumulating conversational contexts) are considered, required, and available for analyses. In order for one to collect, observe, and analyze both microscopic and macroscopic data, using video recording is essential instead of decontextualized utterances in audio recording or transcript only. MFD supports co-construction of meaning in a face-to-face dialogue at the empirical level by making the otherwise invisible process of transformation (of meaning) visible in studying a face-to-face dialogue.

Especially in studying a coaching modality such as the Solution-Focused Approach

(SFA) that prioritizes language as the main tool of facilitating change, the role of MFD becomes significant in addressing the process question of *how does coaching work?* The SFA emphasizes the practitioners' role as co-narrators of clients' narrative, and the process of co-constructing their preferred future and past can be made visible with a research tool like MFD. Answering the question of *how coaching works* also becomes the pedagogical foundation for teaching and learning the approach, and the practitioners can articulate what it is, and demonstrate how it works with precise observation and reflection using MFD.

Chapter 3

Solution-Focused Approach

This thesis aimed to examine various changes in interactional patterns of practitioners-in-training (learners) who were learning to coach using Solution-Focused approach (SFA) as their main modality. The research questions specifically intended to observe interactional changes in how learners responded to their clients' utterances in the use of their content selection, formulations, and questions. Making direct observations of *what happens in between* practitioners and their clients focuses on what is observable in communication—what is actually said and done rather than what can be inferred or how it was intended. The affinity to language interactions of practitioners and clients is integral to both practice and principles of SFA as the therapeutic process is often equated with the therapeutic dialogue, that is, what happens between practitioner and client (Bavelas et al., 2013; McKergow & Korman, 2009). Seeing the dialogue as the mechanism of change assumes that change happens in conversation rather than inside a person, therefore the process of change may be observable rather than interpreted. In SFA, the change process is seen as practitioner and client jointly producing information through the dialogue about what the client might want: their goals, preferred outcomes, relevant progresses, and existing resources. As a result, clients begin to talk about themselves, their situations, and their interactions in different and preferred ways that they may not have in the past (Bavelas et al, 2013; De Jong & Berg, 2013).

What is a Solution-Focused Approach?

Since its emergence in the early 1970s, the Solution-Focused approach (SFA) has evolved through several iterations and a vast array of applications in the field of psychotherapy as an approach to enable people in a psychotherapy setting to build change in their lives much

quicker than other traditional modalities (Franklin et al., 2012; Ratner et al., 2012). Unlike the mainstream psychotherapy at the time where practitioners assumed an expert position of understanding deficits, weaknesses, and pathology to be helpful to clients to decrease the prevalence of impairments in clients' lives, the SFA offered a paradigm shift in what was assumed about the client, the change process, and the practitioner's role (Franklin et al., 2012; Korman et al., 2020; Bavelas et al., 2013). Such paradigmatic distance arises from the underlying assumptions of the SFA that invite clients to "construct, in their own language, the alternative futures they want, what already is happening that is better relative to those preferred futures, times when more of what they want is already happening in their lives, and how they see themselves coping when they have all but lost hope of a better future" (Korman et al., 2020, p. 21). This intentional method for talking with clients in which clients, together with the practitioner, explore how they would like their lives to be as a result of the dialogue, and examine the skills and resources they already have for reaching their desired outcome seems to be a consistent pattern or a "pathway" that SF practitioners follow regardless of the concerns the client brings to their session (Ratner et al., 2012; Korman et al., 2020, p.15). SFA uses "the same process of focusing on *how* clients change" rather than on problem-diagnosis or problem-solving and persists on using a "language of *change*" in responding to the diverse concerns clients bring (Trepper et al., 2010, p. 2; Bavelas et al., 2013, p. 5). This process informs the practitioner's stance to be not-knowing, therefore curious, about the client's hopes, their existing resources, and the efforts they have made. In that relation, the role of a practitioner becomes more of a witness and facilitator inquiring about positive changes that the client has already made so far. Such inquiries, assisted by some of the signature interventions in Solution-Focused interviews, "set up a therapeutic process wherein practitioners listen for and absorb client's words and

meanings (regarding what is important to clients, what they want, and related successes), then formulate and ask the next question by connecting to client's keywords and phrases" (Trepper et al., 2010, p. 2). Through this "continuing process of listening, absorbing, connecting, and client responding", practitioners and clients jointly negotiate and "co-construct new and altered meanings" of what the client might want (Trepper et al., 2010, p. 2). Such persistent focus on what the client might want, what is important to them, and their existing strengths and progress minimizes focus on past failures and fear of future performance. Instead, the emphasis is on "working from the client's understanding of his or her concern/situation and what the client might want to change" (Bavelas et al., 2013, p. 2).

According to the Solution Focused Therapy Treatment Manual available on the SFBTA official website, Bavelas and her colleagues (2013) offer the basic tenets that inform the SFA, especially Solution-Focused Brief Therapy, as a competency-based model are as follows (p. 2):

- It is based on solution-building rather than problem-solving
- The therapeutic focus should be on the client's desired future rather than on past problems or current conflicts
- Clients are encouraged to increase the frequency of current useful behaviors
- No problem happens all the time. There are exceptions - that is, a time when the problem could have happened but didn't - that can be used by the client and therapist to co-construct solutions
- Therapists help clients find alternatives to current undesired patterns of behavior, cognition, and interaction that are within the client's repertoire or can be co-constructed by therapists and clients as such

- Differing from skill-building and behavior therapy interventions, the SFBT model assumes that solution behaviors already exist for clients
- It is asserted that small increments of change lead to large increments of change
- Clients' solutions are not necessarily *directly* related to any identified problem by either the client or the therapist
- The conversational skills required of the therapist to invite the client to build solutions are different from those needed to diagnose and treat client problems.

Origin of SFA

The emergence of the SFA was conceived and influenced by family therapy and brief therapy in its early formation at the Mental Research Institute (MRI) in Palo Alto. The MRI was established in 1959 by Don Jackson, a psychiatrist and early family therapist, and the Institute became famous for developing ideas and researching communication in a therapy setting (Ratner et al., 2012). In 1967, a center was set up with a specific purpose to practice brief therapy, and a new school of family therapy—strategic family therapy—emerged from the research and practice at the center led by John Weakland, Paul Watzlawick, and Dick Fisch. The team at the centre was influenced by Milton Erickson's work and was particularly interested in “patterns of communication, particularly around problems, and notions to do with homeostasis that were brought to gauge how systems change or resist change” (Ratner et al., 2012, p.8).

Milton Erickson was a psychiatrist and hypnotherapist whose work inspired many therapists and schools of therapy despite his claim to have no theory. He wrote little about his work, but his ingenious way of working with clients became foundational in the development of brief therapy and Solution-Focused Brief Therapy (SFBT). Some of the key elements from Erickson's practice that came to matter most in the development of brief therapy were:

- Utilizing what the client brings
- Non-normative (i.e., not prescriptive of what people should do)
- Not interested in the client's past, or in developing insight
- Crystal ball technique
- Setting tasks
- A therapist is responsible for the success or failure of the therapy (Ratner et al., 2012, p. 7)

Under Erickson's influence, the MRI team did not make much attempt to understand the problem or diagnose the root causes unlike most other therapies at the time (Ratner et al., 2012). Instead, more emphasis was on describing "what was happening in the here and now around the problem", and often the direction of what was talked about was towards influencing the clients to change their behavior. They also studied Erickson's use of language particularly around framing tasks as it often influenced the client in the "direction of change," and their discovery led to developing the technique known as reframing, in which "the problem or problematic behavior is given a surprisingly different description to encourage the client to see herself in a different light" (Watzlawick et al. 1974, p. 95 as cited in Ratner et al., 2012). These foundational ideas and practices continue to develop as seen in the early writings of Steve de Shazer, one of the key founders of SFBT, as he reflected on Erickson's practice while he was developing his theories about how therapy worked:

In rendering him [the patient] aid, there should be full respect for and utilization of whatever the patient presents. Emphasis should be placed more on what the patient does in the present and will do in the future than on mere understanding of why some long-past events occurred. The sine qua non of psychotherapy should be the present and the future adjustment of the patient (de Shazer, 1985, p. 78).

Early Years

Birth of Brief Family Therapy Centre (BFTC). The prelude to the birth of this new approach began when John Weakland, one of the leading team members at the MRI, befriended Steve de Shazer, a young therapist who was living in Palo Alto. de Shazer had done some work at the MRI, and Weakland introduced de Shazer to one of the trainees at the MRI, Insoo Kim Berg. The pair subsequently married and moved to de Shazer's hometown of Milwaukee. They set up a brief therapy center with a team of diverse therapists and researchers in 1978, and aptly named the center The Brief Family Therapy Centre (BFTC), recognizing and honoring the influences of brief therapy and family therapy in their training and practice. This center, grounded in research that was a "recursive process involving theory, research, and practice" about *what works in therapy*, became a central hub of research and practice in the coming years (Franklin et al., 2012, p. 15). It is the discoveries from the research at BFTC that set in motion the evolution of the key techniques and a new model of working with people, later to be known as Solution-Focused Brief Therapy (Franklin et al., 2012).

Development of Early Interventions

The interactional stance of seeing the practitioner as an influential part of the client's change process emerged more clearly in early 1980s when de Shazer proposed shifting from "family-as-a-system" to "therapy-as-a-system" (de Shazer, 1981, p.56). This shift of including the therapist in the system was a significant departure from the mainstream idea of the therapist's role as someone who observed a client's problematic system and proposed a treatment. Instead, de Shazer's proposal to put the therapist in the system and observe what happened in between the client and the therapist set the fundamental direction of what came next at BFTC - theoretical description, practical application, and research of the practice (Korman et al., 2020; Franklin et

al., 2012). As Korman et al. (2020) suggested, de Shazer's theory was a "theory about therapy", rather than a "theory about the people that are in therapy" (p. 5).

One key metaphor in the practice that de Shazer used in the early development was a binocular theory of change in the interacting systems as the merging of two different vision fields created "depth" in describing the family's trouble in a slightly different and new way (p. 8). In this metaphor, the role of a practitioner becomes that of a listener who can create a close-enough yet meaningfully different description of the family's narrative as they tell it. The goal was for the family to see their situation with the merged descriptions that may suggest an alternative vision and understanding of their situation (Korman et al., 2020). Still, the intervention remained largely focused on problem resolution rather than solution development as practitioners had to create a story matching what the client described as their problem.

Relationship Questions. The early approach at the BFTC carried much resemblance to the approach used and intended at the MRI: identifying the patterns of behavior around the problem and working out tasks to influence them towards change (Ratner et al., 2012). Ericksonian thinking was evident in their use of his ideas about "utilization to find ways of developing cooperation with clients" by using client's words that the clients present in session and seeing what was thought to be a client's *resistance* as "the client's unique way of attempting to cooperate" (Ratner et al., 2012, p. 11). One of Erickson's techniques, the crystal ball question where a client is asked to imagine their world that is free from the problems currently ailing them, was considered as a technique that raises 'expectations for a future without the complaint' (de Shazer, 1985, p. 84). They also adopted the circular questioning technique of the family therapy practice as 'other person perspective' questions that "invite the client to see themselves as others see them" (Ratner et al, p. 11), now known as *Relationship Questions*.

Exception Questions. Another key feature of an earlier model of SFA, *Exception Questions*, emerged from the homework assignment that was given to every client at the end of the first session called Formula First Session Task (FFST). de Shazer and Molnar (1984) explained that the FFST was phrased as follows:

Between now and the next time we meet, I would like you to observe, so that you can describe to me next time, what happens in your (family, life, marriage, relationship) that you want to continue to have happened (de Shazer, 1985, p. 137).

The goal of using the FFST was to “promote optimism by suggesting to a client that positive things will happen”, and to prime clients to notice when those positive things do happen, however small they may be in their life after the dialogue (de Shazer, 1985). One earlier study found that in their second session, 89% of the clients assigned the FFST reported that “something positive and worthwhile had occurred since their first session”, and often reported other new and positive steps that they have taken in their lives to make progress (de Shazer, 1985). According to de Shazer, it was this task that led directly to the notion of ‘exceptions to the rule’, which de Shazer describes as the “times when clients are overcoming their problems” or the times when the problem seems less than other times (de Shazer, 1985, p. 34). These exceptions may slip by unnoticed, but they are not trivial as these differences may make other positive differences in the client’s life visible or even possible. de Shazer considered the FFST as the precursor to the *Exception Question*, one among several ‘skeleton keys’ that could “unlock many problem-locks” instead of wielding a different key for a different problem (Ratner et al., 2012).

In this initial phase (1978-1984), the primary emphasis of the SFA was on finding such exceptions in clients’ lives and helping clients to expand on them (Ratner et al., 2012). Details of such exceptions were explored during a session, and clients were invited to define their degree of

progress using a rating scale from 0 (or 1) to 10. de Shazer credits the clients in the early 1970s for “teaching him the use of these questions” as many of these useful ‘interventions’ were discovered in rigorous practice with the research question, “What works in therapy?” (Ratner et al., 2012) The homework assignment of Formula First Session Task (FFST) continued between the first session and second session so that the client focuses more on the positive change they are already making or noticing in their daily life. Such a task was considered as a sign of positive change, not as a required cause for change, unlike some other homework-driven modalities assumed.

Asking about Pre-Session Change. This intentional focus on client’s *change talk* was studied in depth when Gingerich and colleagues (1988) developed a coding system around 1985 to take a closer look at the therapeutic conversations regarding “when and how frequently the therapeutic conversations were about change” (Franklin et al., 2012, p. 14). They discovered that subsequent sessions contained significantly more change talk than first sessions, and this result encouraged various experiments using different questions to elicit more change talk sooner. The researchers developed questions that therapists could ask to begin change talk as early in the first session as possible, such as “what, if anything, are you already doing to solve the problem?” (Franklin et al., 2012) When asked about those positive changes they have made even before they came for the first appointment, two-thirds of clients reported that things had improved. This question became another central feature of SFA later known as *Pre-session Change* (Ratner et al., 2012). Discovery and awareness of these dynamics between question and response became vital in developing the foundational techniques of SFA.

The Emergence of the Solution-Focused Approach

Among many scholars in the early years of the BFTC studying the mechanisms of change talk was Gale Miller, a sociologist, who observed the work of the Milwaukee team “from the perspectives of language and meaning” (Franklin et al., 2012, p. 7). According to Miller (1997), the initial phase of the brief family therapy approach at BFTC was ‘ecosystemic brief therapy’, whose primary focus had been to define pathological patterns that are existing in their communication so that the family can disrupt those patterns with appropriate tasks assigned to them. In other words, the process required the therapist and the client to define existing patterns of pathology to be able to come up with useful strategies to disrupt the problem pattern. The serendipitous discovery of the Miracle Question is recognized as the pivotal moment in the development of SFA that allowed clients to talk about alternate stories about their life rather than the problem patter (Miller, 1997; Ratner et al., 2012; Korman et al., 2020).

The Miracle Question. The miracle question was discovered by Insoo Kim Berg and colleagues in a rather serendipitous manner when Insoo was interviewing a woman with a “heavy burden of the world” as described below:

Her children were out of control; the school was calling about their unruly behavior; and her husband of 17 years had been drinking more heavily, with the result that he seemed about to lose his job and, with it, the family’s livelihood. The woman was discouraged and talked as if she could not cope with another day. (De Jong & Berg, 2013, pp. 83-84)

The following conversation, recorded by Insoo and her colleagues, details the discovery of the miracle question when Insoo constructed her questions based on her client’s words and ideas introduced in the client’s response.

INSOO: What do you suppose need [sic] to happen so you could say the time we are spending together has been useful to you?

CLIENT: I'm not sure. I have so many problems. Maybe only a miracle will help, but I suppose that's too much to expect.

INSOO: OK, suppose a miracle happened, and the problem that brought you here is solved. What would be different about your life?

(De Jong & Berg, 2013, p. 84, *reconstructed for ease of reading*)

In response to this question, this seemingly overwhelmed and distressed woman “began describing a vision of a different life”. She was able to envision vivid descriptions of herself and significant people in the preferred future, and such description became a worthwhile set of goals from her stance in her life:

She said that her husband would be “more responsible, keeping his job and managing the money better.” She said her children would “follow rules at school and at home, doing their chores without putting up such a fuss.” Most of all, she said that she would be different: “I will have more energy, smile more, and be calmer with the children and, instead of snapping at them, talk to them in a normal tone of voice. I might even start having normal conversations with my husband, like we used to when we first were married. (De Jong & Berg, 2013, p. 84)

Since then, Insoo and her colleagues have asked the miracle question regularly, and the question has been refined as many practitioners throughout the world have experimented with different ways of asking it. Among several variations of the miracle question, the most traditional way of asking the miracle question was outlined by de Shazer (1988, p. 5):

Now, I want to ask you a strange question. *Suppose* that while you are sleeping tonight and the entire house is quiet, a *miracle* happens. The miracle is that *the problem which brought you here is solved*. However, because you are sleeping, you don't know that *the miracle has happened*. So, when you wake up tomorrow morning, *what will be different* that will tell you that a miracle has happened and the problem which brought you here is solved?

The deliberate and dramatic delivery of the question may have been influenced by Erickson's “crystal ball” technique, an innovative strategy of “pseudo-orientation in time”

combined with the use of hypnosis (Carpetto, 2000, p. 19). Although the similarities are found in using the time-distortion concept like the future-oriented visioning, or prospection, the miracle question differs from the crystal ball question that it specifies the scope of positive changes to ‘when the problem which brought you here is solved’ instead of broader fantasizing of ‘when all the problems are gone’.

The discovery and deliberate use of the miracle question marked the emergence of SFA as de Shazer heralded the question as the cornerstone of the approach (Ratner et al., 2012). It has become a trademark of the approach and it was subsequently adopted and modified, though sometimes sloppily, by many other approaches as future-oriented, client-centered, and outcome-driven techniques. After SFBT evolved from BFT in this second phase of its development, “the framework of choice became social constructivism” whereby therapist and client influence each other to contribute to the content of the conversation (Franklin et al., 2012, p. 6). Throughout its evolution, one underlying principle that remained at the core was the minimalist philosophy derived from Ockham’s Razor: “What can be done with fewer means is done in vain with many” (de Shazer, 1985, p. 58). This central principle continues to inspire and drive the pursuit of finding “the minimum required to do effective therapy”, and even the miracle question continues to evolve to make the therapeutic dialogue more ordinary so that it reduces clients’ dependency on therapeutic interventions in sessions (Ratner et al., 2012).

From Problem Talk to Solution Talk. If the change talk of the first phase of development persisted on practitioners engaging clients to notice *existing* changes—positive pre-session changes, exceptions to a problem, and small progress clues (scaling questions)—the change talk in the second phase takes place in the context of *presupposed* changes. The dialogue remains within the framework of what the client wants while it takes a clear direction towards

exploring the preferred future *supposing* that the client's best hopes of coming to therapy are realized. This tentative stance of supposition invites clients to a problem-free talk where practitioners no longer require to know the history of pathology when providing useful guidance. Instead, practitioners *lead from behind* to help clients draw their preferred future as detailed and vividly as possible to create a lived experience or a vivid memory of their preferred future.

Developing Heuristics of Interaction for Solution Focused Approach

The SFA may appear to be heavily focused on using questions as a main tool of intervention, yet it is noteworthy that those interventions were derived from observing interactions where practitioners attended to the utterances clients used in their immediate dialogic context. For example, the *miracle* of the miracle question or the *scale* of the scaling questions were direct preservation of the client's language in the practitioner's subsequent response. It is now generally understood that the miracle question is useful in generating a vivid description of their problem-free future or *preferred* future while the scaling questions may be used in reference to the preferred future to create a sense of relevant progress already made toward that preferred direction. Other examples of the SFA as an interactional intervention may be the concepts of the *coping* question (e.g., *How have you been coping with such difficulty?*), *exceptions* (e.g., *When does that problem stop or happen less than other times?*), and *pre-session changes* (e.g., *What's already better than the time you contacted us to book this session?*). These concepts were discovered inductively as the practitioner and the client collaborated to generate existing client resources and to accentuate client's strengths as they co-author the client's alternative and preferred narrative. This moment-by-moment collaborating, both as a phenomenon and an intervention, has been well-documented in communication studies including the MFD literature as mentioned before. What was particularly relevant for this study from the

literature was that the practitioner does much more than just ask questions in their interactions; they listen to learn about the client's logic of life (e.g., decisions they make, beliefs they hold, or actions they take or not take) and respond in kind. This listening stance perhaps was what catalyzed the discovery of useful interventions in therapeutic interactions as a practice model, solidified over time as the Solution-Focused approach.

Developing the Practitioner's Listening Stance

It may be useful to introduce personal anecdotes related to the importance of this listening stance and how they are applied to both practice and pedagogy of the SFA. In 2014, I had invited Peter De Jong, one of the founders of SFA referenced throughout this thesis, to a two-day coaching masterclass I was facilitating where students were conducting live sessions with clients as their final skill assessment. Each student demonstrated their live session for 20-30 minutes, and we provided feedback and reflections at the end of their session. After about a dozen students presented their case, Peter made a private remark that everyone sounded more or less the same in their interventions. Some of their questions were identical as they seemed to have memorized the sample questions distributed in class in preparation for the masterclass. I realized that the students were simply regurgitating the questions from memory instead of attending to their client's immediate utterances as building blocks to their sense-making together. From that day, I stopped distributing sample questions in class and moved away from teaching SFA as a question-based intervention. I also started grappling with a pedagogical dilemma: how do we create learning conditions for the learner to discover useful interventions for their client instead of teaching the model with sample questions? How do we move from that teaching stance to restore the learning stance that underlies the discovery of the model?

As I started to pay more attention to other trainers' pedagogical methods and content, it became clear that the SFA generally oriented the client's attention to what is wanted in their future. This future orientation was consistently demonstrated even from the early SFA as seen in de Shazer's early writing:

The client's language while describing some alternative futures and the details of the differences after [sic] solution seem more important than the details about the locked room of the complaint. With possible alternative futures in mind, the client can join the therapist in constructing a viable set of solutions (de Shazer, 1985, p. 46).

As mentioned earlier, Erickson's crystal ball technique may have been a precursor to the client describing their preferred future; and the discovery of the Miracle Question and other similar questions (e.g., Best Hopes Question or Tomorrow Question by Ratner et al., 2012) persistently positions the conversation to be future-oriented. This is commonly included as one of the key characteristics of coaching and this future-orientation of the practice becomes a significant part of the DOQ, represented as the horizontal timeline axis.

Another key aspect of "listening stance" was the actual content of the client's narrative: positive content or negative content (Smock Jordan et al., 2010), borrowing the language of the MFD. My first encounter with MFD was in 2010 at the SFBTA (Solution-Focused Brief Therapy Association) conference where Peter De Jong and Janet Bavelas presented their MFD research as a plenary titled *What is Different About Solution Focused Therapy?* After that, I took courses in MFD to familiarize myself with the concepts and practices of MFD (e.g., using ELAN for video annotation). One of many key concepts of MFD that directly informed the development of the DOQ were *positive content* and *negative content*, represented as the vertical axis of the DOQ framework.

Brief Background of Co-constructing the Dialogic Orientation Quadrant (DOQ)

Before it was organized as a simple framework as DOQ in its current state, there had been several iterations of illustrations that focused on *what the coach listens for; what the coach elicits; and what the coach responds to* in a coaching interaction with their client. Every iteration of the earlier prototypes was refined by the feedback received from learners in class, and the model resembled more of a spiral than a quadrant until 2017. I have included a few relevant images from an archive of past lecture videos and pictures.

Figure 1 below from 2015 represents an early prototype of an interactional model where interlocutors in conversation generates meanings in their co-speech (indicated as overlapping talk bubbles). I was first introduced to this illustration of interlocutors sitting together in 2008 when I attended a coaching workshop by Peter Szabo at University of Toronto. In Figure 1, the client (indicated in red on the left) and the coach (indicated in green on the right) both have two separate talk bubbles to distinguish their internal narratives and interactional co-construction. This illustration also included using a scale (indicated on the bottom) as both a timeline and a progress measure.

Figure 1

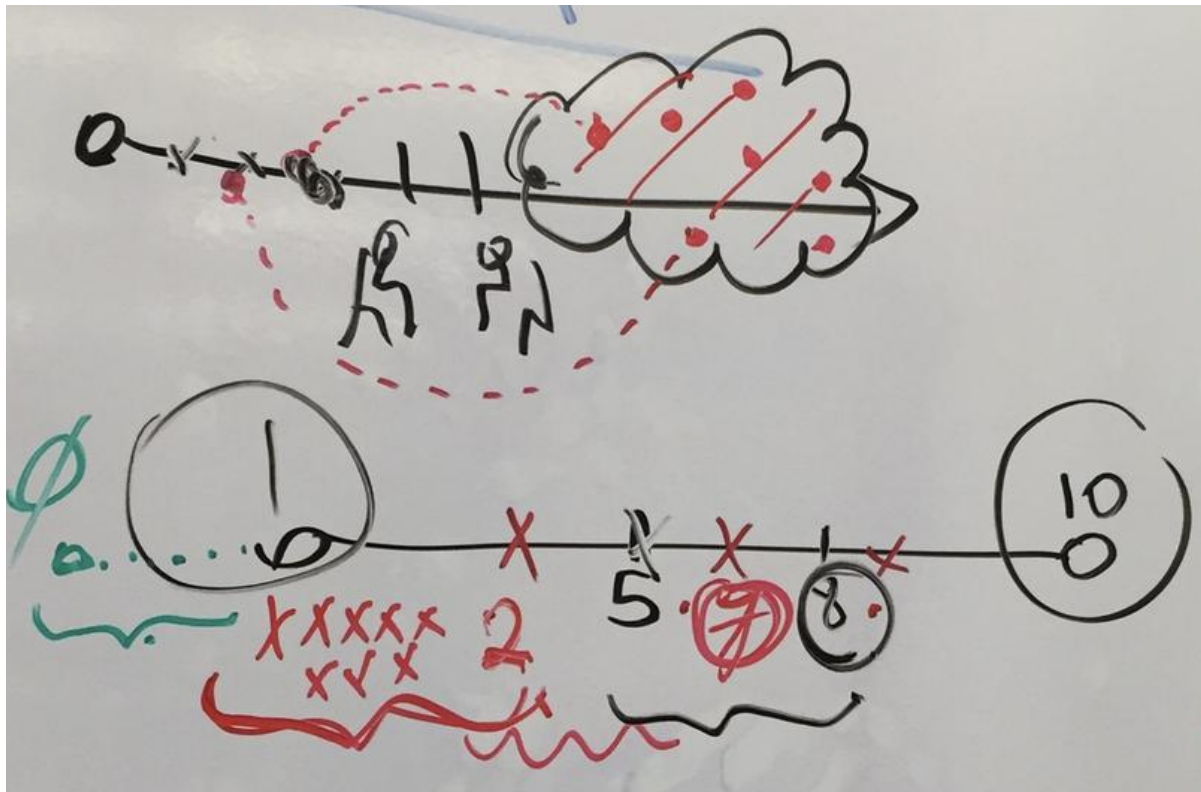
Image of a flip chart taken on July 7, 2015, during lecture at the University of Toronto



Approximately six months after this first illustration, the idea of a timeline was separated to a timeline and a scale as seen in Figure 2 below. There are two scales used in illustrating the coaching process: the timeline on the top with two interlocutors drawn below, and a progress measure indicated as a scale from one to ten. The talk bubble changed to a cloud of the client's narrative describing their preferred future (indicated as red dots in the future cloud) after the session (bracketed as two vertical centre lines on the timeline). Those preferred future bits can be traced back to the client's past (indicated as dotted red lines from the cloud to the past timeline).

Figure 2

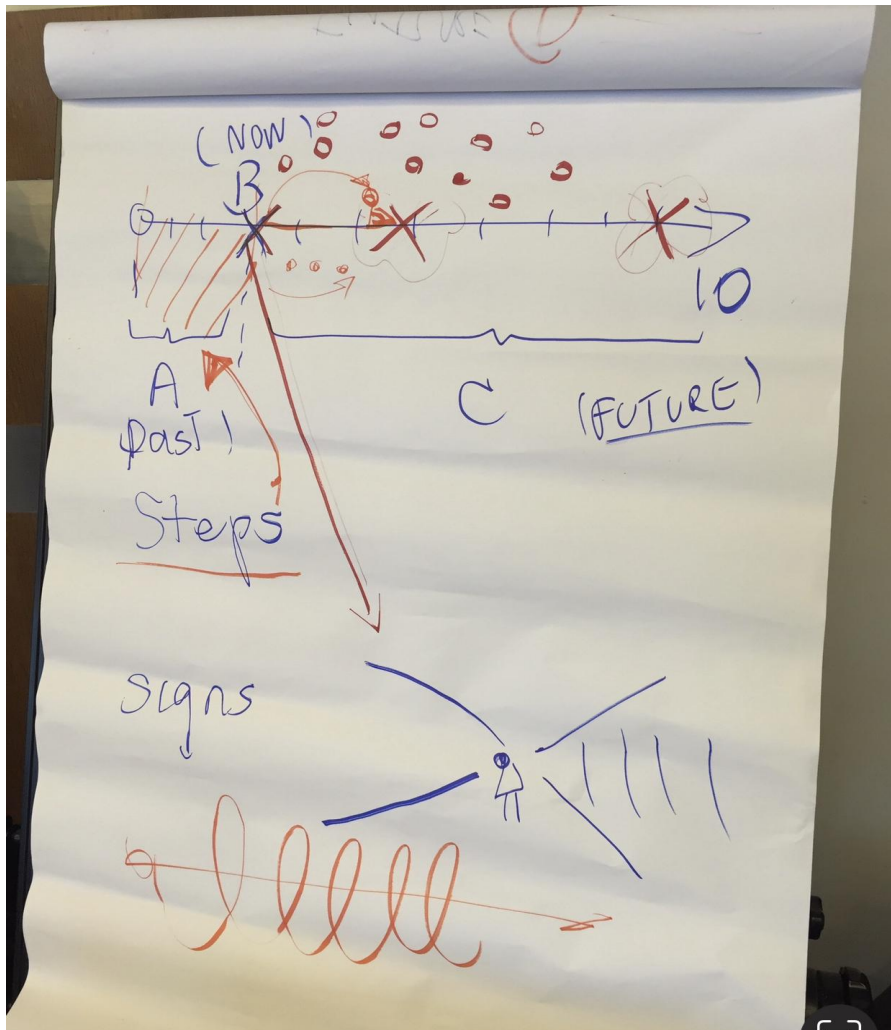
Image of a whiteboard taken on January 24, 2016, during lecture at the University of Toronto



In the photo taken three months after, the timeline axis is combined with a scale again, but with more emphasis placed on the “now” (indicated as B on the timeline). In an attempt to illustrate the effect of the coach’s lexical choices, there are two simple illustrations on the bottom of the page: one of a person standing in a cross-road (prototype of a quadrant); and a timeline with an up-and-down spiral of the client’s narratives (prototype of the vertical axis in the DOQ).

Figure 3

Image of a flipchart taken on April 24, 2016, during a lecture in Hangzhou, China



There were many other related photos that showed how the spiral developed over the next 18 months in the lecture archive, leading up to a spiral model that suggests “direction” or “orientation” of coaching conversations. As illustrated in both Figures 4 and 5, taken on the same day in 2017 during a lecture I delivered in China, the direction of coaching was taught as a certain order that coaches can follow: best hopes (indicated as 1 in Figure 5); contract (2); preferred future in detail (3); instances of success (4); then onto discovering clues after the coaching session is over (indicated as the last red dot in figure 5).

Figure 4

Image of a whiteboard taken on October 27, 2017, during lecture in Hangzhou, China

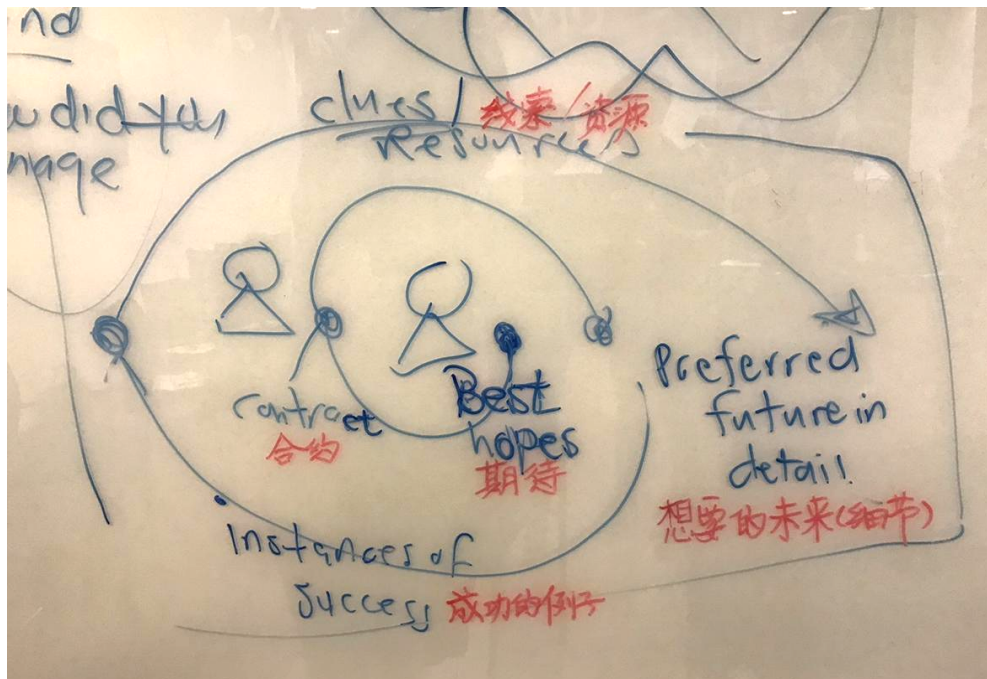
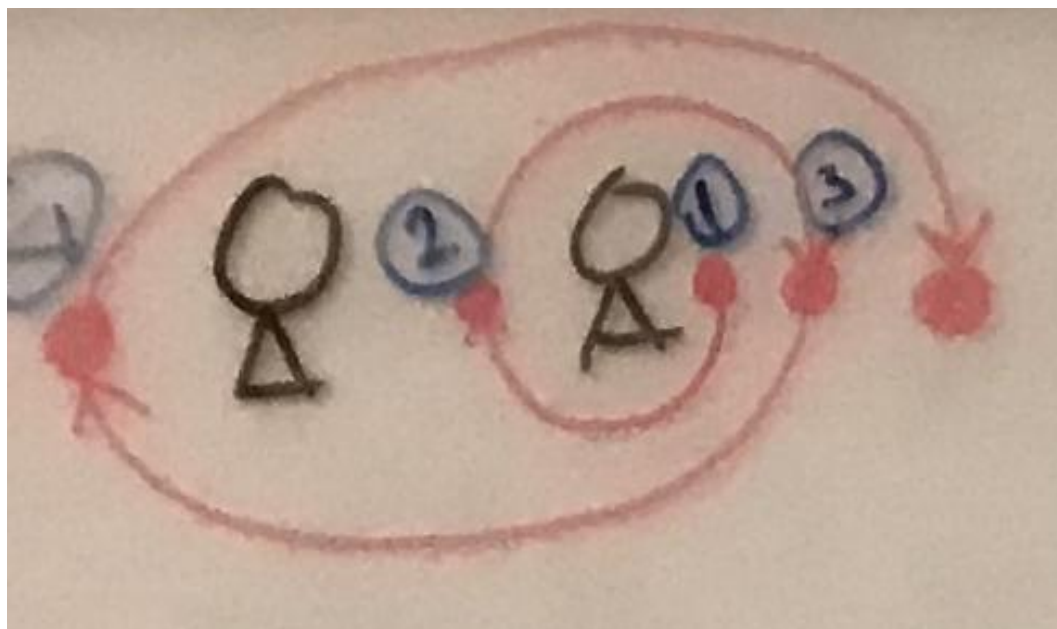


Figure 5

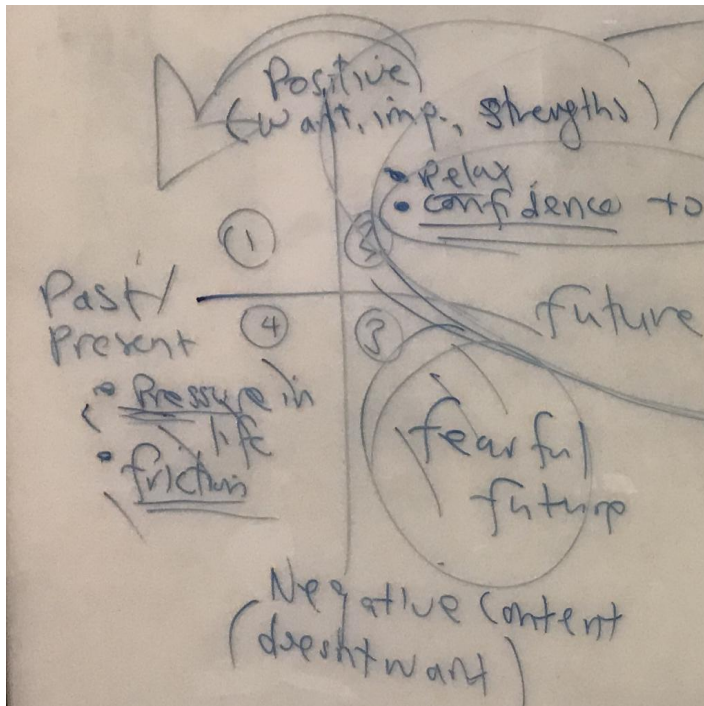
Image of a whiteboard taken on October 27, 2017, during lecture in Hangzhou, China



It was particularly significant to include the lecture notes from this date as that was when the DOQ was conceptualized from its various prototypes to a workable heuristic. After the spiral model (Figure 5) was introduced in class, one of the students in class approached me during a break to ask me questions. There was a language barrier between us, and the interpreter was not available during the break. He seemed to have some difficulty understanding the spiral model, he repeatedly asked me how we follow the spiral in a coaching session. It was necessary to simplify the language of the spiral to other English words he could understand, and I drew a quadrant on the board. I labeled the horizontal axis (timeline) from left to right as *Past/Present* to *Future* and the vertical axis (content) from top to bottom as *Positive (want, important, strengths)* to *Negative (doesn't want)*. The student confirmed that he understood those terminologies and gave me feedback that the quadrant was much easier to understand than the spiral model.

Figure 6

Image of whiteboard notes taken on October 27, 2017, during break in Hangzhou, China



As seen in Figure 6, the numbering of the quadrant was different from the current model as it began at the top left quadrant going clockwise. The nomenclature evolved over time to follow the mathematical convention of labeling a quadrant—from the top right quadrant going counterclockwise (Figures 7 and 8). Each quadrant was termed more clearly over time: *preferred future*; *resourceful past*; *troubled past*; and *feared future* in its order. The vertical axis was labeled as either *Positive-Negative* continuum (Figure 6) as per the terms borrowed from MFD or + (*plus sign*) and - (*minus sign*) for more efficient notation (Figures 7 and 8).

Figure 7

A flipchart by graphic illustrator taken on June 25, 2018, during lecture at University of Toronto

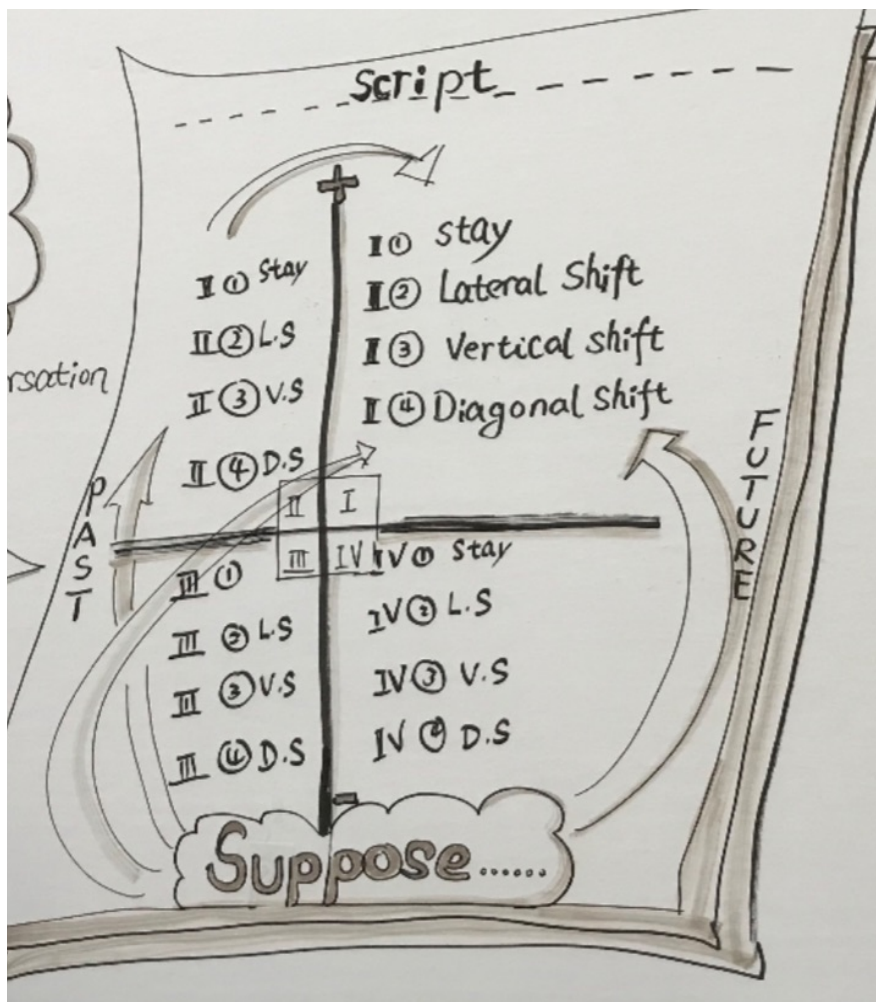
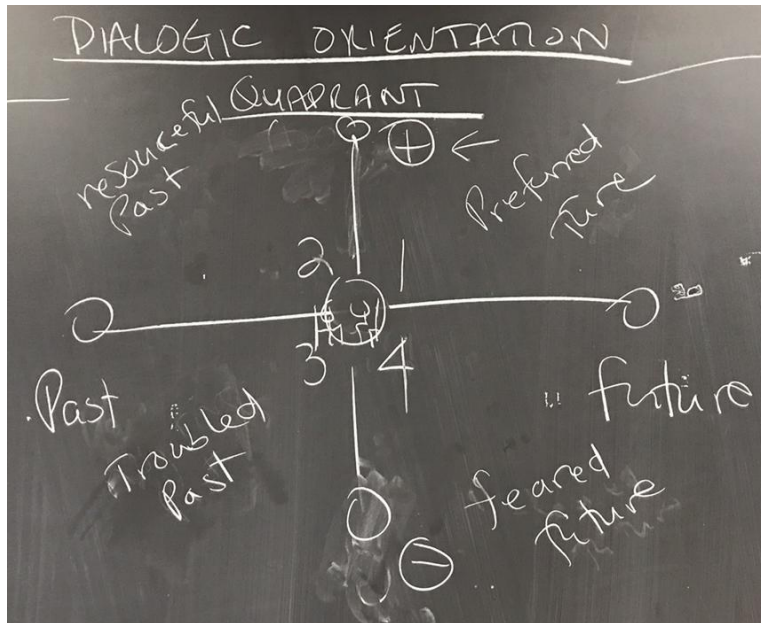


Figure 8

Image of blackboard notes taken on October 26, 2018, during lecture at University of Toronto



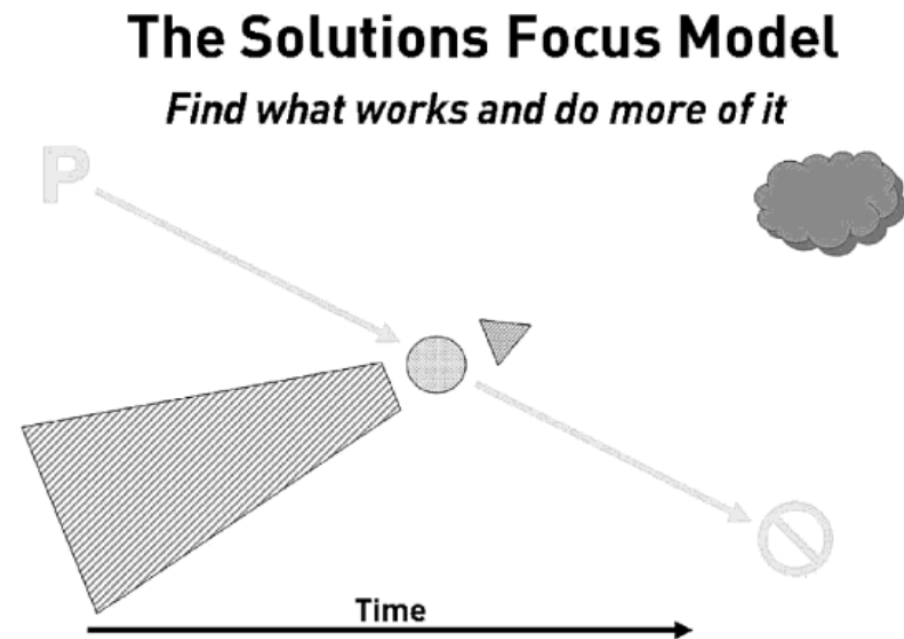
This framework had been presented in its various prototypes and names (e.g., SF compass, coaching matrix, listening map, the quadrant) until summer 2018 when I started to use the term—*Dialogic Orientation Quadrant*—more consistently in presentations and written materials (Moon, 2020). Used as a heuristic to examine their own coaching session transcript, some learners started to question the validity of determining the client’s content either positive or negative (vertical axis) as it may be more interpretive than descriptive. Based on the feedback, the vertical axis was refined and confirmed to indicate *Want more* and *Want less* in the client’s narrative so that we can adhere more closely to the actual language used by the client, and minimize the potential misinterpretation in practitioners categorizing the content to positive or negative. This co-construction of DOQ may be an example of the recursive approach endorsed and practiced by de Shazer in shaping the model based on *what seems to work better*.

Other Representations of SFA

Although the DOQ framework was independently iterated and I was not familiar with these other models at the time of its development, there had been various frameworks developed by other Solution-Focused practitioners and scholars that the DOQ shares close similarities with. The similarities might be due to the fact that SFA presents clear core assumptions and practices as demonstrated by researchers in the MFD tradition (Bavelas, 2012; Bavelas et al., 2013; De Jong et al., 2013a; Jordan et al., 2013; Smock Jordan et al., 2010). For example, Jackson and McKergow (2007) proposed a graphic representation *The Solutions Focus Model* (p. 3) as early as in 2007 with the “Time” continuum, P (problem) continuum, and a *future perfect* (see Figure 9). In this representation, the focal point of the conversation (indicated as a small triangle) moves towards the future perfect (indicated as a cloud).

Figure 9

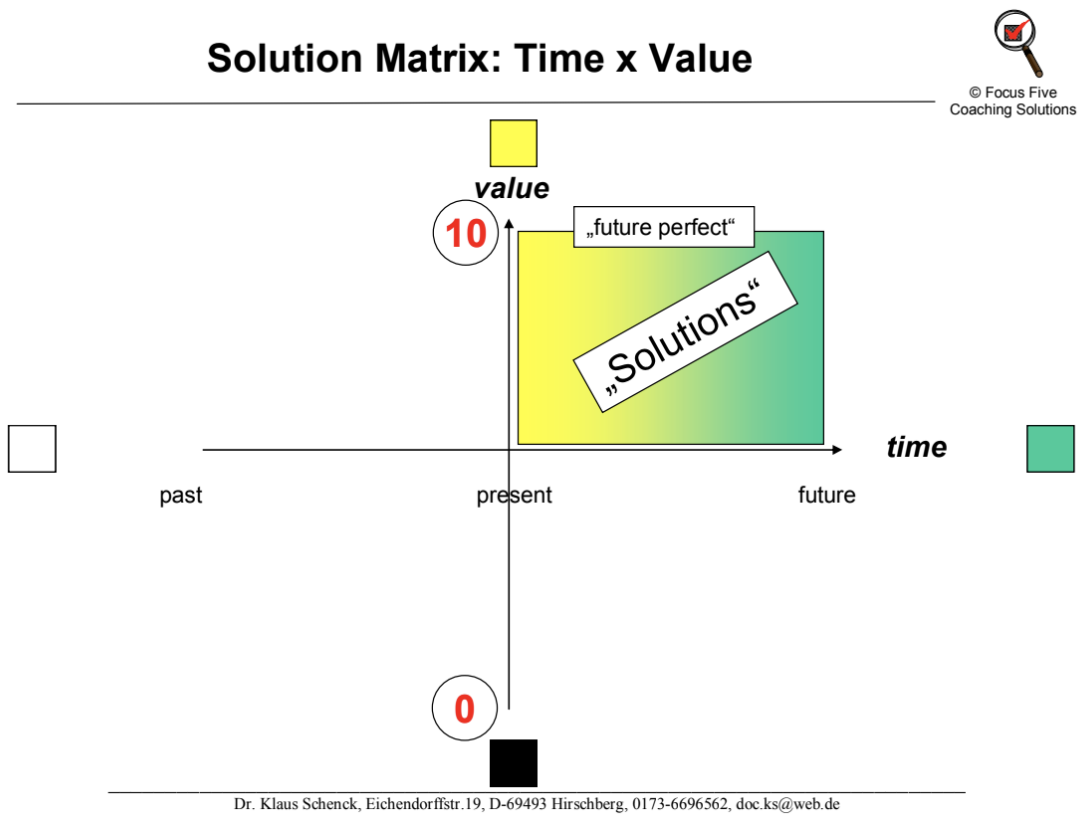
The Solution Focus Model (Jackson & McKergow, 2007, p.3)



Another example by Schenck (2013) includes a matrix using *time* as its horizontal axis and *value* as its vertical axis that incorporates what seems to be a scale from zero to ten (Figure 10). Schenck labeled the upper right area as *Future Perfect*, perhaps borrowing the term from the earlier illustration by Jackson and McKergow (2007). The future perfect area is highlighted as where the future (indicated as a green box on the right) and the value (indicated as a yellow box on the top) seem to create a space for *Solutions*, indicated as a yellow-green box.

Figure 10

The Solution Matrix by Schenck (2013, p. 6)



While it was reassuring to be informed of other similar frameworks as it may attest to the congruence of the SFA as a model, it was also important to distinguish the DOQ for having a distinctive character in several areas both in its construction and intended use. First, the timeline seems to be more consistent among these frameworks as it designates a continuum between past

and future, however the DOQ clearly defines *present* or *now* as the time and space where the coaching conversation takes place. This definition becomes practical and useful when the DOQ is used to analyze and categorize utterances. Second, the vertical axis or the intersecting axis presents more noticeable differences than the timeline continuum. While all three models suggest their preferred orientation toward what the client may want, the DOQ makes the labels explicit about what the client wants more and wants less, using the client's language. Lastly, while all models provide a conceptual illustration of SFA, the DOQ offers a distinctive and practical application that adheres closely to the client's actual language. The DOQ is not intended to be used for suggesting a set of coaching questions that coaches can ask; it is to be used as a listening device that organizes the client's actual utterances and the movements of their utterances in simpler categories. In that sense, the DOQ is closer to a "methodological reasoning procedure" (Tracy, 1995, p. 195) or a meta-process that can be used to explore a range of communicative actions between interlocutors.

Using the DOQ as Heuristic of Interaction

The word *heuristic* is defined as *enabling someone to discover or learn something for themselves* (Oxford Languages, n.d.) or as *involving or serving as an aid to learning, discovery, or problem-solving by experimental and especially trial-and-error methods* (Merriam-Webster, n.d.). These definitions support the intended use of the DOQ in a learning environment such as the one studied in this thesis. Learners and practitioners could use the DOQ as a heuristic of interaction—an aid to their learning and discovery of how interactions work; supervisors and trainers could use the DOQ as a pedagogical device with their students; and researchers could use the DOQ as an operationalized instrument to study interactional patterns in conversations.

Chapter 4: Methodology

This thesis aims to study the changes in the interactional patterns of learners in coach training. For the scope of this study, interactional patterns include clients' utterances and coaches' responses, with detailed attention to coaches' use of formulations and questions. Studying the relationship between clients' utterances and coaches' responses requires a method for analyzing conversations in microscopic detail. The methods I choose to use are the microanalysis of face-to-face dialogue (MFD) and DOQ, an MFD-informed heuristics to map utterances based on timeline and content. Mapping utterances over time also illustrates the interactional functions of each interlocutor's speech acts on the others. I used MFD and DOQ as the main research methods to capture the interactional nature of speech acts, both visible and audible. As this was the first in-depth study investigating the research questions using DOQ as its main research framework, it was designed as exploratory research rather than explanatory research. As such, the secondary aim of the study was to provide preliminary investigation using DOQ as a research method so that further analysis and more extensive research may follow.

Applying Key Practices of Microanalysis of Face-to-Face Dialogue (MFD)

As briefly outlined in Chapter 2, MFD was originally developed by Bavelas and colleagues for examining communication sequences between interlocutors inductively and utterance by utterance, ideally with both participants visible and audible together on screen at all times. There are various concepts and tools in the MFD that permit certain flexibility in deciding which details to include. In general, MFD requires a digitized video that can be used with ELAN software version 5.9 (as of 2021, Max Planck Institute of Psycholinguistics, Nijmegen, The Netherlands) that permits repeated, frame-by-frame viewing and annotation of any video excerpt (Korman et al., 2013; Bavelas et al., 2017). ELAN is an annotation software that allows

adjustable video replay speed and multiple layers for annotation for multiple perspectives of observation. For this study, ELAN was used for illustration of particular details while other inductive ways of observing conversations such as thematic analyses and DOQ were used in addition to using the ELAN.

What becomes explicit by applying MFD in this thesis is particularly important as MFD identifies formulations and questions, along with listener response and grounding, as key tools of co-construction that therapists (or coaches in this study) use in a dialogue with their clients (De Jong et al., 2013a, 2000; Bavelas et al., 2000; Bavelas, 2012; Bavelas et al., 2013; Korman et al., 2013; McGee, 2005). Formulations and questions as coaches' responses are used as key indicators of learning. I adopt the operational definition of formulations by Korman et al. (2013) - *a word of phrase in which the [practitioner] talked about or commented on something the client had said*. Similarly, I adhere closely to the operating definition of questions or “not knowing” questions by Tomori & Bavelas (2007) and Korman et al. (2013) as *utterances that inquire about something [that practitioner does not know] and invite the client to reply*. Both formulations and questions are used to measure the content of coaches' responses as presented in Chapter 5. More detailed procedure is outlined in the later section in the current chapter, Analysis Procedures and Stages on page 93.

Applying the Dialogic Orientation Quadrant (DOQ) as a Heuristic of Interaction

As mentioned in Chapter 3, DOQ was used in this thesis as a major part of the analyses to operationalize the key practices of the SFA by organizing the client's narratives and interactional patterns between the interlocutors according to their timeline and content. This tool is intended to make “the interfluent relations of coach and client in their situated contexts” visible as we inductively study dialogues (Moon, 2020, p. 251).

Timeline and Content Axes

The Four Quadrants. The horizontal axis in the quadrant is used to illustrate the inherent timeline in a client’s narrative, from past on the left to future on the right. The vertical axis in the quadrant indicates the content value of a narrative: from *what is wanted more* (or Positive Content) on top to *what is wanted less* (Negative Content) on the bottom of the vertical axis.

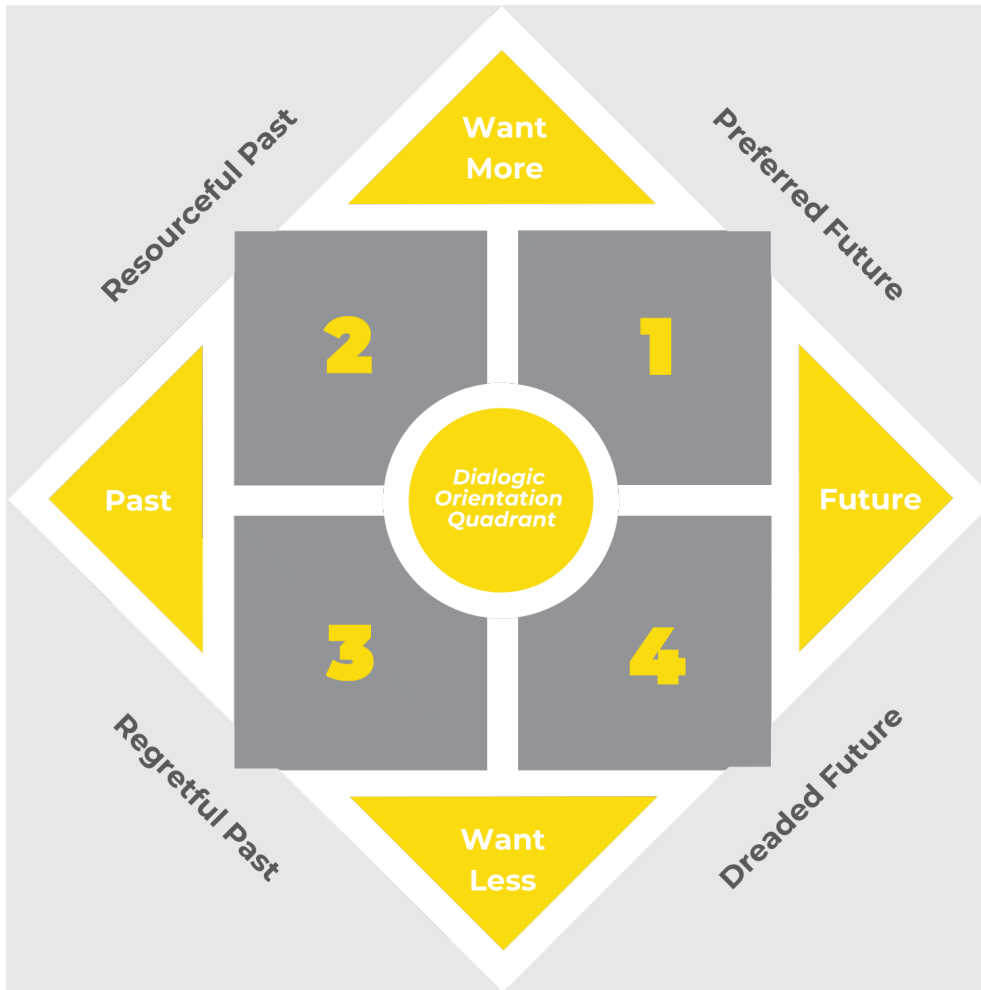
These overlapping axes make four areas available (see Figure 11):

1. Future Timeline and Positive Content, called Preferred Future (DOQ1)
2. Past Timeline and Positive Content, called Resourceful Past (DOQ2)
3. Past Timeline and Negative Content, called Regretful Past (DOQ3)
4. Future Timeline and Negative Content, called Dreaded Future (DOQ4)

The notion of *now* is simply defined as “the time the coach and client spend together” (Moon, 2020, p. 251), and is notated as Point Zero or Q0 when using the DOQ as an analytical tool.

Figure 11

Dialogic Orientation Quadrant (DOQ)



Categories Used for Formulations Analysis with DOQ

Korman et al. (2013) define formulation as “a word or phrase in which the [therapist] talked about or commented on something the client had said” (p. 37). To study formulations, one needs to look at both coach content and client content. There are specific categories that I used in this study with DOQ to map both formulations and questions made by a coach in a dialogue, and the categories used for formulation analysis are as follows:

1. Quadrant one: Preferred future content, notated as F_DOQ1

2. Quadrant two: Resourceful Past content, notated as F_DOQ2
3. Quadrant three: Regretful Past content, notated as F_DOQ3
4. Quadrant four: Dreaded Future content, notated as F_DOQ4
5. Point zero: defined as the time and space the coach and client have together during the session, notated as F_Q0.
6. X-factor: defined as the indeterminate content that may belong to two or more quadrants or none yet, notated as F_Qx.

The following sections provide relevant examples of the categories using the actual interactions from the transcripts analyzed in this study (included as appendices).

Formulations in Quadrant One: Preferred Future content (F_DOQ1). When the practitioner responded to the client's narrative of their preferred future (what they want more of in the future), it was notated as formulations in quadrant one (F_DOQ1). For example:

A.2.3 Coach: And can you tell me what are your best hopes for today? What do you expect from this session?

A.2.4 Client: Oh, so that I could walk away today knowing that I've, um, got something resolved.

A.2.5 Coach: Something resolved (yeah) and if that something got resolved (yeah), what would change for you?

When the client expresses that they would like to get something resolved (A.2.4), it can be assumed that they are hoping to see that happen in the future. Therefore, it was noted as the client's preferred future (Q1). Then the coach responded to what the client said (A.2.4) by preserving specific parts of the client's words – *got something resolved* – in their next utterance (A.2.5). This would be an example of the practitioner making formulations based on the client content in quadrant one (F_DOQ1).

Formulations in Quadrant Two: Resourceful Past content (F_DOQ2). Similarly, when the practitioner responded to the client's narrative about their resourceful past (client's existing progress, past successes, or useful experiences), it was notated as formulations in quadrant two (F_DOQ2). For example:

C.3.2 Client: ... So, I've been very present with my kids for the last few years. Um, that's been my priority. And I would like to start working more.... I do really want to start implementing some of these creative ideas that I have. So...

C.3.3 Coach: Wow, so you do have many ideas in mind

C.3.4 Client: I have, like, too many ideas. [laugh] I always have ideas, yeah.

C.3.5 Coach: And you do have how many kids?

C.3.6 Coach: Only two but three and one and a half, so it feels like about five. [laughter]

C.3.7 Coach: So, you have kids and many ideas. (Yeah) So I'm curious you said, working more (mhm) so, you're already working.

In this example, the client spoke about their kids being their priority for the last few years (C.3.2). They also mentioned wanting to work more and starting to implement some of their creative ideas (C.3.2). After exchanging a few utterances, the coach responded to the client's words of already having kids and many ideas, therefore notated as F_DOQ2. The coach also made an interpretation based on the client's utterance – *working more* – that the client may be already working, also indicated as an example of formulations made in F_DOQ2.

Formulations in Quadrant Three: Regretful Past content (F_DOQ3). When the practitioner responded to the client's narratives about their regretful past or troubled past (e.g., past failures, undesired interactions or experiences, traumatic events), their responses were recorded as formulations in quadrant three (F_DOQ3). For example:

B.2.6 Client: Yeah, I mean, like, I guess there's lots of times where it gets really busy and your whole weekend is filled with things and then lately it's been a lot of Netflix instead.

B.2.7 Coach: A lot of Netflix, okay. So, if you were to think about the most productive you could be or where you'd like to be (mm) with your productivity, what, how do you envision that, what does it look like for you?

B.2.8 Client: Um, I think it looks like a balance of time for me (mhm), which might be relaxing but then also learning new things and meet new people um, or giving back, things like that.

In this example, the client spoke about doing “a lot of Netflix” lately (B.2.6) as something less desired than having a busy weekend filled with things (B.2.6). The coach preserved the expression exactly (B.2.7) before following up with a question. As the coach made a formulation by preserving the client’s words that indicate what was not wanted from the past (DOQ3), it would be notated as F_DOQ3. The coach’s question that followed this formulation would be indicated as a different category.

Formulations in Quadrant Four: Dreaded Future content (F_DOQ4). When the practitioner responds to what the client has said that they would not like to see happen in the future (both made explicit or inferred), they are categorized as F_DOQ4. For example:

A.1.16 Client: ... I think just like shyness, and just feeling shy or getting like, I don't want to pry on by asking questions or asking the wrong question.

A.1.17 Coach: And what will happen if you ask the wrong question?

A.1.18 Client: Nothing [both laugh] probably, which I don't know [what's different] is asking questions like, it's not like there's anything to be afraid of.

In A1.16, the client makes an explicit statement about what they don’t want: pry on by asking questions or asking the wrong question. The coach then preserves part of the expression—*ask the wrong question*—in their next response. This formulation occurred as part of a follow-up question, however it is categorized as F_DOQ4 as the coach preserved the client’s expression about what they do not want to see in the future.

Formulations as Point Zero (F_Q0) and X-Factor (F_Qx). Quadrants 1 through 4 were relatively straightforward in many cases where Q0 and Qx were less clear to identify initially. Take as an example:

A.2.12 Client: ... I have joy in my work and people that I see but [would be] just more fulfilled that I know what's going on with my kids day to day rather than weekend to weekend. Every weekend is a new thing. I mean, it's a long time, by the time you see them the next weekend, things changed, I'm never part of a lot of conversations. It's very brief. Right? So, in and out, there's always a good time and great time and a lot of love but I care for them and make sure they get everything they need going to school, whatever else but the focus is small.

A.2.13 Coach: The focus is very small. (it's small)

A.2.14 Client: So, it's not, it's not fluid. It's not like hey, come over Wednesday night have dinner, go there, go there, right? I feel, I feel more enriched in my life.

A.2.15 Coach: So, the enrichment part, if we were able to work on that to focus on a bit more, is that something that would be helpful for you?

The underlined parts above in A.2.13 and A.2.15 were analyzed as F_Qx in this immediate context, as it was unclear in which quadrants they belonged. In the following example, the underlined parts of B.1.11 were identified as F_Q0, as the coach made a statement (suggestion) about how they may spend the time they had together in session:

B.1.10 Client: ... [earlier parts omitted] so that's my goal because I really try to seek to understand where they are, and the questions that they're asking to answer them.

B.1.11 Coach: So, let's see what we can figure out together about the coaching and [inaudible] learn. [latter parts omitted]

Categories Used for Question Analysis

Scope of Questions. Similarly, to the formulations analyses, the questions asked are organized using the DOQ as *Scope of Questions*. As mentioned earlier, I use the operating definition of questions or “not knowing” questions in this analysis as *utterances that inquire about something [that practitioner does not know] and invite the client to reply* (Tomori &

Bavelas, 2007; Korman et al., 2013). It has been well documented that the client seldom comments on the presuppositions and their replies often follow the direction of the presuppositions (Smock Jordan et al., 2010; McGee, 2005; Korman et al., 2013). For the scope of this analysis, only the intended orientation of presupposition was considered instead of confirmatory data from the immediate client responses following the question. The embedded presuppositions of the questions were organized using the following categories:

1. Quadrant one: Preferred Future content, notated as Q_DOQ1.
2. Quadrant two: Resourceful Past content, notated as Q_DOQ2.
3. Quadrant three: Regretful Past content, notated as Q_DOQ3.
4. Quadrant four: Dreaded Future content, notated as Q_DOQ4.
5. Point zero: defined as the time and space the coach and client have together at the moment, notated as Q_Q0.
6. X-factor: defined as the indeterminate content that may belong to two or more quadrants or none yet, notated as Q_Qx.
7. Yes or No: When a question poses answer choices of yes or no, notated as y/n.

Presupposition in Quadrant One: Preferred Future content (Q_DOQ1). When the practitioner asks a question that is intended to invite the client to provide new information on what they might want to see in the future as desired, it is categorized as Q_DOQ1. For example:

B.2.7 Coach: ... So, if you were to think about the most productive you could be or where you'd like to be (mm) with your productivity, what, how do you envision that, what does it look like for you?

In B.2.7, the coach builds on the previous information contributed by the client leading up to the underlined, not-knowing question. The embedded presuppositions in this question include: the client can and will envision what it (the preferred future stated by the coach in the preceding utterances) will look like; the client will provide the information; and the process of doing this

may be useful. Based on the intended orientation of the presuppositions embedded in the not-knowing question in B.2.7, this question would be categorized as Q_DOQ1 as it intends to seek new information about the client's experiences in their preferred future.

Presupposition in Quadrant Two: Resourceful Past content (Q_DOQ2). Similarly, when a not-knowing question is intended to elicit new information about the client's existing progress and resources, it was categorized as Q_DOQ2 as illustrated in the following example:

B.2.23 Coach: So, when you're at work and you're productive, (mhm) what does that look like in your workplace that's different to home? ...

This response (B.2.23) came right after the client spoke about their workplace being closer to what they want to see more in their home life, the coach builds on the information by preserving *workplace* and *home* yet requests new information about what was different at the workplace that made it work. As the presuppositions in the question intended the client to reflect on their resourceful past, it would be categorized as Q_DOQ2.

Presupposition in Quadrant Three: Regretful Past content (Q_DOQ3). When the practitioner asks for new information in the areas where the client may describe what did not work in the past or what they experienced as negative, they were categorized as Q_DOQ3. For example:

C.1.1 Coach: Thank you for being here with me. You wanted to talk about, um, how this trip to Thailand is stressful because of the money management... can you tell me a little bit more of it?

The example question in C.1.1 (underlined) is primarily a yes-or-no question by placing *can you* in the beginning of the question. The explicit request for new information embedded (and accepted by the client) in this question is expressed in *tell me a little bit more about it*. The word *it* here refers to the content the coach introduced before posing the question: *this trip is stressful because of money*

management. This invitation orients the client to recall the stress and money management that did not go well in the past, and this orientation would be categorized as Q_DOQ3.

Presupposition in Quadrant Four: Dreaded Future content (Q_DOQ4). In the same way, the question intended to seek new information about the client's undesired future is categorized as Q_DOQ4 in this analysis. For example:

A.1.17 Coach: And what will happen if you ask the wrong question?

This is the same example used earlier for the F_DOQ4, yet the underlined phrase above indicates a not-knowing question. While the coach preserves the phrase *ask the wrong question* in their question notated as F_DOQ4, the part of the question *what will happen* intends to seek new information about the client's dreaded future when they ask the wrong question. Based on the intended orientation of the presupposition, it would be categorized as Q_DOQ4.

Presupposition in Point Zero: The Time Together in Session (Q_Q0). The Point Zero (Q_Q0) includes the questions coaches ask about the coaching process, and the expectation of the client on the process, for example:

A.1.1 Coach: So, are we discussing a personal or business question?

A.1.2 Client: Let's do... let's do personal (personal). Yeah. (Okay).

A.1.3 Coach: [pause] And I don't even know what to ask you [chuckle], um, so, what is it that you would like to discuss?

Both questions in A.1.1 and A.1.3 were considered as Q_Q0 as the coach is exploring what they can do together during the session.

Presupposition in two or more quadrants or none: The X-Factor (Q_Qx). An example of the X-Factor (Q_Qx) of the question can be seen in the following excerpt:

B.1.6 Client: Well, [name], I am here today to talk to you about... to talk to you to help me figure out whether or not I want to explore coaching.

B.1.7 Coach: Hmm, alright. So, you wanted to explore coaching. Is it something about work, personal life, relationships?

B.1.8 Client: So, um, I first discovered that I enjoy people when I am working with my staff...

The question the coach asked in B.1.7 contained what was analyzed as Q_Qx. It was not yet known explicitly if ‘work or personal life or relationships’ may lead to positive content, and the embedded presuppositions did not have clearly intended orientation.

Positive and Negative Content Analysis Using DOQ. The terms, *Positive Content* and *Negative Content*, were borrowed from Jordan et al. (2013) where they included “questions, statements, formulations, suggestions etc.” (p. 50) by the practitioner that focused the client on a certain “aspect of their life (e.g., a relationship, trait, or experience in the past, present, or future)” (p. 50). As they looked at therapy sessions, they labelled it *Positive Therapist Content* and *Negative Therapist Content*. Some examples of positive therapist content included “client strengths or abilities, exceptions to the client’s problem, resources (in the client or in the client’s situation), client’s agency toward change, and asking the client what will be helpful” (p. 51); negative therapist content included “a bad situation (e.g., other people, lack of money), the client’s helplessness, the client’s feeling out of control, the client’s lack of agency, generalizing the problem or seeing no exceptions, and negative presuppositions in questions” (p. 52).

Although DOQ is used primarily for analyzing client content, not coach content, it can illustrate the choices coaches make in their responses to the immediate client content. For one to decide if the coach's formulation is focusing on either positive content of the client or negative content or neither, it is necessary to first look at the client's content. For the purpose of comparing the learner sessions with the SF expert sessions in the later part of the study, I

grouped DOQ1 and DOQ2 together as Positive Content; and the DOQ3 and DOQ4 as Negative Content.

Data

The Participants

The potential participants in the study were selected from the past students that I have taught in the coaching program. The coaching program consisted of three courses: Foundations of Brief Coaching, Applications of Brief Coaching, and Masterclass. Each course provided 24 face-to-face instruction hours. As part of program requirements, learners generated certain artifacts such as video recordings and transcripts of their practice conversations with each other during the program. The learners were addressed as either practitioner-in-training or client in this research depending on their role in the practice conversations, and a list of potential participants was selected from a total list of 17 graduates of the program between 2018 and 2019 based on a few factors, including if their artifacts met the inclusion criteria of (a) having a baseline session in the beginning of their program and a comparison session in the later part of their program; (b) having recorded in high-quality video and audio with both interlocutors on camera in most of their artifacts; and (c) being new to the Solution-Focused practice at the time of the first recorded session. Out of 17, four participants had previous knowledge of the SFA, and six participants did not have either both interlocutors on camera for most of their recordings. Then an email invitation was sent out to those selected participants (in total seven potential candidates) informing them of the selection criteria and the research questions used in the study. Gender and age of the participants were not considered as selection criteria as they are not likely to have a significant impact on the result. Five people responded by email expressing interest, however one candidate had to withdraw due to their work situation, and another person had a recording

with their personal friend as a client instead of another learner in class. I decided to include the remaining three individuals and they agreed to participate in the study with their own recordings, transcripts, and reflection papers that they had already generated and submitted to fulfill the program requirements.

The Sample

The video data used for analysis were from video archives of face-to-face coaching practice dialogues between practitioners-in-training and clients at the Canadian Centre for Brief Coaching who consented to participate in this study. Three of these video sets were selected for each practitioner-in-training: baseline video of coaching on Day 1 indicated as Session 1, mid-program video of coaching indicated as Session 2, and end of course video of coaching indicated as Session 3. Each learner is anonymized as A, B, or C. Session numbers are indicated as 1, 2, or 3 in the following manner.

- A1: Learner A's baseline recording with another learner as client from Day 1 of the coaching program. The client was a young woman working on communication and relationship skills.
- A2: Learner A's coaching video with another learner as client from their Session 2 (Day 3) of the coaching program (after approximately 15 hours of in-class instruction). The client was a father who wanted to improve his quality time with his children. In this video, the visual for the coach is not available.
- A3: Learner A's coaching video with another learner as client from their Session 3 (Masterclass) of the coaching program (after approximately 60 hours of in-class instruction). The client was a seasoned professional wanting to change the workplace culture and influence her colleagues.
- B1: Learner B's coaching video with another learner as client from Day 1 of the coaching program. The client was a nursing manager who wanted to have clarity about making decisions.

- B2: Learner B's coaching video with another learner as client from their Session 2 (Day 3) of the coaching program (approximately after 15 hours of in-class instruction). The client was a young professional who wanted to be more productive at home.
- B3: Learner B's coaching video with another learner as client from their Session 3 (Masterclass) of the coaching program (approximately after 60 hours of in-class instruction). The client was a seasoned professional who wanted to build her career beyond her current positions.
- C1: Learner C's coaching video with another learner as client from Day 1 of the program. The client was a young professional who wanted to be better at managing finances.
- C2: Learner C's coaching video with another learner as client from their Session 2 (Day 3) of the coaching program (approximately after 15 hours of in-class instruction). The client was a manager who wanted to have a different perspective about a mandated project at work.
- C3: Learner C's coaching video with another learner as client from their Session 3 (Masterclass) of the coaching program (approximately after 60 hours of in-class instruction). The client was a young mother of two who wanted to get back to work.

Analysis Procedures and Stages

Following the phases of studying conversations inductively using MFD (Bavelas et al., 2016), I started with immersing myself in the data by watching the video recordings repeatedly over a two-week period. Then I created 12 categories using the ELAN to organize visible and audible utterances in the raw data as I had yet to decide on which patterns might be most relevant for my study. Once I decided to study formulations and questions, I chose five categories from the initial 12 for more in-depth analyses using the DOQ. More details of each phase are outlined in the following section.

Procedures

Inductive Phase. I began with an inductive phase to “[*derive*] a new analysis from the particulars of data” to inform formal analyses (Bavelas et al. 2017, p.97, modified). It began with watching the video-recorded sessions to identify emerging patterns and themes in how

practitioners-in-training conduct coaching sessions with their client partners. As done in other related studies that analyzed shorter portions of a full conversation session (Jordan et al., 2013; Korman et al., 2013), I decided to use the first five minutes, approximately, of each recording to analyze and compare further.

Formal Analysis

Stage I. Using ELAN to Organize Visible and Audible Utterances. I used ELAN to show both visible and audible utterances of both practitioners-in-training and clients. ELAN is a software that allows repeated frame-by-frame observation that can be annotated using different tiers. I started with visible utterances - gazes and nodding - to mark possible calibration sequences and speaking turns. I annotated coach's gazes and client's gazes on separate tiers and annotated the gaze window as overlapping gazes on a separate tier. I did not include hand gestures in visible utterance analysis as they mostly seemed to function as assisting audible utterances. Then their audible utterances were annotated on separate tiers as *Coach Utterance* and *Client Utterance*. I have included short utterances like *mhm* and *right* as independent utterances instead of part of a longer utterance so that it can be viewed along the gaze window for functional analysis as needed. Figure 2 is a sample screen of the analysis using ELAN for this study.

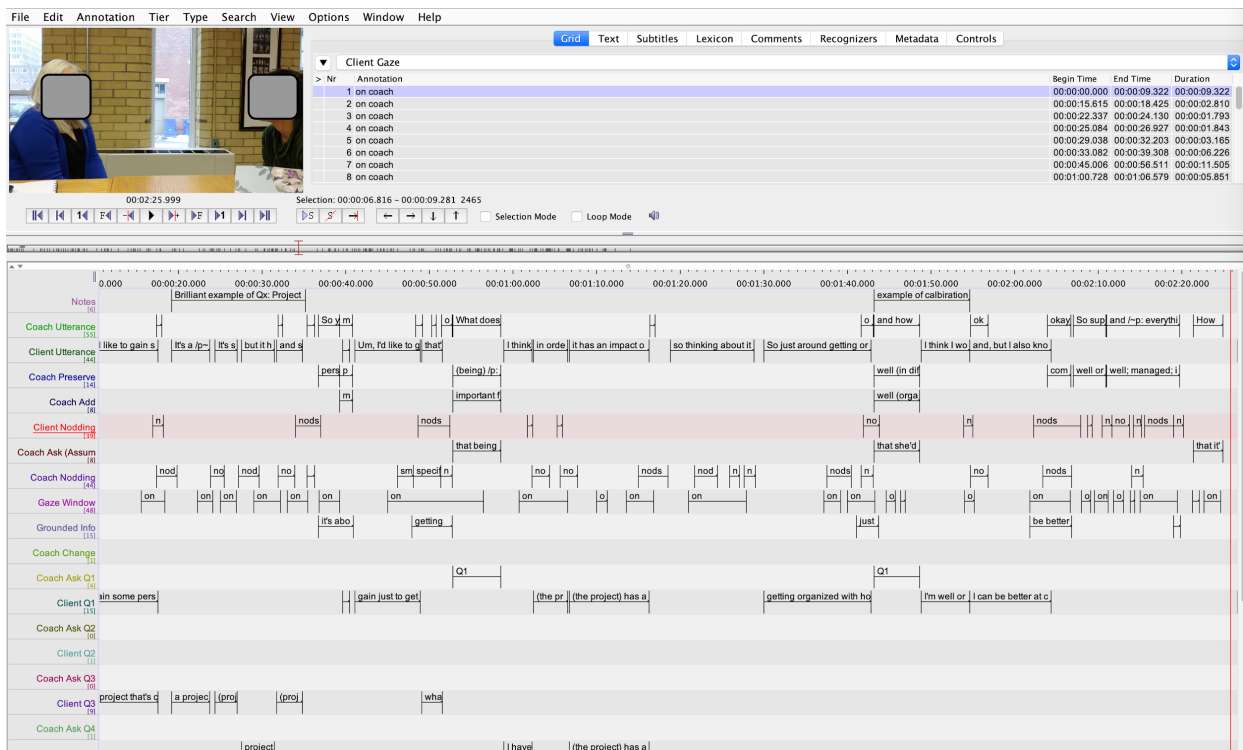
For the purpose of using ELAN for the first part of the analysis, I created the following tiers for annotation for each of the nine videos as illustrated in Figure 2:

- Coach Gaze: duration of each time coach is looking at the client
- Client Gaze: duration of each time client is looking at the coach
- Gaze window: overlap of coach and client gazes making eye contact
- Coach Nodding: when coach nods, both specific and generic responses
- Client Nodding: when clients nod, both specific and generic responses
- Inaudible Gestures: when coaches make inaudible but visible gestures (e.g., mouthing words "ok" or "right")

- Coach utterance - what the coach says (audible utterance) including back channels
- Client utterance - what the client says (audible utterance) including back channels
- Grounded Info - watched for visible and audible gestures that indicate that they are calibrating, then wrote on what information that they calibrated on
- Client Content DOQ Analysis
- Coach Response DOQ Analysis for Formulations
- Coach Response DOQ Analysis for Questions

Figure 12

ELAN Software Example Screen



Analyzing the videos using the ELAN refined the scope of the thesis to include a few beginning parts of the co-construction between interlocutors as an example of the learners' progress. It seemed to suffice to limit the scope to studying mostly audible utterances and their functions using DOQ and its categories as a main research instrument. For this purpose, I selected the following five tiers in ELAN to use for the next stages of analyses:

- Coach utterance
- Client utterance

- Client Content DOQ Analysis
- Coach Response DOQ Analysis for Formulations
- Coach Response DOQ Analysis for Questions

Stage II. Using Transcripts to Analyze Coach Content. I used the transcripts to locate formulations and questions as it was easier to locate a speaking turn on transcripts than on ELAN. A speaking turn was counted when one interlocutor made a statement that occurred either at the end of or during the other's speech that was clearly taking turns. When the listener's statement overlapped with the speaker's speech and if the speaker continued to speak, it was still counted as the speaker's turn. For example:

B.2.3 Coach: Good, thank you for coming in. (Hey, no problem) I'm curious to hear what you would like to discuss today?

B.2.4 Client: Well, I mean, like it's the usual problem, I would like to be more productive in life (more productive in life) feel a little lazy lately.

B.2.5 Coach: So productive in life. So more productive in life, so I'm hearing that you've had some time in your life where you've been productive?

The statements in brackets in both B.2.3 and B.2.4 were made by the listener, but it was not considered as a speaking turn of the listener as it did not stop the speaker's speech.

Each turn may contain one or more formulations and questions. B.2.5 was analyzed to contain two formulations (underlined) and one question as below:

B.2.5 Coach: So productive in life. So more productive in life, (formulations: preserved exactly, positive content in DOQ 1) so I'm hearing that you've had some time in your life where you've been productive (formulations: added content, positive content in DOQ 2)? (Question - seeking positive content in DOQ 2, a formulation functioning as a question)

Each speaking turn was marked with a corresponding speaker and timestamp. Number of words for each speaking turn was counted and indicated in brackets after each turn. I used the letter F for formulations and the letter Q for questions in the transcript. I underlined the words that comprised the formulation for further analyses of different compositions - words that are

preserved exactly (highlighted in green), preserved deictically (highlighted in blue), preserved in alteration (highlighted in yellow), or content added by coach (highlighted in red). For example, the sample sequence below indicates the speaker, timestamp (beside the speaker), number of words (at the end of utterance), questions (with a Q), formulations underlined and indicated with an F, and compositions of formulations (highlighted in corresponding colours). Following the operational definition of a formulation by Korman et al. (2013), the formulation analysis was done only for the coach content.

A.2.4. Client 00:08

Oh, so that I could walk away today knowing that I've um, got something resolved (15)

A.2.5. Coach 00:17

Something resolved (yeah) and if that something got resolved F (Yeah), what would change for you? Q (13)

A.2.6. Client 00:23

If that thing got resolved um more happiness. (8)

A.2.7. Coach 00:29

More happiness F (yeah) and what would it look like? Q (8)

Stage III. Using Transcript to Analyze Client Content. The client's speaking turns were analyzed using the DOQ in brackets right beside the word or phrase client used. They were notated in the transcript as q1, q2, q3, q4, q0, or qx. Each speaking turn may have more than one notation as some turns contain utterances that may be in different quadrants. For example, the same sequence used earlier contains the DOQ analysis in client content as follows:

A.2.4. Client 00:08

Oh, so that I could walk away today knowing (q1) that I've um, got something resolved (q1) (15)

A.2.5. Coach 00:17

Something resolved (yeah) and if that something got resolved F (Yeah), what would change for you? (13) Q

A.2.6. Client 00:23

If that thing got resolved (q1) um more happiness. (q1) (8)

A.2.7. Coach 00:29

More happiness F (yeah) and what would it look like? (8) Q

Stage IV. Using Transcripts to Analyze Coach's Response Patterns. Based on the analyses of client content, each formulation and question were further analyzed using DOQ. If the coach responded to either q1 or q2 in client content, I indicated it as positive, notated as + in transcript using square brackets beside F or Q notation. If the coach responded to q3 or q4, it was indicated as negative using - sign in square bracket. The coach content was analyzed using the notations, DOQ1, DOQ2, DOQ3, DOQ4, Q0 or Qx. For example, the same excerpt from earlier contains the full elaboration of DOQ analysis of coach content below.

A.2.4. Client 00:08

Oh, so that I could walk away today knowing (q1) that I've um, got something resolved (q1) (15)

A.2.5. Coach 00:17

Something resolved (yeah) and if that something got resolved F[+]DOQ1 (Yeah), what would change for you? (13) Q[+]DOQ1

A.2.6. Client 00:23

If that thing got resolved (q1) um more happiness. (q1) (8)

A.2.7. Coach 00:29

More happiness F[+]DOQ1 (yeah) and what would it look like? (8) Q[+]DOQ1

Limitation of the Sample Selection

Due to the nature of comparative analysis of this study, the samples were limited by the availability of recorded data that show progress over time of the same practitioner-in-training. The number of participating practitioners-in-training may seem small at three, however, the deep analysis of each participant's progress yielded enough comparison data responding to the research questions in this study examining patterns of responses as their ipsative assessment. One

of the criteria used in selection - being new to the Solution-Focused practice - does not exclude the possibility of the participants' other prior learning in human communications. In the selected samples used in this study, the participants' professional backgrounds included human resources, nursing, and consulting. Their potential predisposition to communication methods similar to that of Solution-Focused practice should be noted; however, it did not have significant impact on the findings as the research questions were designed to study their individual progress (ipsative assessment) rather than inter-subject comparison (norm-referenced) among the participants.

In addition, the duration of the selected video recordings may not be a full representation of what the participating practitioners-in-training do in their conversations. It was limited to approximately the first five minutes so that it provides relevant examples of how practitioners-in-training use questions and formulations in their sessions, responding to the scope suggested in the research questions. Studying full-length video recordings may yield other useful information that may be beyond the scope of this study, and it was considered not necessary for the scope of this study. Limiting the scope to specific parts of a full session is not uncommon in other similar studies, as observed in Korman et al. (2013) studying the first 6.5 minutes of a session, or Tomori and Bavelas (2007) studying the first fifty utterances. The study by Korman et al. (2013) was particularly useful as a reference as their findings were used as the SF expert session comparison addressing the research question 1(c): when compared to SF expert sessions, what progress are practitioner-in-training make that is congruent with the expert sessions? Also, the number of utterances as each video had varying lengths and number of utterances—some spoke as little as 157 words (C3) while some spoke as many as 431 words (B2) in the given duration of approximately five minutes. So, both the number of words in their utterances and the converted number to percentage were used to make it easier to compare the patterns.

Other minor considerations in the sampling process should be noted although it did not seem to have much relevance to what was being studied - such as a fluency of English for the practitioners-in-training. For two of the three studied, English was not their primary language. However, this seemed to offer little significance in studying their patterns of content selection and use of presuppositions in questions. One may also question the conversational setting that it is taking place in a classroom where both participants are learning to coach. It is my guess that this may not significantly impact the content clients share; however, this study neither provides nor explores the pattern changes in the client content over time.

Limitations of the Measurements Used in Analysis

As mentioned in the Procedure section, this study uses the ELAN for the inductive phase and the DOQ as its main tool for analyzing audible utterances of interlocutors. ELAN uses video-recordings and tiered annotations to analyze various multimodal interactions including visible acts and audible acts of both interlocutors. Some tiers were easier to delineate such as gazes, gaze windows, or nodding while some other tiers like coach utterances and client utterances were not as straightforward. Although I refer often to the rules of observation outlined in Korman et al. (2013) and the terms such as *positive content* and *negative content* (Smock Jordan et al., 2010), I did not use them exclusively and that may have weakened the consistency. While obtaining inter-analyst agreement and cross-validation may have mitigated this uncertainty, having multiple analysts was out of scope for this exploratory study.

Another limitation that posed its challenges early on in the study was deciding on the size of an utterance as a meaningful chunk. This decision may depend on one's intended outcomes or focus of the study, and in this study, the size of an utterance was a speaking turn rather than smaller segments of utterances that happened moment-by-moment. The potential risk of this

decision arises when one speaking turn may contain one or more formulations or questions. There are other similar studies that might have much narrower limits, such as De Jong et al. (2020) that studies a conversation sequence utterance-by-utterance to trace the calibrated information; however, the scope of this study allows for a much broader extent of utterance units.

Another possible limitation of the measurements used in analysis includes determining the client's content as either positive or negative. This activity may involve discretionary decisions in evaluating the content in the immediate client context, and this poses certain challenges for obtaining precise measures. Other categories such as Point Zero and Quadrant X (Qx) are introduced to minimize the uncertainty. This may be mitigated in future research when multiple researchers conduct analysis for comparison, and inter-rater agreement rate can be calculated.

Chapter 5: Results

This section outlines the findings from the analysis and responds to the previously identified research questions to study interactional patterns of practitioners-in-training learning Solution-Focused Coaching. Firstly, patterns of formulations are studied including the following: frequency of formulations (see Table 5.2), content selection from what the client discusses (see Table 5.3), specific compositions in formulations including exact preservation, deictic preservation, altering, and adding (see Table 5.4), client words preserved exactly (see Table 5.5), and words added by practitioners-in-training to client's narrative (see Table 5.6). Secondly, the patterns of how coaches use presuppositions in their questions are studied, including frequency of question use (see Table 5.7) and DOQ analysis of intended orientation in the presuppositions (see Table 5.8). Lastly, this section compares the practitioners-in-training' patterns to those of the expert practitioners, including content selections (see Table 5.9) and composition in formulations (see Table 5.10).

Overall Representation

Table 5.1 presents the details of all nine video clips used for analyses. As outlined earlier, A, B, and C are three different learners. Their baseline videos before learning Solution-Focused coaching are indicated as A1, B1, and C1, respectively. Each subsequent video during their learning process is indicated by increasing numbers, A2, B2, C2, and A3, B3, and C3. The time stamp indicates the selected sample from their longer video recordings. Each sample is from the beginning part of their coaching conversations. The duration of each clip was tabulated, and the average duration of the six video clips was 5 minutes 28 seconds. The number of turns (# of Turns) indicates speaking turns each interlocutor took for the duration excluding utterances that functioned as back channels, for example, generic responses that did not lead to a speaking turn.

The number of questions (# of Q) and formulations (# of F) were counted during their speaking turn. As each speaking turn may have included both a formulation and a question, the total number of questions and formulations may exceed the total number of turns. For example, the average number of speaking turns taken by coaches was 9.1 whereas the average number of questions asked by coaches was 7.2 and the average number of formulations made was 9.1.

There was one video clip (A2) that had a brief pause of less than 10 seconds during the recording due to technical issues with the recording device. This clip also recorded only the client visible on tape instead of both participants simultaneously on screen; however, this clip was included for final analysis as it demonstrated other categories of analysis clearly in the clip. The percentages calculated in the tables were rounded to the nearest integer as the decimal points did not seem to offer significant differences in data interpretation for the purpose of this study.

Table 5.1*General Details of Coaches' Responses*

Session	Time Stamp	Duration	# Of Turns	# Of Q	% Of Q	# Of F	% Of F
A1	00:01.230-05:11.441	05:10.211	13	12	92	7	54
A2	00:01.508-05:29.000	05:28.000	9	8	89	11	122
A3	00:02.421-05:03:805	05:01.384	6	5	83	5	83
B1	00:04.859-05:07.689	05:02.830	8	5	63	6	75
B2	00:00.000-05:00.453	05:00.453	12	12	100	18	150
B3	00:00.015-05:53.000	05:52.000	6	4	67	8	133
C1	00:01.039-05:12.284	05:11.245	8	7	88	8	100
C2	00:00.000-04:59.532	04:59.532	12	8	67	12	100
C3	02:03.092-07:08.476	05:05.384	8	4	50	7	88
Overall Ave.		0:05:28	9.11	7.22		9.11	

Formulations

The following sections including Table 5.2, 5.3, 5.4, 5.5 and 5.6 respond to research question 1(a): What changes emerge in the way practitioner-in-training responds to their client's utterances in the areas of content selection, specifically in formulations?

Table 5.2 outlines the rate of learners (practitioners-in-training) using formulations in their sessions. The number of turns (# of Turns), number of formulations (# of F), and the percentage of formulations (% of F) are consistent with the data presented in Table 5.1 above. Each of the formulations was analyzed using the DOQ as indicated as numbers in the section Formulations mapped on DOQ. For example, learner A1 made 13 speaking turns in this sample. Out of 13, there were 7 formulations (i.e., 54% of the time). The highlighted columns indicate the pertinent data used to analyze the rate of formulations. Those formulations were analyzed using the DOQ showing 2 formulations in DOQ1, 2 formulations in DOQ3, and 3 formulations in DOQ4. More details of the DOQ map are illustrated in Table 5.3.

Table 5.2*Frequencies of Coaches' Use of Formulations in Their 3 Sessions by DOQ Categories*

Session	# Of Turns	# Of F	% Of F	Formulations mapped on DOQ						
				Q0	DOQ1	DOQ2	DOQ3	DOQ4	Qx	IR
A1	13	7	54		2		2	3		
A2	9	11	122		8				3	
A3	6	5	83		5					1
B1	8	6	75	1	1	3			1	2
B2	12	18	150		10	2	5		1	
B3	6	8	133		6	2				
C1	8	8	100		1	2	3	1	1	
C2	12	12	100		10	1		1		
C3	8	7	88			7				
Overall Ave.	9.11	9.11								

Frequency of Formulations

For both Learner A and B, their rate of formulations increased from their baseline session to their last session: from 54% (A1) to 83% (A3) for A; from 75% (B1) to 133% (B3) for B. As one turn may contain more than one formulation, the overall percentage may indicate more than 100% in value as seen A2 (122%), B2 (150%), and B3 (133%). Also, both A and B showed notable increases in their formulations from their first session to their second session: from 54% (A1) to 122% (A2) for A and from 75% (B1) to 150% (B2) for B. For C, they showed a high rate of formulations from their baseline (100%) then it slightly decreased to 88% in the last session.

DOQ Analysis of Formulations

While the frequency of formulations (see Table 5.2) may show a somewhat inconclusive result, Table 5.3 shows clearer patterns of learners' content selection over time. Table 5.3 converts the data represented in Table 5.2 to percentages. The data shows a consistent change in

patterns for all three learners. They demonstrated an increase in their formulations of positive content, and a decrease in their formulations of negative content over time. This may indicate that the learners are making more informed selections when selecting content in their responses. DOQ1 and DOQ2 are grouped together as Positive Content (highlighted in green), and DOQ3 and DOQ4 as Negative Content (highlighted in red) in Table 5.3.

Table 5.3

Percentages of Coaches' Use of Formulations in Their 3 Sessions by DOQ Categories

Session	Formulations % (on DOQ)					
	Q0	DOQ1	DOQ2	DOQ3	DOQ4	Qx
A1		29		29	43	
A2		73				27
A3		100				
B1	17	17	50			17
B2		56	11	28		6
B3		75	25			
C1		13	25	38	13	13
C2		83	8		8	
C3			100			
		Positive Content		Negative Content		

Learner A indicated only 29% (A1) in their formulations around positive content in their baseline. This rate increased over time to 73% (A2) and 100% in A3 while negative content decreased to 0% (A2 and A3) in both the second session and the last session from nearly 71% (A1) in their baseline. Both B and C showed more distributed patterns of formulation on the DOQ in their baseline. Their rate of positive content increased to 100% in their last sessions (B3 and C3). In responding to the research question 1(a), this result points to an emerging pattern that learners seem to select more positive content in their formulations than negative content as they learn Solution-Focused practice over time.

Specific Compositions of Formulations. Tables 5.2 and 5.3 above show broad content selection of coaches in their formulations, both positive and negative. Table 5.4 categorizes those formulations in more specific compositions—exact preservation, deictic preservation, altered content, and added content—as mentioned in Stage II (Using Transcript to Analyze Coach Content, p. 109).

Table 5.4

Specific Compositions of Formulations

Session	Total # of coach word	Total # of client word	# Of formul'n	# words in formul'n	preserved exactly	preserved deictically	altered	% Of preserved	added	% of # added
A1	239	675	7	59	20	0	16	65	19	32
A2	162	799	11	46	18	1	14	79	9	20
A3	229	706	5	59	14	0	34	92	4	7
B1	192	508	6	86	23	0	9	40	48	56
B2	431	402	17	208	67	13	81	86	27	13
B3	206	681	8	72	14	11	22	87	7	10
C1	254	364	8	127	21	7	53	73	30	24
C2	234	507	12	98	35	0	45	57	4	4
C3	157	621	7	43	23	5	13	95	2	5

The percentages of words preserved—exactly or deictically or in altered form—are highlighted in blue. These were calculated based on the total words in formulations, both preserved and added, divided by total words preserved. This shows that learners preserved more in their last sessions compared to their baseline sessions (e.g., A from 65 to 92, B from 40 to 87, C from 73 to 95). The results in this column may look somewhat inconclusive as not all learners showed a steady increase throughout their three sessions. When compared to the expert sessions, it may also seem inconsistent (see Table 5.10) as experts tended to preserve more of the client language, especially when it is positive content. However, Table 5.4 does not differentiate

positive content or negative content yet. The analysis of positive content and negative content preserved is further analyzed using DOQ analysis as indicated in Table 5.5. DOQ Analysis of Client's Words Preserved Exactly.

Using DOQ to Analyze Client's Words Preserved Exactly. Earlier categories of Positive Content and Negative Content were refined to DOQ1 (Preferred Future), DOQ2 (Resourceful Past), DOQ3 (Regretful Past), and DOQ4 (Dreaded Past) Table 5.5. A DOQ analysis of the coach's formulations shows when they preserved clients' words exactly. When shown as a number of words (see column # of words preserved exactly), their preservation did not seem to offer patterns; yet, when analyzed using the DOQ (the columns DOQ1, DOQ2, DOQ3, and DOQ4), there was a clear pattern emerging in what choices coaches made in their preservation of clients' words with a small individual variation.

In Table 5.5, only the words preserved exactly in each quadrant are noted rather than other forms of preservation (e.g., deictically and in altered forms) for more precise representation. For example, A1 preserved twenty words exactly from what the client said, and the twenty words were mapped across the DOQ to see what patterns emerge over time. All three learners showed a consistent pattern in which they preserved words in either DOQ1 or DOQ2 in their last session. Learner A showed a wider distribution across all DOQ sections in their baseline (40% in DOQ1, 25% in DOQ3, 30% in DOQ4), then moved to show 100% in DOQ1 in their subsequent sessions. In other words, when learner A preserved the client's words exactly, it was 100% in the preferred future content in their later sessions. Learner B showed a notable increase in her preservation of DOQ1 over time: from 30% in their baseline to 69% in session 2 and 93% in session 3. Learner C, similar to A, had a wide distribution on the DOQ where they

showed 57% of preservation from negative content (DOQ 3 and DOQ4) of the client in their baseline.

Table 5.5

DOQ Analysis of Client's Words Preserved Exactly

	# Of words preserved exactly	DOQ1		DOQ2		DOQ3		DOQ4		DOQx		DOQ0	
		#	%	#	%	#	%	#	%	#	%	#	%
A1	20	8	40%			5	25%	6	30%	1	5%		
A2	18	18	100%										
A3	14	14	100%										
B1	23	7	30%	16	70%								
B2	67	46	69%	6	9%	15	22%						
B3	14	13	93%	1	7%								
C1	21			9	43%	10	48%	2	10%				
C2	35	30	86%	1	3%			4	11%				
C3	23			23	100%								

The ratio changed as early as their session 2 as 89% in positive content (DOQ1 and DOQ2) then 100% in their last session. Learner C was unique in that they seemed to preserve more from DOQ2 whereas A and B preserved more from DOQ1 over time.

Using DOQ to Analyze Words Added by Coach. While Table 5.5 shows the analysis of words preserved exactly by coaches, Table 5.6 shows the analysis of words added by coaches using the DOQ. As already shown in Table 5.4 and the column in Table 5.6. *# Of words added* (highlighted in green), learners added less words over time (from earlier sessions to later sessions). The patterns of added words are highlighted in yellow in Table 5.6 based on an analysis using the DOQ.

Table 5.6*DOQ Analysis of Words Added by Coach*

	# Of words added	DOQ1		DOQ2		DOQ3		DOQ4		DOQx		DOQ0	
		#	%	#	%	#	%	#	%	#	%	#	%
A1	19	9	47%			5	26%	5	26%				
A2	9	8	89%							1	11%		
A3	4	4	100%										
B1	48	15	31%	33	69%								
B2	27	12	44%	15	56%								
B3	7			7	100%								
C1	30			16	53%	5	17%	9	30%				
C2	4	4	100%										
C3	2			2	100%								

Similar to preservation of words above in Table 5.5, A and C showed wider distribution of words added mapped on DOQ in their baselines, and then moved to reach 100% in DOQ1 and DOQ2 in their last sessions. B showed narrower distribution between DOQ1 and DOQ2 in their session 1 and 2, then in later sessions, 100% of their addition was in DOQ2. This pattern of adding words in the positive content areas (DOQ1 and DOQ2) was consistent with the findings of Jordan et al. (2013).

So far, formulations were analyzed for their frequency (Table 5.2), content selection (Table 5.3) using DOQ, composition of formulations (Table 5.4), DOQ analysis of words preserved exactly (Table 5.5), and DOQ analysis of added words (Table 5.6). All learners became more consistent with the expert sessions over the course of their training in their interactional patterns including content selection (positive or negative), preserving more words in positive content, adding fewer words in general, and adding words in positive content.

Using Questions

The following sections including Table 5.7 and 5.8 respond to research question 1(b): What patterns emerge in the way practitioners-in-training respond to their clients, specifically in the use of presuppositions in their questions? In order to study it, changes in quantity (proportions) and quality (embedded presuppositions) of questions used are analyzed.

Frequencies of Coaches' Use of Questions

Table 5.7 shows proportions of questions used and the distribution of questions mapped on DOQ. The percentage of questions (highlighted in yellow) was calculated as the total number of questions asked divided by the number of utterances (speaking turn). Each speaking turn may contain one or more questions and/or formulations, and the percentages used in Table 5.7 for questions and Table 5.2 for formulations based on the same number of speaking turns do not necessarily add up to a hundred for that reason.

Table 5.7

Frequencies of Coaches' Use of Questions in Their 3 Sessions by DOQ Categories

Session	# Of Turns	# Of Q	% Of Q	Distribution of Questions						
				Q0	DOQ1	DOQ2	DOQ3	DOQ4	Qx	y/n
A1	13	12	92	3	4			2	3	5
A2	9	8	89		7				1	1
A3	6	5	83		4				1	
B1	8	5	63	1	1	1			2	3
B2	12	12	100	2	4	3			3	
B3	6	4	67		4					
C1	8	7	88		1	1	3	2		7
C2	12	8	67		6				2	1
C3	8	4	50		3	1				
	9.11	7.22								

A and C showed a steady decrease in their rate of questions over three sessions. A decreased from 92% in session 1 to 89% in session 2 and to 83% in session 3. C started at 88% in session 1, then decreased to 67% in session 2 and to 50% in session 3. B showed a sharp increase in questions in their session 2 (from 63% to 100%), then decreased in their last session (from 100% to 67%). As the number of turns and questions were quite small to compare, this might need further analysis or smaller segmenting of speaking turns to render a more conclusive result.

Using DOQ to Analyze Embedded Presuppositions in Questions

While the proportion of questions used may be inconclusive, what was consistently observed in the pattern of learners' questions was their intended orientation. As De Jong et al. (2020) suggested, embedded presuppositions in questions constrain and limit response options, and the presuppositions (or the intended orientation) were analyzed using the DOQ as illustrated in Table 5.8 below.

Table 5.8*Percentages of Embedded Presuppositions in Coaches' Questions by DOQ Categories*

	Presuppositions in Questions analyzed using DOQ (%)						
	Q0	DOQ1	DOQ2	DOQ3	DOQ4	Qx	y/n
A1	25	33			17	25	42
A2		88				13	13
A3		80				20	
B1	20	20	20			40	60
B2	17	33	25			25	
B3		100					
C1		14	14	43	29		100
C2		75				25	13
C3		75	25				

All three learners showed a consistent pattern where their distribution of presuppositions changed from wider distribution across the DOQ to more specific distribution in DOQ1 over time. Notably, learner C1 showed distributions of presuppositions in DOQ 1, 2, 3, and 4 in their baseline that changed to 75% in DOQ1 and 25% in Qx in Session 2, then 75% in DOQ 1 and 25% in DOQ 2 in Session 3. Both A and B, who included questions about the coaching process (Q0) in their baseline, showed change (decrease) in their questions as they did not ask questions in Q0.

As observed in the y/n column, all three learners demonstrated a decrease in using yes-or-no questions (y/n) over time. The most significant change is observed with learner C1, who asked y/n 100% in their baseline and did not use any y/n in their last session. Both A1 and B1 show similar patterns: A1 from 42% in their baseline to 17% in session 2 and 0% in session 3; B1 from 60% in their baseline to 0% in both session 2 and 3.

The results of studying the use of presuppositions in the practitioner-in-training's questions were consistent with the core practices of Solution-Focused practice that explored

positive content of the client's life. Responding to research question 1(b), the pattern of asking questions with presuppositions intended to orient the client's attention to positive content (DOQ1 and DOQ2) was clearly observed for all three learners.

Comparison with Solution-Focused Expert Sessions

The following section addresses the research question 1(c): When compared to SF expert sessions, what progress do practitioners-in-training make that is congruent with the expert sessions? For this comparison, available expert sessions already published by Korman et al. (2013) and Jordan et al. (2013) were used. The first data comparable to the content selection of this study included Jordan et al. (2013) who studied the sessions by those considered experts in the SF practice including Insoo Kim Berg, Yvonne Dolan, and Steve de Shazer (Table 5.9). Another study by Korman et al. (2013) provided valuable comparative data for compositions of formulations from the sessions conducted by Insoo Kim Berg and Harry Korman (Table 5.10).

Positive and Negative Content in Learner Sessions and Expert Sessions

One of the research questions addresses learners' progress by comparing their baseline and later sessions (ipsative assessment). Another way to show the progress may be by comparing their patterns to that of the experts in the field. If the learners' patterns change to be more like the experts, especially in their formulations, questions, and topic choices, they are considered to show learning progress in that modality. These multiple measurements of progress were used to reinforce the findings.

In this study, learners' formulations are compared to the experts of the Solution-Focused Brief Therapy practice published earlier: Jordan et al. (2013) studied expert practitioners' topic selections in their sessions (p. 53). The data of Solution-Focused (SF) Expert sessions 1, 2, and 3 are listed in Table 5.9 below.

Table 5.9

Comparing content selections in expert sessions with content selections in learner sessions

Topic Selection	Learner Baseline (%)		SF Expert 1 SF Expert 2 SF Expert 3			Learner Session 3 (%)	
Positive Content	A1	32				90	A3
	B1	33	54	52	92	100	B3
	C1	63				100	C3
Negative Content	A1	37				0	A3
	B1	0	16	14	7	0	B3
	C1	60				0	C3

SF experts showed a clear and consistent pattern of higher positive content than negative content in their utterances. When the baseline sessions and session 3 of three learners are compared, they showed a clearer resemblance to this expert pattern over time. When compared to learners' baseline data, for which A and C showed relatively equal distribution between positive content and negative content, B showed higher positive content in their baseline already. In the session 3 data, the pattern was very clear, in that all three learners showed much higher positive content while they did not have negative content. Notably, the video tapes analyzed in Jordan et al. (2013) were significantly longer with a median of 45 min, 20s, whereas the tapes used in this thesis were much shorter with a median of 5 min, 28 s. It is also noteworthy that the total formal instruction time between the baseline and session 3 for each learner was approximately 60 hours.

Comparing Composition of Coaches' Formulations with SF Experts

Table 5.10 compares different compositions of formulations between 3 learners over time with SF experts. The data in column *Expert # words* were taken from Korman et al. (2013) for reference, where they combined 2 therapists - Insoo Kim Berg and Harry Korman - to compare with other modalities. Their compositions were combined and compared to the three learners in

this study between their baseline and session 3. The lengths of the recordings considered for the expert sessions in Korman et al. (2013) were 6 min, 30s.

Korman et al. (2013) found that the SF experts show a high proportion of preserving the client's exact words and a low proportion of adding their own words (p. 42); and this study confirms that the learners showed a lower proportion of adding their own words over time. Based on the learners' patterns included in the table as Learner Baseline and Learner Session 3, this chart may read as if the learners are preserving the clients' words less in later sessions, however they do show consistent increase in preserving the clients' words in DOQ1 and DOQ2 as illustrated in Table 5.5.

Table 5.10

Comparing Composition of Coaches' Formulations in Their Baseline and Session 3 with SF Expert Sessions

Formulations	Learner Baseline			Expert words in %	Expert # words	Learner Session 3		
	A	B	C			A	B	C
Preserve exactly	A1	34%	20	46%	89	14	24%	A3
	B1	27%	23			14	19%	B3
	C1	17%	21			23	53%	C3
Preserve Deictically	A1	0%	0	11%	22	0	0%	A3
	B1	0%	0			11	15%	B3
	C1	3%	7			5	12%	C3
Preserved in altered form	A1	27%	16	33%	64	39	66%	A3
	B1	10%	9			23	32%	B3
	C1	21%	53			13	30%	C3
Add	A1	32%	19	10%	19	4	7%	A3
	B1	56%	48			7	10%	B3
	C1	12%	30			2	5%	C3

Note. Modified from Korman et al. (2013), page 42 Table 2. (Out of 194 words)

More consistent patterns with the SF experts are shown in how each learner clearly displays a decrease in adding new words. This pattern is even more accentuated in Table 5.6 where the learners show a clearer pattern of adding new words more likely when it contributes to the client's content in their later sessions.

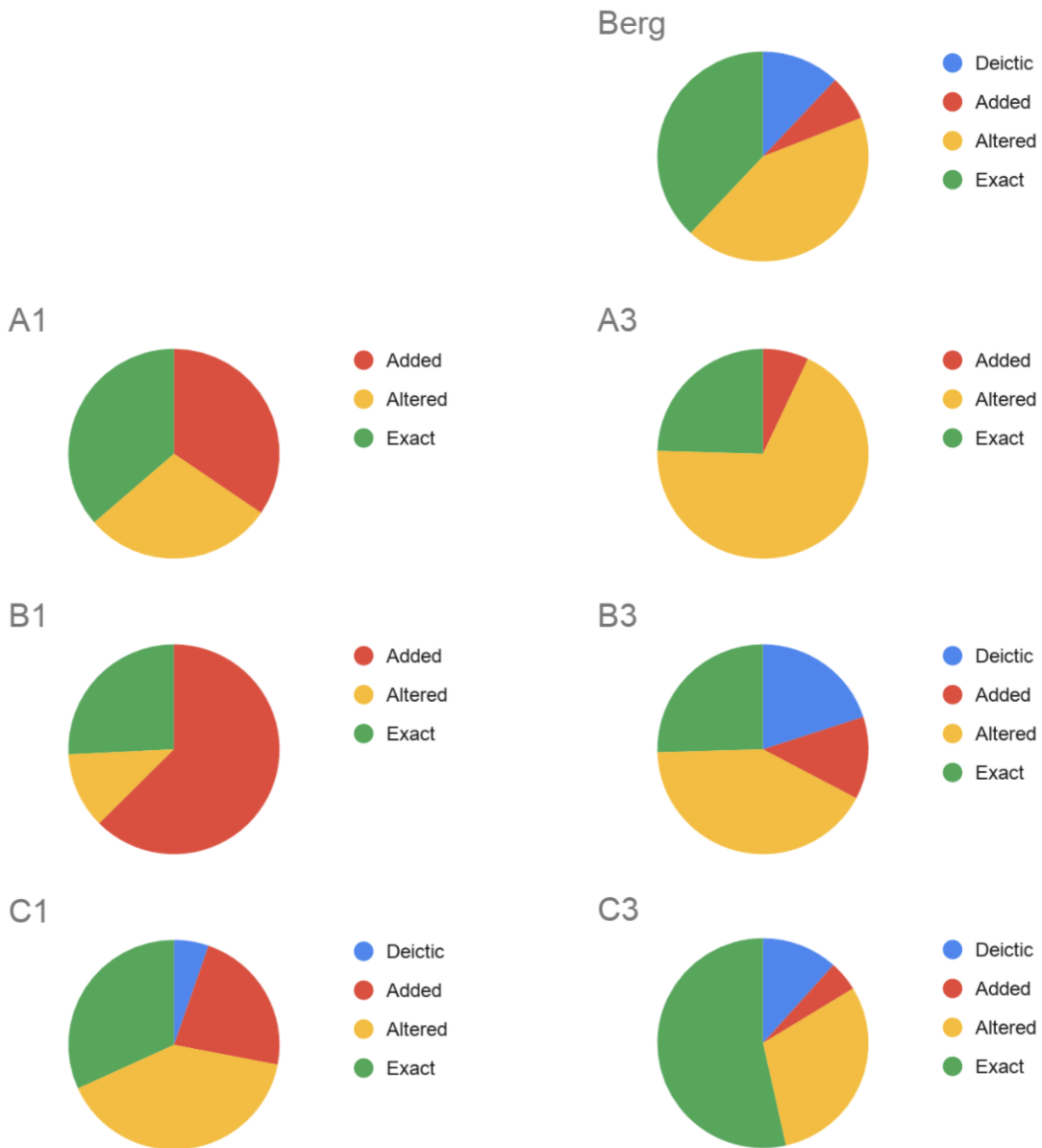
Figure 13 presents a visual comparison for learners' progress using Insoo Kim Berg as a reference for the SF expert. The data for Berg were extrapolated from Korman et al. (2013, p. 41, Figure 1). The learner data in Table 5.10 were used to show learner progress. The left side of Figure 3 shows the baseline data of A, B, and C; the right side shows the data from their session 3 with approximately 60 hours of formal instruction in the same modality as the SF expert in comparison. Figure 3 clearly demonstrates that learners showed more similar patterns to Berg in

their session 3 during which they added fewer words, while other compositions were not clearly consistent for comparison.

Figure 13

Visual presentation of composition of formulations for individual learners compared to SF

Expert, Insoo Kim Berg



Chapter 6: Discussion and Conclusion

As stated in the literature review of this thesis, a collaborative and interactional view of meaning-making is the central premise of this study. More emphasis is placed on the role of language in how practitioners-in-training actively participate in collaboratively co-constructing meaning with clients in their coaching dialogue. Prior studies have noted the importance of studying dialogue as collaborative interaction and suggested a growing need for rigorous process studies (Bachkirova et al, 2015; Bavelas et al., 2014). Yet very little can be found in literature on the question of practice efficacy (Argyris, 1980): Are the espoused theories congruent with the theories-in-use? In other words, are practitioners practicing what they profess to practice? Does the practice work in the way that the practice claims to work? And most importantly, how does one learn to practice it this way?

MFD is one of those recent research methods that examines micro-interaction as a situated activity of collaborative process from a descriptive stance, rather than interpretive viewpoint based on aggregated data (Bavelas et al., 2002). Moving beyond studying the visible and audible forms that occur in dialogue, an observational tool like MFD captures the function, i.e., the interfluent effect of such collaborative effort. What becomes challenging is operationalizing how we teach and learn these micro-patterns of collaboration. For that reason, this study introduces a simple heuristic of interaction, DOQ, to organize both forms and functions of collaboration in temporal (from past to future) and preferential (from *wanted* to *not wanted*) dimensions.

The present study was designed to determine the effect of coach training on interactional patterns of learners (practitioners-in-training). In this study, the first question seeks to observe emerging changes, if any, in the ways practitioners-in-training respond to their client's utterances

in the areas of content selection, specifically in formulations. The second question aims to identify emerging changes in patterns that practitioners-in-training were using in the presuppositions embedded in their questions. The last question is to compare the changing patterns of learners with the expert sessions to determine if the learners' patterns of change shows consistency with what is observed in the expert sessions.

The results of this study show that learners used formulations more frequently as their learning progressed, especially in the content areas considered *positive*—preferred future (DOQ1) and resourceful past (DOQ2). They preserve the client's exact words more, and the preservation occurs in DOQ1 and DOQ2 more frequently than regretful past (DOQ3) or dreaded future (DOQ4). Learners add fewer of their own words in their later sessions compared to their baseline. With respect to the second research question, the frequency of using questions does not show a notable difference. The most obvious finding to emerge from the analysis is that their use of presuppositions embedded in their questions is markedly different as their questions in the later sessions primarily intended to explore DOQ1 and DOQ2 instead of DOQ3 and DOQ4. On the question of consistency of these patterns with that of the expert sessions, learners' use of formulations and questions becomes more consistent with the expert sessions as their learning progresses. Perhaps the most intriguing anecdotal finding is that despite the similar patterns emerging in the use of formulations and questions, learners do not seem to use formulaic expressions, especially in constructing their questions.

What is curious about this observation is that learners demonstrate their learning that is beyond mere recognition of useful lexical choices or regurgitation of sample questions. They seem to be able to construct their own responses adapting to the client's immediate content, evidenced by the diversity of their response scope and styles. The weak demonstration of the

pattern changing in compositions of formulations—preservation of meaning or addition of words—is interesting, but not surprising, as learners tend to acknowledge client content in all four quadrants (DOQ1, DOQ2, DOQ3, and DOQ4) using formulations in their response.

However, the ratio of preservation of client’s meaning and adding coach’s words becomes more consistent with the expert sessions as the learners progress. This finding broadly supports the work of other studies in this area comparing different compositions of formulations (Korman et al., 2013; Smock Jordan et al., 2010).

Some of the yields in this exploratory study may seem higher when compared to those of other studies. For example, the Content Selected in Formulations (see Table 5.3) indicates that all three learners reached 100% of formulations in DOQ 1 and DOQ 2 (positive contents) in their last sessions. That is higher than that of the SF experts analyzed by Jordan et al. (2013) as shown in Table 5.9. This result may be explained by the fact that the videotapes analyzed in Jordan et al. (2013) are significantly longer with a median of 45 minutes and 20 seconds, whereas the tapes used in this research were much shorter with a median of 5 minutes and 28 seconds. In the comparison made to similar lengths of expert videotapes as shown in Table 5.10. with a median of 6 minutes and 30 seconds, the yields seem to be within a reasonable range. Also, this study used a limited number of cases with a single researcher making observations with conceptual definitions different from the manuals used in the other MFD studies, therefore explicit comparison of percentages may be misleading. It could also be argued that the positive results were due to the fact that all participants were classmates of the same coaching class, and the possible interference of familiarity with the material and each other over time cannot be ruled out. It is important to bear in mind the possible bias in the analysis as the inter-rater agreement among multiple researchers was not considered for the scope of this research; however, this

possible gap was addressed in the research design: Both ELAN and transcript were used in the analysis stage so that the separate analyses can be compared. It is possible that these results merely reflect a selection effect and may be an artifact of the research design as the participants were selected based on pre-set criteria.

Additional uncertainty may arise from certain terms used in the analysis and its measurements in the data. For example, when studying the presuppositions embedded in questions used in coaching conversation, it was determined according to its intended orientation used by the practitioner-in-training rather than its effect on the client's utterances that followed. The DOQ nomenclature also may have been ambiguous especially when determining Point Zero (Q0) or X-factor (Qx). For that reason, they were not extensively explored or analyzed in this study. Although introduced in the literature review, the concept of a three-step calibration sequence as a minimal unit of analysis was not considered within the scope of this study. In further research, the use of these data could be a means to make collaborative meaning-making visually represented.

Implications

For Trainers in Solution-Focused Practices and Other Related Modalities

Despite these limitations, the combination of findings in this study provides support for the conceptual premise that the learner's progress in coach training can be made visible. It has important implications for a wide range of pedagogical activities not only in Solution-Focused coach training but also in other modalities of coaching and similar fields in adult learning. One such implication is in how one designs and executes learning assessment and evaluation of the learners. Using a heuristic such as the DOQ as an evaluation tool promotes formative, not summative, evaluations of learners. Moving away from potential competitions with other

learners often seen in norm-referenced evaluations such as ranking, learners use their previous performance as their own reference (ipsative) for their progress. This differs also from criterion-referenced evaluation used in professionalized fields such as coaching, medicine, or engineering, often represented as a set of corresponding core competencies of their respective disciplines. In coach training or similar fields such as therapist training, the heuristics and methods introduced in this study may offer an additional means to evaluate learners' performance and progress. This could also influence the overall design of curriculum so that their baseline performances and other subsequent comparative measures can be established in the program design itself.

Another possible implication for training professionals in the Solution-Focused practices and other related areas is considering how program efficacy is evaluated. Further work may be useful to provide different insight into the effects of multiple variables present but unaccounted for in this study including but not limited to: each learner's professional background; their pre-existing knowledge and skills in Solution-Focused practices before joining the program; their exposure to other informal and nonformal learning opportunities outside of the classrooms such as online learning, individual practice hours, mentoring and supervision; recorded interactions with bona fide clients instead of classmates. These variables, however, were controlled in this study by adopting the single system design with its multiple measurements over time as I have used an ipsative method of comparing multiple sessions of consistent participants. It may be particularly challenging to isolate the program effects unencumbered by these individual variables; nevertheless, some of the conditions and criteria introduced in this study may be useful to circumvent the challenge. Firstly, the availability of multiple expert sessions that clearly demonstrate the core methods of its modality seems useful. Secondly, generating multiple recordings of the learner's progress for comparison over time may serve both as a formative

assessment for each learner (intra-subject) and collective data (inter-subject) to show progress patterns, if any, of the learners throughout their participation in the program. The collective pattern may render important discoveries about the program effect. In addition, collecting the learner's self-report and the client's ongoing feedback may be useful to determine if the espoused theories of the model in fact function as intended. The aggregated data may be further analyzed compared to the program structure and intended outcomes.

For Further Research Using the DOQ in Solution-Focused Practices

There are still many unanswered questions about how effective the DOQ is as a learning tool. Future research questions could include: What difference does the DOQ make for how people learn Solution-Focused practices and other related dialogic practices? Does the DOQ hinder or help people's learning, and how do we know that? To address these questions, further studies with a stricter focus on the DOQ are therefore suggested, especially with regards to analyzing the expert sessions introduced in other studies using the MFD. Analyses of full-length video tapes may also be useful for comparing the DOQ as a research tool with the MFD. When used as a research tool, involving multiple researchers to control for inter-rater agreement may shed important light on determining internal validity and reliability of the instrument. Other factors that could be intriguing to consider include diversity of data such as client's background, conversational settings, and linguistic proficiency and diversity.

Another potentially fruitful avenue for future research is tracing the X-factor. The X-factor is introduced in this study as the indeterminate content that may belong to two or more quadrants or none yet, notated as Qx. Studying how X-factors develop and transform in the course of conversation may yield significant observations about how meanings get socially constructed. This may add to the effort of MFD to make interactions visible so that how

interlocutors contribute to making-meaning together can be observed using how the content changes or accumulates over time. This generative nature of meaning-making over time can be captured by studying the movement within the DOQ - within each quadrant and between the quadrants in more detail. A future study focused on the movements in the DOQ, and the X Factors is therefore suggested.

For Researchers in the Field of Microanalysis of Face-to-Face Dialogue

There is abundant room for further studies using the MFD and the DOQ in combination. The DOQ, as a simple heuristic of interaction, may help operationalize complex coordinating activities made observable by the MFD studies. The DOQ expands the concepts of Positive Content and Negative Content used in MFD more explicitly. The four quadrants of the DOQ along with Point Zero and X-Factor provide a useful lexicon to organize the client content. Organizing the content is informed by detailed observations of visible and audible utterances analyzed using the methods available in MFD and ELAN. Yet, how the client content progresses over time—even over multiple sessions—may be made more explicit by the DOQ. If the content progression can be seen side-by-side with visible and audible utterances such as gazes, facial gestures, and nods might add to a growing body of evidence that examines how meaning is mutually constructed and accumulated moment-by-moment in conversation.

Somewhat inconclusive results were observed in this study that can be further elaborated using the MFD. The rate (percentage) of formulations and questions fluctuate as learners progress, as illustrated in Table 5.1. This was calculated as the number of either formulations or questions divided by the number of conversational turns. What was not included in the analysis is the emerging pattern of learners using both formulations and questions in one speaking turn. This may draw our attention to another important pattern of the practitioners-in-training: They

might use a combination of formulations and questions in their speaking turn instead of either formulation or question in their responses. This may raise intriguing questions regarding how the experts use combinations of formulations and questions. Further studies are encouraged to provide greater insight into the effects of coach training on the learner's interactional patterns.

Conclusion

The purpose of this study was to examine the impact of Solution-Focused training on the interactional patterns of learners (practitioner-in-training) in their content selection in formulations and their use of presuppositions in questions. These results were compared with the expert sessions to consider consistency and congruence. The most obvious findings to emerge from this study are that learners do show consistent changes in their increased frequency of formulations, increased preservation of clients' language, decreased addition of their own content, and consistent direction in their content selection and presuppositions (when mapped on DOQ). The research has also shown that learners' interactional patterns became similar to those of the experts as their learning progressed. These findings have significant implications for the pedagogical considerations when teaching dialogic modalities like Solution-Focused practices. Especially employing a heuristic of interaction such as DOQ, the learner's progress becomes observable and assessable. The findings of this research provide insights for how this can be further researched in many different areas—adult education, therapy, research, coaching, just to name a few.

This appears to be the first study of substantial duration to systematically analyze the learner's progress using the DOQ as they learn the Solution-Focused practices. By providing a conceptual model such as the DOQ, this study lays the groundwork for future process research in other modalities of dialogic nature. This research has several practical applications. Firstly, it

points to learners and trainers of Solution-Focused practice and other dialogic models to employ ipsative assessment as useful data for their learning evaluation. Secondly, it offers researchers a simple framework that they can operationalize in their further exploration of the process of conversations rather than the outcome of conversations. Lastly, this may provide a simple conversational guide for various types of dialogues that we hold, so that we may be made aware of our own direction, presuppositions, and curiosities.

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Appendices

Appendix A1: Baseline Transcript and Analysis for Learner A

1. Coach 00:01

So are we discussing a personal or business question? (9) **Q[nei]DOQ0**

2. Client 00:04

Let's do... Let's do personal (personal). Yeah. (okay) (6)

3. Coach 00:14

And I don't even know what to ask you [chuckle] um so what is it that you would like to discuss? (20) **Q[neither]DOQ0**

4. Client 00:18

Okay, so the reason I'm here today talking to you is because I'd really like to improve on like **communication and relationship** skills with people, (25)

5. Coach 00:30

communication and relationships. **F[-]DOQ3** ok, so, you have two, **you're looking at two items** **F[-]DOQ3**, and would you like to start with a specific one? [instructor interrupt by adjusting the video angle] *Are you looking at faces?* [communicating with the instructor] [laugh] Would you like to start with communication or relationships? (um) Do you feel like it's connecting? (38) **Q[neither]DOQ0**

6. Client 00:51

Yes, I feel like they're connecting. So I feel like I... I almost cut a relationship off before it can fully mature because I'm really bad communicating. So for instance, say, making friends with someone and I always kind of end the conversation. Like, they'll ask me something and I'll like have a one word answer. And that's it. Um I feel like I'm really good at listening. Like I can listen to someone forever, but I am really bad at giving feedback and asking the proper questions to to make them feel comfortable that they can like share stuff with me or, or I'm not confident in the type of feedback or like even our conversation that will happen. (120)

7. Coach 01:31

And if you **if you had the chance to be able to** be better with the **feedback and the information you're gathering and and sharing**, **F[+]DOQ1** what difference will this make for you or for relationship? (35) **Q[+]DOQ1**

8. Client 01:42

It wouldn't make a relationship basically, I feel like I... I almost seclude myself from people because I don't like communicating. um, so the difference is I would actually have a relationship instead of kind of just be like, okay, like I'm just gonna be [**inaudible?antisocial?*] (45)

9. Coach 01:59

and If you had a [that?] relationship, F[+]DOQ1 how would that work? What would it be to you?(16)
Q[+]DOQ1

10. Client 02:04

It would just give me that sense of like having that network of people in my life that I can make a call to be like, oh, like, let's go party or Hey, like, I have a problem, did you want to talk or, more importantly, the other way around, like having people who can call me and be like, Yo Steph, let me tell you about blah, blah, blah, blah. And just having those like really good friendships that you know, you're just gonna have forever. (87)

11. Coach 02:28

And what would [have any] relationship do for you? (7) Q[+]DOQ1

12. Client 02:31

Uh I think it would be very satisfying, knowing that I actually put effort into having like starting and creating and keeping a relationship, because I'm really bad at reaching out to people like I'm really bad at keeping in touch with people. Like I have a lot of friends but I feel like my relationship only goes so deep because I'm not willing to like give that extra bit of communication and like, (74)

13. Coach 03:02

and what would that be? How much work would be? How often would you communicate? How much (um) work would be? (20) Q[nei]DOQx

14. Client 03:11

Yeah, exactly. It wouldn't even be that much work, like, I'm, I'm always socialising and in the position having a conversation with someone, but I just want to be able to like, take the conversation deeper. And so I think I need to work on not listening because I can do that well, but just working on my responses, and just like maybe having people like showing people that they can trust me or vice versa. (76)

15. Coach 03:38

And if it wasn't the trust, F[-]DOQ4 what else would be? (10)

16. Client 03:44

If it wasn't trust? (yeah) Um, I think just like shyness, and just feeling shy or getting like, I don't want to pry on by asking questions or asking the wrong question. (31)

17. Coach 03:56

And what will happen if you ask the wrong question? F[-]DOQ4 (10) Q[-]DOQ4

18. Client 03:59

Nothing [both laugh] probably, which I don't know [what's different] is asking questions like, it's not like there's anything to be afraid of. (19)

19. Coach 04:07

Okay. So do you think being honest, or asking questions can lead to the relationship working or not working? (19) Q[nei]DOQxYN

20. Client 04:16

Yeah, definitely. I think it can lead to working, (working) mhm (9)

21. Coach 04:21

And what would you do if there was a problem with communications? F[-]DOQ4 How could you fix it? (17) Q[-]DOQ4PS

22. Client 04:27

Um, yeah, I like I think I just always...I think I almost set myself up for failure. Like, I would just expect that I'm better at communicating or I would expect that I'm going to ask the wrong question. So I just I don't ask it. So I think I could just stop doing that. (okay) Stop just having expectations that it's going to be awkward. I'm gonna throw a question or maybe I don't know. That's a good... that's good question. Yeah, I think I could just have higher hopes for myself. (93)

23. Coach 05:05

And if you think of the relationships you have or have had, what will be the best relationship and what will be there or worst relationship? (26) Q[nei]DOQxYN

24. Client 05:11

Um, the relationship with my husband's probably the best because like I mentioned to you, he's so good at communicating, and he'll ask questions, and he'll just really, like, genuinely want to hear the answer. Um, and then the worst relationship is probably one where there's somebody else who's kind of like me, like they're quiet. And they don't ask me questions either. So then we just, we only get so far. It's like, Oh, hey, what's your name? Like, what's up? How are you? Cool. And then that's it. (90)

25. Coach 05:40-05:47

So the questions, um, what kind of questions would they be? (That I would ask?) Yeah. (12) Q[nei]DOQ1?

Appendix A2: Second Session Transcript and Analysis for Learner A

1. Coach

Welcome (1)

2. Client 00:08

Hey (1)

3. Coach 00:02

And... can you tell me what are your best hopes for today? What do you expect from this session? (19)

Q[+]|DOQ1

4. Client 00:08

Oh, so that I could walk away today knowing (q1) that I've um, **got something resolved** (q1) (15)

5. Coach 00:17

Something resolved (yeah) and if that **something got resolved** **F[+]|DOQ1** (Yeah), what would change for you? (15-2=13) **Q[+]|DOQ1**

6. Client 00:23

If that thing got resolved (q1) um **more happiness.** (q1) (8)

7. Coach 00:29

More happiness **F[+]|DOQ1** (yeah) and what would it look like? (9-1=8) **Q[+]|DOQ1**

8. Client 00:33

So **more fulfilment** in my life (q1), uh, yeah, just **more connected** with um, **my kids** (q1) (15)

9. Coach 00:47

more connected to your kids and more fulfilled **F[+]|DOQ1** (yeah) describe it for me, give me more information about that. (yeah)... (20-2=18) **Q[+]|DOQ1**

10. Client 00:54

yeah... so, so my my son, my my daughter's last year in university, uh in high school, she's going to university (okay) and my son, this is his, he's in grade 10 (okay) so he's got three years of high school (mhm) and um, we [all?] have a great relationship (q2) awesome with even with my ex wife (q2) it's been 10 years we've been (x), right? (Right) They're living in different homes and stuff so and I see them a lot of weekends (q2) but not weekdays (q3) on because we live an hour away. (q3) (okay) So um... it's been sort of really difficult little bit, at times (q3) for me because I don't get to see them a lot (q3) and they want to see me more (q1) and I want to see them (q1) and it's not a question of the relationship (x) is just a question of distance.(q3) I've lived in Oakville I work in Toronto, they live up in Shelburne, (mhm) which is north (yup) an hour and half, and so they go to school, their communities, their their friends, and so they're getting, you know that age teenagers who want more time with their friends, a little less time with dad, right? (q3 or 4) (mhm) And it's understandable because I want them to have the best of their

life. (q1) For somehow as they're getting older, I'm feeling a little less **fulfilled** because **my children aren't around** so much. (q3) (232-9=223)

11. Coach 02:08

Okay (yeah). And if **they were around** **F[+]DOQ1** (yeah), what would **fulfillment** **F[+]DOQ1** mean to you? (14-2=12) **Q[+]DOQ1**

12. Client 02:15

Um... lighter (q1), just a little more, a little more joy, a little more joy (q1) and my, I have joy in my work and people that I see (q2) but just more fulfilled (q1) that I know what's going on with my kids day to day (mhm) rather than weekend to weekend (mhm). Every weekend is a new thing. I mean, it's a long time, by the time you see them the next weekend, things changed, I'm never part of a lot of conversations. It's very brief. (q3) (Okay) Right? So in and out (q3) (mhm), there's always a good time and great time and a lot of love (q2) but I care for them and make sure they get everything they need going to school, whatever else but uh, **the focus is small**. (q3) (128-4=124)

13. Coach 03:02

The focus is very small, **F[-]DOQx** so if (it's small) (9-2=7)

14. Client 03:04

so it's not, it's not a fluid.(q3) It's not like hey, come over Wednesday night have dinner, go there, right? I feel, I feel more **enriched** (okay) in my life.(q2) (32-1=31)

15. Coach 03:14

So the **enrichment** part **F[+]DOQ1**, if we (yeah) were able to **work on that to focus on a bit more**, **F[+]DOQx** (yeah), is that something that would be helpful for you? (29-2=27) **Q[+]DOQ1**

16. Client 03:23

Yeah, I think what would be more helpful is...it's... um... my son wants to go to another high school. And the high school wants to go to has a better basketball team and better and most of his friends go to this high school too... high school goes to **/tape stopped/** More of a **fulfilment** would be fulfilling more on my son's my son's expectation (q1), not expectations but what he wants to do like he stays at the high school where he is with and that's fine but I know he was rather go to another high school. Now I want to make him, I think to make them happy and just fill that need because at the same time would fulfil my needs, sort of like an exchange, (q1) right?, so as I... he gets to live with me, be with me.(q1) So that would require for me to **move** (mmm) right? So that's a big thing in my life right now. There's no expectations from my son, he's, he didn't ask, I know that's what he would like... um doesn't love me any less or more it's none (done?) there's no **indifference**...to what to fulfil that there's this piece inside of me there's a **urge** in that I wanna fulfill that for him, and also for me too as well. (221-2=219)

17. Coach 04:12

So tell me more, (so) if you, if that **fulfilment** part **F[+]DOQ1** is important (Yeah) And **you wanted to (yeah) concentrate on that** **F[+]DOQ1** (yeah). Um, tell me more what would that be. (31-4=27) **Q[+]DOQ1**

18. Client 05:11

What would that look like? (yeah) Uhhh, well, couple things, which would mean I would have to uh, rent my house out that I [inaudible] my house [inaudible] and then either buy a home there or rent another home there. I'd probably rent another home there because I don't know where he's going to go to university, right (mhm). Um, so I'd have to live there but commute an hour to work like an hour and a half. It's a long commute. (Yes). Right? Yeah. So that would be the, the, that's what I would have to do. So that's what I'm toying with. I could rent my house up a problem fast in Oakville but I would have to commute an hour and half each way [and what] would it be too much on me, would be like, I'd have to leave like, 5:00 in the morning every day, 5:30 right (okay) (153-5=147)

19. Coach

And **moving** **F[both]DOQx** (yeah) What would that mean to your son? (10-1=9) **Q[neither]DOQx**

Appendix A3: Third Session Transcript and Analysis for Learner A

1. Coach 00:02

How are you doing today? (I am good). Perfect. Well, thank you for coming, we have around 10 minutes (okay) to spend some time together today. So what would be useful at the end of the session? How, what would make it easy, better for you? What do you want to talk about? (49) **Q+|DOQ1**

2. Client 00:16

Well, I'm struggling with this whole question of how do I get my team onboard with Solution-Focused coaching, added into almost all all aspects of our work. Um, I chose to do Solution-Focused coaching because I felt rusty and I wanted to expand my brain a little and do something new. (mhm) But I find it so useful that I want to build it into our conferences, I want to build it in our train the trainers (wow) our local presidents' orientation, um, but I don't know how it's going to go over with my team because I kind of suggested last week I could do a piece on it, and one of my colleagues said, 'well, it's already built a long time ago... and where's the space for that? And I have three more years to work and I don't really care to change anything (okay) now'. So how do I get that shift in mindset? We are only three on the team (three on the team, okay) And we have 130,000 members as our stakeholders. (okay) So we do like rea... we have divided Ontario into regions. And we work in all the regions. So we go out to do the train the trainer in the regions, so it's from Thunder Bay all the way to Niagara, all the way to Ottawa. (wow) And then um, they come in for the local president's orientation to a hotel somewhere around Toronto. And then for the conferences, they change every year. So we, this year we have a young workers conference, we have I'm the human rights. So we splitted, one colleague is doing the young workers, one is doing human rights, and one is doing Workers of colour, next year is a broader public service... And so uh, we shift, (okay), so you get an exposure to each conference (mhm) now i'm planning the Human Rights one, and I've already built in a piece. (326-12=314)

3. Coach 02:11

Yes, but the **the main focus or what you would really like to explore is this whole idea of shifting** (mhm...) **or making changes** **F+|DOQ1**... if I can word making changes, how can I word it? How would I... (37) **Q+|DOQ1**

4. Client 02:23

It's a shift in mindset (shift in mindset) for my colleagues because it's, um, you know, when when you create material, (mhm) it sits there for a while (mhmm) I like to relook at things, (okay) even if it's a course oh in addition to that we have Regional Education courses that are run on Saturday and half day Sunday out in the regions and we go out to co-facilitate that sometimes. And when I co-facilitated then I figure out this needs changing (okay) this is stale, or, you know, this piece doesn't work well. So I offer myself up some weekends to go out and do it but I don't like to really work weekends. (Okay) (117-8=109)

5. Coach 03:03

So if we... if we take a pictures of the entire setup and then try to **get as many people involved or creating some kind of shift in the mindset** **F+|DOQ1** (mhm) what would it look like? If you... tomorrow, it's all

happening, this is exactly what you were hoping for... What does it look like when you walk into your office? (61-1=60) **Q[+]DOQ1**

6. Client 03:21

It would look like I could, I could sit with my colleagues and say, hey, so here's a neat little activity that we can incorporate into local presidents orientation that will get their mindset shifted. And then when they go out in the field, they can shift the mindset of their people (okay) then when we do train the trainer, the same thing (mhm). And when we do our conferences, the same thing, it doesn't have to be big. (mhm) It can be a warm up activity, (87-3=84)

7. Coach 03:46

Ok, so **it doesn't have to be a whole thing change.** **F[+]DOQ1** (11)

8. Client 03:48

No, [overlap] it doesn't have to be a massive change and somehow I have to get that communicated to them because they shut it down so quickly. (mhm) Because this is my choice if it was mandated, it's different (Okay), they will be more receptive to it like, oh, she wants to do something new again (okay) (okay) (58-4=54)

9. Coach 04:09

So **the small activity,** **F[+]DOQ1** (mhm) if we really look at that, **so tomorrow you're walking in,** **everybody's onboard and you're doing and that small activity** **F[+]DOQ1** (mhm) What is that activity about? What does that look like? (36-2) **Q[+]DOQ1**

10. Client 04:21

Well, it depends. It depends on where we are putting that activity. I tested them at one activity I did the the kidstalk activity with them (mhm) what is a time when you found your resilience, (resilience, okay) from a really awful situation? (Mm hhm). And what does that resilience look like? (51-4=47)

11. Coach 04:43

And how did that go? (5) **Q[+]DOQx**

12. Client 04:44

And they liked it, (okay). They like that activity, aha, how can you take that huge negative and make it into a positive like a death of a loved one, or an accident that you recovered from or something like that and how did you make it into something positive (mhm) I said, there you go, you like that. So that could be a warm up activity (coach [inaudible]) for us, you know, you have ice breakers and warm up activity and getting people to talk into pairs with each other. So that could be just a little shift. (97-2=95)

Appendix B1: Baseline Transcript and Analysis for Learner B

1. Coach 00:08

Hi, [name] (2)

2. Client 00:10

Hi, [name] (2)

3. Coach 00:10

how are you today? (4)

4. Client 00:11

I'm good, how are you? (5)

5. Coach 00:12

I'm good, I believe that you come to see me today for something that you need to discuss, so just wondering how I can help you (26) **Q[neither]DOQ0**

6. Client 00:21

Well, [name], I am here today to talk to you about... to talk to you to help me **figure out** whether or not I **want to explore coaching**. (28) **DOQ0**andx

7. Coach 00:36

Hmm, alright. So you **wanted to explore coaching**. **F[neither]DOQx** Is it something about work, personal life? Relationships? (16) **Q[neither]DOQx**

8. Client 00:48

So, um, I first discovered that I enjoy people when I am working with my **staff** (okay) uh, young, fresh group professionals (mhm) who **come to me** um, seeking advice about um, **professional goals** and how to get there (okay) so through that I get to understand what [inaudible] goals are and help them understand what their options are based on the knowledge that I have. (mhm) So I **speak** from personal experience and just try to get an understanding of where they are (okay) to help them make decisions (85)

9. Coach 01:36

So what are you using right now **when the staff comes to you to speak to you about the professional goals**, **F[+]DOQ2** what are some things that you discuss with them? (30) **Q[+]DOQ2 content-seeking**

10. Client 01:43

Um, So, first, I try to understand what they want, what **their goals** are, (mhm mhm) trying to understand whether or not I can help them.(mhm) So, one of the first questions is that (mhm) you know, explore your goals with you (goals) what do you hope to **achieve**, etc.(mhm) and from based on what they tell me, I'll **ask them**, you know what it [searching for words] what, you know, uh from that, I try to determine what exactly, how I can help (mhm mhm). So you are asking me questions and (okay) answer them. So that's

my goal because I really try to seek to understand where they are, (mhm) and the questions that they're asking, [inaudible] to answer them. (Okay). (116)

11. Coach 02:31

So let's see what we can **figure out together** about **the coaching** and [inaudible] learn. **F[+]DOQ0** So with the **asking them about their goals**, **what they'd like to achieve** and **giving some feedback**, **F[+]DOQ2** is there any particular, um, trends that you see with the types of questions that your staff are asking? (50) **Q[neither]DOQx**

12. Client 02:50

Um, oftentimes, many of them are beginning the career or early in their career. (mhm) So they are interested in what courses that you're taking, (okay) to be more competitive or that would allow them to achieve their goals faster, for example, (okay) like a nurse comes in and [inaudible] practice, (mhm) They start in a regular medical surgical floor, (mhm) get right left in the emergency department (mhm mhm) which is specialty or [inaudible] in the critical care environment (mhm) or other. This is usually how it starts (okay) or doing fabulous things whatever it is. [inaudible] How do I get there? I want to go to the next level. (c: How do I be there) how do I go there (c: okay, great) yep (mhm) something [inaudible] is there, yeah. (113)

13. Coach 03:41

now when they are coming to see you, different people schedule appointment, a meeting that you have around feedback, performance management or [inaudible] performance review when you have these interactions (29) **F[+]DOQ2**

14. Client 03:56

like. All of the above. (all of the above) I think it's um... they stop by the office (mhm) and you maintain an open door policy (yeah, yeah) So, as they stop by, they have time to sit with them and have a conversation, sometimes that involves just regular conversation, Hi, just popping in, just wanted to say hi, how are you doing (mm) [inaudible] there comes out there (yes) or probation review or performance review. (yeah) But I do make it very clear to them that you maintain an open door policy [inaudible] (great) [inaudible] sometimes you make an appointment to say okay, let's, let's sit down and chat what you have... let me, let me listen to me. (120)

15. Coach 04:37

great (yeah) it's wonderful. So **with some of the staff that when you're saying that you would like to have coaching**, **F[+]DOQ1** have you envisioned what coaching would look like with how that conversation might go down. (35)? **Q[+]DOQ1**

16. Client 04:49

So, um so initially we have conversations (mhm) and ... as I said, I took a coaching, uh, I attended a coaching session (mhm), yeah, just to learn more about it, and through that I learned about uh finding a focus (mhm) (39)

Appendix B2: Second Session Transcript and Analysis for Learner B

1. Coach 00:00

How are you today? (4) **Q[neither]DOQx**

2. Client 00:00

I'm pretty good, how are you? (6)

3. Coach 00:01

Good. Thanks for coming in. (hey, no problem) I'm curious to hear what you would like to discuss today? (19-3=16) **Q[neither]DOQ0**

4. Client 00:06

Well, I mean, like it's the usual problem, I would like to be **more productive in life** (**more productive in life**) feel a little lazy lately. (okay) (27-5=22)

5. Coach 00:16

So **productive in life, so more productive in life**, **F[+]DOQ1** so I'm hearing that **you've had some time in your life** where you've been **productive**? (24) **F[+]DOQ2** functioning as **Q[+]DOQ2**

6. Client 00:22

Yeah, I mean, like, I guess there's lots of times where it gets really busy and your whole weekend is filled with things and then lately it's been **a lot of Netflix** instead. (33)

7. Coach 00:31

A lot of Netflix, **F[-]DOQ3** okay. So if you were to think about **the most productive you could be or where you'd like to be (mm) with your productivity**, **F[+]DOQ1**, what, how do you envision that, what does it look like for you? (41-1=40) **Q[+]DOQ1**

8. Client 00:43

Um, I think it looks like a **balance of time for me** (mhm), which might be relaxing but then also learning new things and meet new **people** um, or **giving back**, things like that (18-1=17)

9. Coach 00:57

Ok. So **having time for yourself and for people and giving back to yourself**, **F[+]DOQ1** (mhm) **and that helps you also be more productive**? **F[+]DOQ1** (I think so.) Yeah? (Yeah) Ok. So can you give me an idea about what productivity means to you? What (mm), what would you say that I am that is me being productive? (56-6=50) **Q[+]DOQ1**

10. Client 01:14

I mean, I think work is productive. But I think it's not the only way to be productive. (mhm) And I think I'm productive **Monday, Friday nine to five**, (mhm) but it would be nice to like, feel, **cook when I come home** as opposed to uh eating something really basic. (Okay) uh, it'd be nice to probably do more **active**

things on the weekends, (okay) or be **creative** or I don't know, try to just learn new skills for being **productive**, I think? (84-4=80)

11. Coach 01:49

Ok. I'm hearing **productive, creative** (mhm), **doing some cooking and other activities** **F[+]DOQ1** (mhm). So the **Monday to Friday, nine to five**, (mhm) am I hearing that **that's productive time for you?** **F[+]DOQ2** (It's very productive). And is that something that you see yourself and being at a level that you feel that, that, there's there's, uh, it's pretty much at that... um (61-6=55) **unfinished question**

12. Client 02:14

definitely it's my productivity needs. (Okay) (6-1=5)

13. Coach 02:18

Yes. Okay. And so **when you get home** **F[neither]DOQx**, what happens when you... (12) **Q[neither]DOQx**

14. Client

Oh, nothing (2)

15. Coach

nothing? (1) **F[-]DOQ3**

16. Client 02:24

well, it's pretty bore... it's pretty bleak [laughter]. (7)

17. Coach 02:27

So when you say **more productive**, it's it's, **it's outside of the workplace (yeah) at home**. **F[+]DOQ1** So if you were to think about **productive**, and I've, I'm curious with the term **productive at home** (uhhuh) and **so to produce something (mhm), so if you're looking at producing, looking at being productive at home**, **F[+]DOQ1** what are the goals that you have or some ideas that you think 'I'd really like to look like?' (72-3=69) **Q[+]DOQ1**

18. Client 02:52

Like, I think cooking. Cooking more. (mhm) I like to bake a lot (mhm) I also like, I would like to maybe take a class or something (mhm) to learn. Um, maybe it means like not going home. (okay) It's like doing something outside of my home. (okay) **Going home means couch**. (52-5=47)

19. Coach 03:14

Going home means couch (yeah). **F[-]DOQ3** Okay, if **going home being couch** **F[-]DOQ3**, if **going home** meant something else (mhm) [inaudible] What could something else be (ah) **going home** means...? (27-3=24) **Q[neither]DOQx**

20. Client 03:25

Going home probably means like not leaving all my chores to look again. Like you keep a clean house, (mhm) cooking meals that I have lunch for the next day (mhm), maybe some exercise, working on some sort of **personal goal** that I have yet to figure out. (okay) (49-3=46)

21. Coach 03:45

So **personal goal** is something, so you have **more productive** (yeah) but the goal of what productive (yes) is something that could, could help you to to look at the other, **the balance** of your work to home (yep) **F[+]DOQ1**. So, suppose you are **productive at home** (mhm) and you uh, so it includes your **cooking**, it includes **some of the other items that you mentioned** **F[+]DOQ1**, um, how could you build **that**, how do you see building **that** into your **time at home**? (82-4=78) **Q[+]DOQ0→1 PS**

22. Client 04:19

Um, I mean, I have lots of time at home (mhm). Um, I see building it in as like setting maybe like a list of priorities of things, like maybe starting with one or two things that I would do when I get home (mhm) uh, like once or twice a week as opposed to all five days a week, (okay), maybe? (uhuh). I could build it in that way? (Okay). (71-5=66)

23. Coach 04:41

So **when you're at work and you're productive**, **F[+]DOQ1** (mhm) what does that look like in your workplace that's different to home? **Q[+]DOQ2** So I know you mentioned **you get home, get on the couch** (mhm). (34-2=32) **F[-]DOQ3**

24. Client 04:49

Probably I'm busy and I'm actually, like, accomplishing things that I now need to get done and deadlines, (okay) supporting other people and helping them accomplish their goals. (mhm) And I'm working towards some sort of like, change, or project or something like that we are all doing. (48-2=46)

Appendix B3: Third Session Transcript and Analysis for Learner B

1. Coach 00:03

Hello, [name] (hi, there), how are you doing today? (7)

2. Client 00:06

Huh, not too bad, a little full, (uh yeah?) Things are settling in. (oh good) (11)

3. Coach 00:11

So thank you so much for coming in today. And I'm curious to hear what you'd like to accomplish by the end of our session today, what would be helpful for you? (mhm) (32) **Q|P|DOQ1**

4. Client 00:21

I think it would be helpful to have some, um, next steps in a plan laid out (1) (okay), or at least some ideas around some next steps around um, my plan for the next 10 to 15 years of my career (1). (okay) Um, not in the corporate world (4) (okay) I've been in working for agencies in a corporate environment for the last 18 years (2or3) (mhm) which I guess is, in the current scheme of a career not that long, but I'm looking forward to "that whatever is next" (1) (mhm) in a non-corporate context (1), so either working for myself (1) or working in partnership with a group of like minded people (1) around, you know, a shared, a shared goal working with, like my partner (1) (mhm) um, around a, on a particular goal or family members, or just people, I've met so many interesting people over the years (2) and I just feel like I want to be yeah, selective in what I work on and who (1). (okay) (158)

5. Coach 01:30

so with **everything that you've just mentioned there** **F|P|DOQ1**, is there something in particular that is coming to mind around how I can help you? (mhm) (24) **Q|P|DOQ1**

6. Client 01:40

Um, I guess, I guess it's in the breakdown of steps, right? (right) so I'm making an assumption that maybe there'll be a **one to two year transition** period where I still have a foot in the corporate door, hopefully? (1) (mhm) That that door might close on me through somebody else's intervention (1or4) (okay) or it might be the decision that I come to (1), so the timing can be, you know, within between a month and two years (okay). So, sort of, you know, and, you know, what are some things that I do so that I'm in a parallel way building towards, you know, what the next 10 to 15 years is going to be... so not, yeah. [inaudible] how to map out that transition? (Okay) (120)

7. Coach 01:50

so what I hear from you, just so I can check and make sure I'm clear. You mentioned about that **there's maybe a one to two year transition** **F|P|DOQ1** that perhaps is **something that you would like to have some plan** about. **F|P|DOQ1** And that may be **something that you may have to enact plan a little quicker** (mhm) **F|P|DOQ1**. Okay (yeah). And **then looking at the longer term plan**, (yes), as well **that includes (yes), this transition from this way to that way** **F|P|DOQ1** (yeah) (77)

8. Client 02:57

the transition for preparing for the next phase (1) and let's say, yeah, (okay) 10 to 15 years, but it could be the next five years, and then they'll have to do it again (x) (okay) So, you know,(okay) open to how long that is (mhm) but how do I prepare (x)? (Okay). I'm assuming that **preparation** will take a period of time (mhm), what are some things I do to prepare? (okay) (64)

9. Coach 03:17

So I'm hearing that **there's some planning and preparation in place** **F[P]DOQ2**. Can you share with me some of the... what ideas you have (mhm) around um, what it might look like? (30) **Q[P]DOQ1**

10. Client 03:29

So, um, as I was saying in my sort of the first part of our conversation that there are other couple of options that I'm looking at (okay) and stuff I, sort of limited to like three, three threads (x) (mhm). One is on to um, sort of look at from an **academic** perspective or **formalizing** some training and coaching and leadership development, which is what I've been doing in my day to day work, (mouths "okay) but but **formalizing** it either through certification or through getting another degree so that I have something to put on the shingle on whatever door that that shingle is going to be in front of. (Okay). Okay? Um, so that's sort of some thinking and I've been doing a little bit already in that area (okay). Some of the other pieces that have come up have been about, you know, love my country of Canada, but don't love the winters. (mhm) And so, either having some sort of form of work, which could be that first thread that allows me to spend time in the Caribbean during those months (mhm), or doing work in the Caribbean, because I have connections there, my husband has connections there. And, and so that could be something related to leadership and coaching or it could be a business where my leadership and coaching help the business thrive (mhm)

--- End of Analysis - the following is added for Coach's formulations piece

while somebody like my husband or some, some other partners sort of manage the operational pieces of it. And then the third piece, I just want to have a third just just to have extra options alleviate some cupcakes at the back of my hand or something entirely different. And so the first thread is sort of being pulled at (mhm) and it's at the early stages (okay) of exploration, and then the other ones that are that are just ideas (mhm), but that first thread was just an idea at some point in time to see how do I explore others (mhm) without shutting any of the doors just yet? (okay) (328)

11. Coach 05:38

So it's impressive to hear **the connections around** the **academic** but **professional**, **personal** **F[P]DOQ2**... um, do I have that right? (Yeah). I'm curious. You mentioned that the **formalization** (mhm), this **formalization** **F[P]DOQ1**... What What does that do for you? (mhm) (36) **Q[P]DOQ1**

Appendix C1: Baseline Transcript and Analysis for Learner C

1. Coach 00:01

Thank you for being here with me. You wanted to talk about, um, how this trip to Thailand is stressful because of the money management... can you tell me a little bit more of it (35) **Q[N]DOQ3**

2. Client 00:17

yeah, definitely. so leading up to this time I had, I had a plan put into place and it requires me to save more money for my trip than I would typically save (ok) so you know, time went by really quickly and I wasn't about to do that, yet I am going to Thailand and so I had this unsettled feelings around it and concerns and worries I am trying to put it away because I know I've committed and I am going in two days (ok). But I definitely want to come back from my trip and it's my priority to work on changing the situation being more organized and managing finances better. (112)

3. Coach 01:19

Ok, what exactly is stressing you out about the money management **Q[N]DOQ3** because **your trip is going to happen** right? **F[neither]DOQ1or4** (Right.) mhm (Yes.) Your... do think you're still going to enjoy the trip with the...(32) **Q[N]DOQ4**

4. Client 01:37

Yeah, I think it might come up here and there as I'm shopping or you know, buying things, I'll be, I'll be conscious of it a bit but for the most part, I'm hoping I'll be able to put it away at least for the time of the trip, and then you know, when I come back, immediately I have to put into place systems, I have to change the way I'm keeping better track [inaudible] and just managing [finances] differently (79)

5. Coach 02:06

You said that um, you **save money every month**, and **this time you got to save a little bit more than usual** **/misunderstanding/**. So, **every month you manage to save**, right? (30) **[P] but [N] in client answer**
F[P→N]DOQ3

4

9. Coach 03:06

ok, and do you think that enjoying your trip is gonna be easy for you **Q[eitherPnorN]DOQ1or4** or do you think we can find some ways for you to enjoy this trip despite the situation? (33) **(N then P)**
Q[eitherPnorN]DOQ1 (consider as I question in DOQ1)

10. Client 03:21

so I think when it comes to [inaudible] it's more what happens, how do I make the changes. It's also right now, but I can't do anything about it all right, right now (now). But I would have to probably put something into place really quickly. (yeah) (44)

11. Coach 03:41

you already have those things in mind that **you have to put into place**? **F[P]DOQ2** (14)

12. Client 03:47

Hm, good question. I have some. (yeah) I have some, but I don't, haven't gotten there yet, haven't [inaudible] .(17)

13. Coach 03:56

Have you already put some of those actions into place in the past to save money Q[P]DOQ2 when you were in this kind of situation? F[neither]DOQ3 (24)

14. Client 04:06

Yeah, yeah, there has been periods of time where I think I've been able to do a really good job (yeah) it's just being consistent with it. (yeah) So it's more, spend more times that I've kind of struggled keeping the system in place. I don't have to creating systems but [inaudible] it's maintaining over time and keeping it up [inaudible] (57)

15. Coach 04:33

Ok, having a sustainable F[P]DOQ1 (mhm, mhm) and you said you faced such situations in the past already, and you put the system in place F[P]DOQ2 and the challenge for you is to maintain it F[N]DOQ3, right? (mhm) Ok. How do you, do you have any ideas about how to find the regularity in the system, Q[P]DOQ1 what prevents you from maintaining it? Q[N]DOQ3 (56) (P then N) Consider as 1 question in DOQ3

Appendix C2: Second Session Transcript and Analysis for Learner C

1. **Coach** 00:00

Hi [name], (2)

2. **Client** 00:00

Hi, how are you? (4)

3. **Coach** 00:01

glad that you are here (5)

4. **Client** 00:02

I'm glad you're here, too (cool) (6-1=5)

5. **Coach** 00:04

So I'm wondering today, what are your best hopes for this conversation? (12) **Q[+]DOQ1**

6. **Client** 00:09

I'd like to gain some **perspective** around **organization** with a **project** that's come up at work (Yeah). It's a **project** that wasn't something that I planned for. It's sort of on top of everything else that I'm doing, but it has a big impact if it doesn't go well, and something that I didn't have a choice about [inaudible]. (Ok) (59-2=57)

7. **Coach** 00:36

So you're talking about **perspective**. **More perspective**.(7) **F[+]DOQ1**

8. **Client** 00:39

Perspective. Um, I'd like to gain just to get my head around it right now really [float] around with how to get **more organized** and (okay) that's what I'm struggling with. (okay) (32-2=30)

9. **Coach** 00:52

Okay, what does it look like for you **being more organized with this project** **F[+]DOQ1** is important for you? (18) **Q[+]DOQ1**

10. **Client** 00:58

I think with this **project**, I have to depend on a lot of **other people** in order for it to run successfully, it has an impact on the organization, it has an impact for reputation, good or bad, (yeah) so, so thinking about it that the fact that it's gonna happen and it's a set time, there's no pushing back around to say I'm not ready, gotta (hand gestures), you know. So just around getting organized with how to progress and **manage everything** else that I need to do as well. (ok) (90-2=88)

11. **Coach** 01:44

How would you know that **you are well organized with this project?** **F[+]DOQ1** (12) **Q[+]DOQ1**

12. Client 01:48

I think I will know that I'm **well organized** by I guess I have a clear plan. (ok) and, but I also know that if I have that plan, then I can be better at **communicating** as well. (38-1=37)

13. Coach 02:07

Okay, **communicating**, okay. So suppose **you are well organized**, and **everything is well managed in communicating with other people** involved in other departments, you know, **F[+]DOQ1** (Yep) How would you... What difference would that make for you? (36-1=35) **Q[+]DOQ1**

14. Client 02:26

I guess I would feel that I could um, be comfortable that that if I got the plan, then I'm able to share it with others and then also know what I need to pull in other areas or other departments for help (ok) Because right now, it just feels like I have to do it by myself. But there are other players that need to be involved from another [inaudible] in order for it to run (yeah), right, successfully. So I think being organized means [inaudible] a plan (yeah) that will help me with anticipating some of the pitfalls it may happen or things that may be a barrier for being successful (111-3=108)

15. Coach 03:06

(mouthing yeah, okay) Yeah. The **people you're working with** **F[+]DOQ1** (aha), how would they react to this **organization**, this **project management that you put into place** **is working well** **F[+]DOQ1**? (25-1=24) **Q[+]DOQ1**

16. Client 03:16

They are not gonna appreciate having to do some things with a very short timeline. It belonged to somebody else. And that's why it's up to me, the person's not in the [role?] to be able to do it. (mhm, okay) So regardless, people will be not too happy about that **extra workload** (okay) that they're gonna have to do because it wasn't something that they had been planning rather. (yeah) So there's going to be some pushback. (ok) But if I'm able to get my plan together quickly then at least they know what to anticipate and [inaudible]. (yeah) Yeah. (okay) (101-7=94)

17. Coach 03:56

So **first, it would be like kind of 'argh (yep, yep) extra (mhm) workload (mhm) thank you'**, **F[+]DOQ1** (mhm) **but actually 'thank you (mhm) for organizing it'**. **F[+]DOQ1** (yep, yep) and um, okay, when did you first hear about this **project**? (39-8=31) **Q[neither]DOQx**

18. Client 04:09

I've known about it for a while, but somebody else had the responsibility (mhm, ok) and then something with the position, (mouths "yeah") the person, so now it's, it has to be done. So it's because the person would've been reporting to me, it's my responsibility to ensure that it's done (yeah, ok) (52-4=48)

19. Coach 04:27

and do they have the deadline for **the project**? (9) **Q[-]DOQ4**

20. Client 04:29

Yes (yeah, yes, you...), in **4 weeks**. (7-3=4)

21. Coach

4 weeks. **F[-]DOQ4** (yes) Okay. (mouths “yeah”) When would you like to **be organized with the project**. **F[+]DOQ1** within one week, two week...? (19-1=18) **Q[+]DOQ1**

22. Client 04:32

I think **about a week**, I have to know what I'm doing (12)

23. Coach 04:42

About a week **F[+]DOQ1** (yeah, yeah) okay. Okay. So you look like you're used to this **project management with involving people** (mhm). **pressure, deadline** (mhm) **F[+]DOQ2** and you look like you've already managed some of similar projects in the past? (39-4=35) **Q[+]DOQ2**

24. Client 04:56

mhm, not to this scale (yeah) (6-1=5)

Appendix C3: Third Session Transcript and Analysis for Learner C

1. Coach 02:00

Hi Jessica (hi) I'm glad to do this with you. So, just tell me, what are the areas that you have in mind where you want to see positive change happen? (30) Q|P|DOQ1

2. Client 02:16

it's something having to do with... So I've been very very present with my kids for the last few years. Um, that's been my priority. And I would like to start working more. (okay) But everytime I think about taking on anything else that causes me a lot of anxiety, because in the moments on those nights where [inaudible] more than two hours in a row, yeah, let's, let's do this thing, this is going to be so cool, you know, like a new idea. Yeah. And then the next day I'm like, Oh, God, like, I almost feel like my body's in a depression, like a physical depression. Because I'm so exhausted, that like just looking at a little laundry, I started feeling a little bit panicky, like, Oh my god, I don't think I have the energy to do that. And then and then I'm like, What did I do? I shouldn't have said anything because I don't I get this anxiety around the thought of having to commit to anything because I don't know what my energy levels are going to be like. So then I feel like I'd rather just step out completely and not be part of anything because I don't want to mess anything up for anyone (yeah) and not follow through. But I do really want to start implementing some of these creative ideas that I have. So... (232)

3. Coach 03:40

Wow, so you do have many ideas in mind. (9) F|P|DOQ2

4. Client 03:43

I have like, too many ideas. [laugh] I always have ideas, yeah. (11)

5. Coach 03:48

And you do have how many kids? (7) Q|P|DOQ2

6. Client 03:50

Only two but three and one and a half, so it feels like about five. [laughter] (15)

7. Coach 03:54

So, you have kids and many ideas. F|P|DOQ2 (Yeah) So I'm curious you said, working more, F|P|DOQ1 (mhm) so, you're already working. F|P|DOQ2 (18)

8. Client 04:05

I do little things here and there. I've not been. I've not been very involved in working or been working on my thesis (ok. oh.) Like some coaching sessions here and there, or jumping on a project here and there, but other than that, no. (43)

9. Coach 04:19

Okay. Okay. So... [inaudible] (3)

10. Client 04:25

Yeah, it's like I feel like, we know we're finished having kids now. (Yeah) And my daughter just turned 18 months, so I feel like okay, I'm at that point where I can start seeing the light, like, (mm) Ok, I might feel start making back to do things that I, I want to do, um (54)

11. Coach 04:44

So, what are some things that you would like to do? (11) Q[P]DOQ1

12. Client 04:49

Well [laughter] I have all these ideas all the time. Like, I really want to organize coaching groups. Um, I just started a thing with two other colleagues, like a group of women who are really passionate about making positive change in the world. And we're kind of beta testing it to see what that might turn into. We're looking at like maybe a monthly event series or like coaching group, like, group coachings, like a million different things that that could turn into, um, my background is a peace and conflict work (ok). So my, my true passion is really bringing solution focused to peace building and so I have like a million different projects I'm like working towards with that, and then bringing that to the to the center. um, because, of course, peace building is not just in post war zones, but also in everyday life here in Toronto. So there's a lot of different ideas I have from like, facilitating trainings for people who are actively working in peace building in the field to you know, corporate world and whatever, to more solution focused style of conflict coaching, I want to develop a conflict coaching model (okay) and solution focused (cool). Because I'm trained as a conflict coach but it's very problem focused and (ok) I'm really seeing usefulness there, um, stuff like that. (223)

13. Coach 06:20

I can see that you are very passionate about it F[P]DOQ2 (yeah) And you say you have this passion about peace building and solution-focused at the same time (mhm) F[P]DOQ2. I just really admire that you have so many, you know, passion, but then ideas emerging about this (mhm) when you could (yes) just be without any of this, just you know, but you have this (yeah) thing going on (63) F[P]DOQ2

14. Client 06:47

there's this thing and I'm like, am I ready for this yet? Because it's still day to day life with the kids is still (yeah) like a 10 full time jobs, you know, (yeah) even though they started home daycare now, but, yeah (41)

15. Coach 07:01

Why do you, why is it important for you to, to develop more of these ideas (16) Q[P]DOQ1/2

16. Client 07:11

Mhm, good question. (2)
---- END OF ANALYSIS

Appendix D: Email text for recruitment of participants

[Insert date] - or date stamp in the email

Hello [Name]:

How are you? It's been a while since you participated/graduated from the Solution Focused Brief Coaching program! Since then I have been working on completing my PhD, and as a part of the program requirement, I am conducting a research to review some of my former participants' work who meet the selection criteria. The selection criteria include:

1. The videos from beginning of coach training (baseline) and later in the program available for comparison for individual progress,
2. The videos have been recorded in high-quality video and audio with both interlocutors on camera, and
3. The student-coach has not had previous practice in Solution-Focused Brief Coaching modality prior to joining this program.

[Name], I am emailing you as your work met the selection criteria above, and I would like to seek your consent to review your work that you submitted as part of your program participation: video coaching sessions, transcript, and final reflection paper. I plan to use the Microanalysis of Face-to-Face Dialogue (MFD) as the main method of looking at your work with the following research questions:

Research Questions

1. When one learns to coach, what changes in their interactional patterns?
 - a. What changes emerge in the way student-coaches respond to their student-clients utterances in the areas of content selection and response options?
 - b. What patterns emerge in multiple student coaches' interactional patterns?
 - c. What emerging patterns are consistent/congruent with the dialogic model in consideration, in this case, Solution Focused approach?
 - d. What pedagogical content do student-coaches find helpful?

[Name], the research begins with an inductive phase of watching the video-recorded sessions to identify emerging patterns and themes in how student-coaches conduct coaching sessions with their student-client partners. These patterns and themes will be recorded to inform subsequent formal analysis. In the formal analysis, I will then locate and categorize specific formulations of student-coaches based on the content of student-client's narrative that they decide to select to work with. Then I will locate and categorize questions that student-coaches ask in response to the client's narrative according to what responses those questions elicit - either positive or negative or both - in the client's response that immediately follows the question. This stage will include what specific words of student-clients are preserved exactly, deictically, or omitted or altered by student-coaches. This analysis will be done for all the video-recorded sessions and tabulated for comparison.

[Name], I would also like to ensure that you do not need to participate in the study if you do not feel comfortable for any reason, and it will not negatively impact the research or me completing the degree. Please do not feel obligated to participate based on our relationship. I want to make

sure that you are comfortable to share your work for review. Once you consent to participate, you can also withdraw your participation at any point in the research. I will share the research findings with you by email, and I will be open to an in-person debrief of your work if you would like to request one. There is no monetary compensation offered for participation, and your participation will be minimal as I will be conducting a video analysis of your work that you have already completed. I will share the findings with you and you may gain insights and further understanding of your work also.

[Name], could you please let me know if you would like to participate or not within the next 10 days? If you choose to participate in the research, I will then reach out to your “clients” in the video recordings to obtain their consent separately. Once I confirm with your clients, I will forward you and your student-clients a consent form to sign and return either electronically or by mail or in-person.

Thank you again, and I’d appreciate your reply soon. You can reach me at [email] or [phone number].

Warmly,
Haesun Moon
[phone number]

Appendix E: Information Letter

[Date]

Hello:

Invitation to potential participants

The purpose of this letter is to provide you with more details of the research project conducted as my research at the University of Toronto, and I am inviting you to consider participating.

Scope of participation

You are invited to participate in the following ways:

- Consent for the researcher (myself) to access and study the class artifacts you have generated in the Brief Coaching program including your video recordings as a student-coach and/or a student-client, transcript, and reflection paper; and/or
- Consent for the researcher (myself) to use the artifacts and analyses for teaching and presentation purposes; and/or
- Attend a brief check-in with the researcher (myself) as needed for any further clarification by phone or online meeting or in-person at the Canadian Centre for Brief Coaching located at 47 Queen's Park Crescent East, Toronto.

The time commitment is expected to be minimal.

Why you have been asked to participate

As I have articulated in the invitation email, I am conducting qualitative research to review some of my former participants' coaching dialogues that they have recorded and presented during their participation in the coaching program. The potential participants are selected based on the following criteria:

1. The videos from beginning of coach training (baseline) and later in the program available for comparison for individual progress,
2. The videos have been recorded in high-quality video and audio with both interlocutors on camera, and
3. The student-coach has not had previous practice in Solution-Focused Brief Coaching modality prior to joining this program.

I am reviewing the artifacts students have generated as part of their coach training: video recordings, transcripts, and reflection papers. You are invited to participate in this study as your work has met the selection criteria above, and I believe your work will contribute to this research positively.

Brief description of the proposed research project

I plan to use the Microanalysis of Face-to-Face Dialogue (MFD) as the main method of looking at your work with the following research questions:

Research Questions

When one learns to coach, what changes in their interactional patterns?

1. What changes emerge in the way student-coaches respond to their student-clients utterances in the areas of content selection and response options?
2. What patterns emerge in multiple student coaches' interactional patterns?
3. What emerging patterns are consistent/congruent with the dialogic model in consideration, in this case, Solution Focused approach?
4. What pedagogical content do student-coaches find helpful?

The research begins with an inductive phase of watching the video-recorded sessions to identify emerging patterns and themes in how student-coaches conduct coaching sessions with their student-client partners. These patterns and themes will be recorded to inform subsequent formal analysis. In the formal analysis, I will then locate and categorize specific formulations of student-coaches based on the content of student-client's narrative that they decide to select to work with. Then I will locate and categorize questions that student-coaches ask in response to the client's narrative according to what responses those questions elicit - either positive or negative or both - in the client's response that immediately follows the question. This stage will include what specific words of student-clients are preserved exactly, deictically, or omitted or altered by student-coaches. This analysis will be done for all the video-recorded sessions and tabulated for comparison.

Nature of participation

The nature of your participation may include sharing your video recordings and final course paper as well as a potential one-on-one follow-up interview as needed. I expect your time commitment to be minimal as the majority of the work that I am reviewing is already generated.

Consent and confidentiality

There are approximately three to nine people participating in this study. Your participation is entirely voluntary, and you can refuse to participate and may withdraw at any time. You may decline to answer any question or participate in any part of the procedures without negative consequences. A written consent will be sought from each participating student-coaches and student-clients present in the video recordings for me to be able to study the video recordings of their coaching conversations. A separate consent will be required for the potential use of video recordings for teaching or presentation purposes. **In case you choose to withdraw from the study, the data collected will be removed from the secure database and any part of the data will not be used.**

Risks and benefits

As the artifacts reviewed in this study include video recordings, there is a potential risk that others may recognize you. This risk is minimal when analyzing the data, and the risk increases when the video recordings may be shown in teaching or presentations. This risk is managed by seeking a separate consent form for using the video recording for teaching and presentations. There is almost no risk of you discovering unusual or unpleasant findings in the analysis as the primary focus of the study is on your progress as a student-coach. It is very unlikely that there will be any significant risk-related issues, however in such a case, you can contact the office of Research Ethics at ethics.review@utoronto.ca or 416-946-3273 to have any questions answered about your rights as participants.

Although there is no direct benefit from participating in this study, there may be some intended and unintended benefits. It is possible that you may gain more insights and understanding of your coaching knowledge and skills through participating in the study. You may also find it pleasant to reconnect with other learners (student-coaches and student-clients) and myself after completing the program.

Data management

The artifacts - video recordings, transcripts, and reflection papers - will be stored on a local drive and a backup drive on my computer that is password-protected. The data and analyses will be made available only to myself and my supervisor, Peter Sawchuk, PhD.

The artifacts reviewed in this study may be retained beyond the duration of this research as the artifacts were already produced and retained as part of your coach training.

Compensation

There is no compensation offered to participate in this study. However you can request to have a follow up debrief session with the researcher (myself) if you would like to review any findings about your progress in the study.

Intended use of the research

I can share with you a summary of the research results by email or in person should you be interested. Please let me know by email if you would like to receive a summary of the research afterward. I intend to publish the findings and analyses in the future. I also intend to make public presentations based on the research. Please see the consent section below for different degrees of confidentiality that you would like to consent to.

Appendix F: Consent Form

Name: _____

Contact Email: _____

Contact Phone: _____

In this section, I ask you to indicate your responses. In the statement below, the “I” means the participant (you). Please initial beside the corresponding statement that applies to you.

- ____ (initial) This study has been explained to me (the participant) either verbally or in writing, and I have had a chance to have my questions answered.
- ____ (initial) I understand the risks involved by participating in the study.
- ____ (initial) I choose to participate voluntarily.
- ____ (initial) I understand that I can contact the Office of Research Ethics at ethics.review@utoronto.ca or 416-946-3273 if I have any questions about my rights as a participant.

Degrees of confidentiality

In this section, I ask you to indicate your preference for the degree of confidentiality that you would like to consent to. Please choose one.

I consent to give the researcher (Haesun Moon):

- ____ (initial) access to study (review, analyze, summarize etc.) the artifacts (video recordings, transcript, and reflection papers) I generated while I participated as a student coach and/or student client, or
- ____ (initial) access to study (review, analyze, summarize etc.) the artifacts (video recordings, transcript, and reflection papers) I generated while I participated as a student coach and/or student client; and publish excerpts of video recordings and/or transcript and/or reflection papers, or
- ____ (initial) access to study (review, analyze, summarize etc.) the artifacts (video recordings, transcript, and reflection papers) I generated while I participated as a student coach and/or student client; and publish findings without direct references, or
- ____ (initial) access to study (review, analyze, summarize etc.) the artifacts (video recordings, transcript, and reflection papers) I generated while I participated as a student coach and/or student client; and publish all or some parts of the artifacts directly or indirectly; and use the artifacts for teaching and presentation purposes on an ongoing basis.

Please keep a copy of the consent form to keep for your own reference.

Haesun Moon PhD Thesis

Thank you again, and I'd appreciate your reply soon. You can reach me at [email] or [phone number].

Warmly,
Haesun Moon
[phone number]