

DBA Thesis (2023)

**Exploring the Relationship between the Training of Coaches
and Coach Efficacy
Among Undergraduate Students**

Noriko Sato



DBA Program

Hitotsubashi University Business School

School of International Corporate Strategy

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Abstract

Coaching in a corporate setting, such as executive coaching or managerial coaching, has become prominent in the last two decades, and coaching skills have become indispensable for managers (Grant, 2007). At the same time, the impact of coach training has seen little implementation or research in higher education. Bettinger and Baker (2011) found that learning coaching skills led to better financial outcomes and motivated students to succeed in college.

This study aims to explore the relationship between the training of coaches and coach efficacy in an educational setting. The current literature has examined how learning could occur in coaching. However, there is a gap in terms of the meaning students infer from their coach training. In this study, coach training classes were offered as part of career education at a middle-sized private college in Western Japan and the assessments of employability competencies within the subject pre- and post-training and a comparison with a control group were conducted.

The main contributions of this thesis are to address the abovementioned gap in the literature and promote the understanding of coach efficacy from the coaches' learning experiences. The study findings suggest that student coaches make meaning from their learning in various ways and that, surprisingly, those students who attended the coach training showed similar improvement in some competencies compared with those who received coaching from professional coaches. This implies a relevancy between *coach* efficacy and *client* efficacy. I have developed a model called the Coach Training Effect Model that may serve to further improve certain aspects of coach training in future.

<Key Words> Coach training, coach efficacy, student coaches, undergraduate education, career education, interpersonal skills, employability competencies.

<CHAPTER 1> Introduction

1.1 Relevance of this topic

A large proportion of new college graduate job seekers are considered unsuitable for immediate employment (Hager, Holland, and Beckett, 2002; Ritter, Small, and Doll, 2018). In the labor market, there is a growing gap between the skill set of college graduates and the essential “soft”—interpersonal—skills needed in employment (Abujbara, 2018). Hiring applicants with strong interpersonal skills is necessary for organizations to maintain a competitive advantage (Glenn, 2008; Ritter et. al., 2018). Given that coaching skills could be included in this group of “interpersonal skills,” by virtue of coaching being an activity that takes place between people, it is conceivable that gaining coaching skills could enhance the employability of students. Literature on coaching suggests that training of coaches can enhance several employment competencies including interpersonal skills, which I will discuss in later chapters.

This study explores the relationship between training of coaches and coach efficacy in an educational setting. In this study, “efficacy” means the ability, especially of a method of achieving something, to produce the intended result (Cambridge Dictionary). This study aims to explore whether providing students with coach training makes them more employable in terms of the skills that employers seek, such as interpersonal skills and career visioning. This study also explores how students with coach training make meaning out of their learning from such training.

In addition to validating the effectiveness of coach training, this study examines *gaining coaching skills* versus *receiving coaching* by comparing being a student coach with being a coaching client. For the sake of distinction, being a student coach (coach efficacy) is contrasted with being a coaching client (client efficacy). The study findings are of potential benefit to a variety of stakeholders, including coaching scholars, professional coaches, college administrators, and, most importantly, the students.

1.2 Definition of coaching in education

Many academics contend that although coaching methodologies are highly diverse and heterogeneous in approach, coaching is an effective way to create and facilitate purposeful, positive, individual, and

organizational change (Grant, 2013). Coaching is regarded 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 (Cox, Bachkirova, and Clutterbuck, 2018). The National Academic Advising Association in 2017 defined academic coaching in higher education as a collaborative relationship where the focus is on the student's exploration of personal and professional goals through the development of self-awareness, strength building, and defining the student's purpose, interests, and values (Jones and Andrews, 2019).

While there is an ongoing discussion about the definition of coaching, for the purpose of this study, I use the definition proposed by van Nieuwerburgh (2012), a world-renowned authority on coaching in education: Coaching is a

One-to-one conversation focused on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, and appropriate challenge in a supportive and encouraging climate (van Nieuwerburgh, 2012, p.17).

The key constructs from the above definition—learning, self-awareness, and active listening—will be referred to throughout this study and examined in relation to my hypothesis presented in Chapter 3. In this study, the word “education” refers to higher education in general, including management education in business schools, although education of undergraduate students will be emphasized on.

<CHAPTER 2> - Literature Review

2.1 Theoretical background behind the overarching argument

Research on the efficacy of coaching in educational settings is scarce (Passmore and Brown, 2009), and the impact of coaching skills training is rarely evaluated. This study explores the relationship between training of coaches and coach efficacy in an educational setting. Particularly, it sheds light on whether providing students with coach training makes them more employable in terms of skills employers seek, such as interpersonal skills and career visioning. It also examines whether providing students with coach training also improves their coaching ability and efficacy in terms of the meaning they make out of their learning from the coach training and, if so, how training improves coaching ability and efficacy.

Coaching is informed by multiple disciplines including psychology and adult learning (Maltbia, Marsick, and Ghosh, 2014). Taylor, Passarelli, and Van Oosten (2019) argue that coaching has been associated with the theory on Andragogy (how adults learn, e.g., Knowles, 1973), Transformative Learning (Mezirow, 1997), and Intentional Change (Boyatzis, 2008). Cox (2006) also agrees that the above theories have critical relevance for coaching. Gannon and Myers (2018) propose that comprehending these key learning theories can inform our choices of coach education and development.

Griffiths and Campbell (2009) found that learning in coaching involved making new discoveries or re-discovering new knowledge and applying it in their lives. They provided empirical evidence of experiential learning in the process of learning in coaching and argue that the coaching process appears to accelerate learning and coaching provides a means of facilitating a dynamic interchange between multiple learning theories.

Next, I discuss the above three theories (Andragogy, Transformative Learning, and Intentional Change) in depth in an attempt to understand how we learn and make changes or meanings in relation to coaching and its training.

2.2 Andragogy and Coaching

Andragogy is derived from the Greek word “aner,” which means a man as opposed to a boy (Knowles, 1973). Knowles (1980, p.43) defined Andragogy as “the art and science of helping adults learn.” Underpinning the coaching process are several principles guiding effective adult learning (Grant and Stober, 2006, p.4). Henschke (2011) argue that Andragogy has shaped our understanding of adult learning and continues to guide the way. Knowles (1980) successfully tested and refined this theory for domains such as business, healthcare, government, and higher education. Henschke (2011) contend that the strength of Knowles’ approach lay in advocating an adult learning program that is trusting, supportive, and collaborative. Thompson and Deis (2004) propose four principles of Andragogy: 1) Learner as self-directed; 2) Learner as a resource; 3) Learning as developmental; and 4) Learning as applied to the real world. Pratt (1993) draws the following inferences about andragogical perspectives on learning and knowledge:

Andragogy appears to rest upon two implicit principles of learning, first, knowledge is assumed to be actively constructed by the learner, not passively received from the environment, and second, learning is an interactive process of interpretation, integration, and transformation of one’s experiential world (Pratt, 1993, p.16).

Theories on Andragogy (adult learning) can offer insights for coaching intervention to help employees grow and learn on the job (Theeboom, Beersma, and van Vianen, 2013). Based on Knowles’ (1980) theory of adult learners, we construct a new learning through experiences, and Andragogy (as opposed to pedagogy) originates in constructivism (Cox, 2006, p.196). Cox adds that coaching is Andragogy’s true heir. However, pedagogy (how young people learn) does not encompass the needs of adults in management education (Forrest and Peterson, 2006).

McGrath (2009, p.102) contends that “unlike Pedagogy, Andragogy is centered on the idea that the lecturer does not possess all the knowledge and that students are encouraged to participate in the classroom by utilizing their own experiences.” During the coach training in this study, students discuss their real-life issues; in this sense, they are contributing as subject experts, which echoes with what McGrath mentions.

In essence, the above literature on Andragogy and coaching suggests the following: 1) adults learn from real life experiences; and 2) the participants of the coach training are subject experts in coaching. In coaching, adult learners are self-directed and knowledge is actively constructed by the learner. Andragogy

posits that learning is an interactive process that leads to the transformation of the learner. In this regard, how does the learning that underlies one's transformation occur? This question helps explore the next theory on how we learn and effect change.

2.3 Transformative Learning and Coaching

Transformative Learning (Mezirow and Associates, 199; Mezirow, 1991, 1996) is the process of effecting changes in a frame of reference and is defined as the process of effecting changes in our assumptions through experiences (Mezirow, 1997). He explains transformative learning as follows:

Frames of reference are the structures of assumptions through which we understand our experience. They selectively shape and delimit expectations, perceptions, cognition, and feelings. They set our "line of action" (Mezirow, 1997, p.5).

Mezirow contends that adult learners aim to become autonomous and responsible thinkers, which requires communicative learning, and that group projects, role-play, and simulations can serve as the classroom approach for transformative education. Further, self-reflection can lead to significant personal transformation. In connection with transformation and coaching, Hargrove (2003) observes,

Transformation involves intervening in the context that shapes who we are being and therefore, our thinking and our actions (Hargrove, 2003, p.94).

In relation to Transformative Learning and coaching, Cox (2006, p.197) argues that personal transformation usually begins with a disorienting dilemma; and the process includes critical reflection, self-examination, and a reorientation that result in revised action and deep learning. She adds that a coach can help the client understand their assumptions and uncover their roots. Griffiths and Campbell (2009) conducted a study using an integrative grounded theory and found that coaching facilitates deep and powerful learning, which they contend are relevant to Mezirow's Transformative Learning.

Referring to Transformative Learning, Carter (2009) argues that for adult Transformative Learning to occur, coaches would benefit from understanding learning philosophy to guide their practice. Her study revealed that the Transformative Learning experience in coaching affected cognitive, emotional, and behavioral dimensions. She argues as follows:

A coach who is informed by a framework of adult Transformative Learning perceives a client's dilemma as an opportunity for essential reflection and a transformation of meaning perspectives (Carter, 2009, p.42).

Sammut (2014) conducted a qualitative study on professional coaches with the aim of discovering if Transformative Learning theory is applied in coaching. She found robust links between coaching and Mezirow's Transformative Learning theory by comparing the core elements of transformation, such as experience, critical reflection, and dialogue, to coaching practices. Thus, according to her, 1) coaching begins with individual experience; 2) inquiry occurs as part of the coaching conversation to provoke ongoing critical reflection; and 3) the coaching session is a dyadic dialogue.

Gray (2006) contends that coaching can be a powerful tool in generating Transformative Learning. He adds,

Transformative Learning argues that because we are trapped by our own meaning perspectives, we can never make interpretations of our experience free from bias. Hence, we need to expose our ideas to rational and reflective discourse by turning to those who are best informed and who can offer a critical assessment of the evidence and arrive consensually at the best judgement – a form of validity testing. As an “objective” outsider, the coach, of course, is ideally placed to do this (Gray, 2006, p.486).

Corrie and Lawson (2017) compared Dingman's (2004) six generic stages of coaching: 1. Formal contracting, 2. Relationship building, 3. Assessment, 4. Getting feedback and reflecting, 5. Goal setting, 6. Implementation and evaluation to Mezirow and associate's (2000) phases of Transformative Learning, and developed the Transformative Learning Model of coaching. They contend that the application of the Transformative Learning Model of coaching has proven positive impact on both personal and organizational development.

Kawinkamolroj, Triwaranyu, and Thongthew (2015) successfully conducted an experiment and developed a coaching process based on the Transformative Learning theory for changing the mindset of educators. Heinrich, Louson, Bloommel, and Green (2021) explored a case in which coaching was deployed in higher education and concluded that coaching created Transformative Learning for both students and faculty.

In essence, the above literature on Transformative Learning and coaching suggests that critical self-reflection through dialogue leads to personal transformation and a coach helps to serve as an objective outsider. Transformative Learning could be associated with Andragogy, which posits that learnings occur in the process of interpretation, integration, and transformation.

Drawing upon the above literature on Andragogy and Transformative Learning theories in relation to coaching, it becomes clearer how adults learn and how they effect changes. Then, a question arises regarding what would promote the process of affecting the desired change in relation to coaching; thus, I explore a theory of intentional change.

2.4 Intentional Change Theory and Coaching

Intentional Change theory (ICT) took birth in the late 1960s when Boyatzis joined Kolb who produced the famous experiential learning theory in 1984. Boyatzis and Kolb spent 15 years exploring the behavioral competencies of MBA students, and their study showed that emotional intelligence can be learned and raised (Lemisiou, 2018). Boyatzis (2006) later developed ICT and argued that we can change in desired ways, but it requires intentional efforts. Through ICT, we can understand how individuals and organizations can bring about desired changes in a sustainable way. He contends as follows:

At the individual level, ICT describes the essential components and process of desirable, sustainable change in one's behavior, thoughts, feelings, and perceptions. The "change" may be in a person's actions, habits, or competencies. It may be in their dreams or aspirations (Boyatzis, 2006, p.609).

ICT suggests that people can have sustained and desired changes, and that these changes need not be forced by external pressure. Intentional change is activated when the individual notes discrepancies between the ideal and real selves (Van Oosten, 2013, p.23). ICT presumes that personal change and learning result from rectifying the inconsistency between the ideal self (who the coachee wants to be) and the real self (who the coachee is) (Dyck, 2017, p.43). ICT was initially called "self-directed behavior change" (Boyatzis, Smith, and van Oosten, 2019), because behavioral change occurs in discontinuous bursts or spurts, which Boyatzis described as discoveries (Boyatzis, Smith, and van Oosten, 2019, p.35).

Halliwell, Mitchell, and Boyle (2021) echo Boyatzis' contention and argue that coaching facilitates leaders to discover the gaps between their ideal and real selves, which is a core notion of ICT. Boyatzis, Melvin, and Van Oosten (2019) argue that the discovery of one's ideal self is the first discovery that includes one's passion and core values. They created a Personal Balance Sheet using a gap between the real and ideal selves and developed leadership and coaching programs by incorporating a framework based on ICT. Their findings include the following:

For nearly three decades, we've been training coaches with an approach based on the Intentional Change Theory, which embodies coaching with compassion. Again and again, we've seen individuals make profound and sustained changes in their lives after being coached in this way (Boyatzis et al., 2019, p.44).

Van Oosten (2013) argues that focus on discovering the ideal self is important in coaching as it provides motivation and energy. Taylor, Passarelli, and Van Oosten (2019) contend that coaching can facilitate changes by applying the principles of ICT to increase the feelings of autonomy, relatedness, competence, and therefore, motivation to change. (This relationship between ICT and motivation will be further discussed in later chapters when Self Determination Theory is examined in relation to my hypotheses.) Halliwell, Michell, and Boyle (2021) add that coaching models such as Whitmore's (2009) GROW model facilitates clarification between an ideal self and a real self as mentioned by ICT, allowing coachees to develop and implement action plans.

In essence, ICT posits that identifying the perceived gap between the real and ideal selves in coaching could lead to desired and sustained behavioral changes. Thus far, I have explained how Andragogy, Transformative Learning, and Intentional Change complement each other and resonate with coaching. Andragogy proposes that adults learn from real world experiences by actively constructing knowledge. Similarly, Transformative Learning emphasizes critical self-reflection, which leads to finding one's real and ideal self for desired and sustained changes addressed by ICT.

Boyatzis, Smith, and Blaize (2006) argue that coaching could benefit not only *coachees* but also *coaches*. Therefore, what remains unanswered from the above literature review on the three theories is how learning occurs in the training of coaches. Thus, this study explores the relationship between the training of

coaches and coach efficacy in an educational setting, particularly regarding what meaning students make¹ out of their learning from the coach training, and how that occurs, and whether providing students with coach training makes them more employable in terms of skills employers seek, such as interpersonal skills and career visioning.

¹ Meaning-making is the process by which people interpret situations and events, in the light of their previous knowledge and experience. Learning as meaning-making is to emphasize the fact that people are actively engaged in making sense of the situation (Zittoun and Brinkmann, 2012).

<CHAPTER 3> – Hypothesis Building

In this chapter, I discuss the meaning-making of students who have attended coach training. Sense-making is about the question, “what does an event mean?” (Weick, Sutcliffe, and Obstfeld, 2005, p.410). In the case of this study, the question will be what coach training means for students.

Coaching is perfectly suited to human beings who are meaning-making creatures (van Nieuwerburgh, 2019, p.123). Hurlow (2022) created the Analysis of Learning and Coaching Assumptions table and argues that in cognitive constructivism, the coach plays the role of a meaning-making analyst. She contends that from an ontological perspective, coachees (clients) have a uniquely subjective interpretation of the world, and from an axiological² perspective, coaches foster higher quality sense-making by reframing a coachees’ dysfunctional interpretation.

Given this notion of coaches being meaning-making analysts for clients, what is happening in the coach training for the student coaches? What kind of meaning are the coaches making for themselves? Further, how can we relate coach training to coach efficacy? I build a series of hypotheses in this chapter to test various arguments and theories/models.

3.1 EI and Interpersonal Skills in Relation to Coach Training

One form of meaning-making emerging from the capacity to recognize our own and others’ emotions is highlighted in the literature on Emotional Intelligence (EI). Boyatzis, Goleman, and Rhee (1999) offer a descriptive definition of EI as follows:

Emotional Intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation (Boyatzis et al., 1999, p.3).

The authors claim that the abovementioned four clusters of EI (self-awareness, self-management, social awareness and social skills) should be related and complement each other. Moreover, EI is the capacity to

² The study of the nature, types, and criteria of values and value judgements, especially in ethics (Merriam-Webster).

recognize our own and others' emotions to manage ourselves and, thus, our relationships effectively (Van Oosten, 2013). Emotional intelligence predicts success in many domains of life including work relationships (Salovey and Grewal, 2005).

Grant (2007) argues that coaching behaviors are, in part, a manifestation of an individual's EI. He found that training in coaching skills can positively impact EI. In his words, "Therefore, developing an individual's coaching skills may well also enhance their emotional intelligence" (p.259).

The above arguments on EI and coaching suggest two things: 1) there is a positive association between coaching skills and EI; and 2) improving EI enhances social skills such as interpersonal skills.

While Oxford Dictionary describes interpersonal skills as the "abilities to communicate or interact well with other people," Beenen, Pichler, and Davoudpour (2017) found elements of interpersonal skills to include attributes such as self-management, communicating with others, supportive relationships, motivating others, and conflict management. For the purpose of this thesis, I use the Oxford Dictionary's definition.

Another form of meaning-making may be related to enhancing interpersonal skills, given that the above EI literature shows a positive association between these skills, EI, and training in coaching skills. Interpersonal skills are one of the several sets of core skills for managers (Mintzberg, 1980) and a variety of management education stakeholders agree that soft skills including interpersonal skills are perhaps the most important set of skills needed for success in business (Dierdorff, Rubin, and Morgeson, 2009; Pichler and Beenen, 2014; Beenen et al., 2017). Robles (2012) researched the top ten soft skills needed in today's workplace and found that even though interpersonal skills are critically important, they are not yet fully integrated into college education. Potential employers want to hire applicants with strong interpersonal skills, because interpersonal skills are one important trait of the type of leadership ability that is necessary for companies to be competitive (Abujbara and Worley, 2018). Thus, enhancing interpersonal skills could make meaning for student coaches looking to secure post-graduation employment.

Mukherjee (2012) found that coach training enhanced interpersonal skills and self-confidence. Studying/practicing coaching in higher education can lead to more effective interpersonal relationships in the

world of work and beyond (Iordanou, Agnieszka, and Barnes, 2016). van Nieuwerburgh and Tong (2012) found through an experiment that coach training had a positive impact on improving interpersonal relationships among students. They contend that those students who underwent coach training significantly improved their communication skills that, in turn, enhanced their interpersonal relationships. Educators who participated in a coach training to learn coaching skills reported that the training provided insights to their behavior and relationships (van Nieuwerburgh and Barr, 2016).

The above discussion suggests that the training of coaches may bring meaning for students by enhancing their interpersonal skills. Thus, I hypothesize as follows:

H1-a. Pre- and post-coach training assessments will demonstrate differences in students' interpersonal skills, reflecting a positive relationship between coach training and insights into their behaviors and personal relationships.

3.2 Career Visioning in Relation to Coach Training

Apart from interpersonal skills, what could be the other meanings students make from their learning in coach training? van Nieuwerburgh and Passmore (2012) found that coach training has a positive effect on students' attitude toward learning, including enhancing self-awareness. Eurich (2018) conducted a large-scale study on self-awareness involving nearly 5,000 participants and categorized two types of awareness. One is internal self-awareness, which represents how clearly we see our own values, passions, aspirations, and behaviors, while the other is external self-awareness, which means understanding how other people view us. For the purposes of this thesis, self-awareness and self-understanding are used interchangeably and my focus will be on internal self-awareness.

If we deepen our self-understanding, would it be feasible to have more accurate career-related aspirations? Watts (2006) argues that understanding personal priorities impacts future career options and coach training can help students accomplish their career goals (Tofade, 2010). In coaching, questions are asked to bring in new perspectives and explore alternatives (Newnham-Kanas, Irwin, and Morrow, 2008). Griffiths and

Campbell (2009) contend that in coaching, self-awareness is facilitated through a process of discovering and integrating new knowledge into one's sense of self, which may involve renewing personal priorities. Steele and Arthur (2012) found that coaching skills learned in undergraduate education are transferrable to their future careers and career visioning. For this thesis, career visioning is defined as the ability to think about one's future career and develop steps to realize this vision.

Career visioning becomes more important as students' career paths become more unpredictable, making it increasingly difficult to make rational and information-based career choices (Mitchell, Levin, and Krumboltz, 1999). A point of caution here is that I will not discuss the efficacy of career coaching (Hazen and Steckler, 2018), which can be of assistance in the career-decision-making process. Rather, the focus of this thesis is the relevance of coach training in enhancing self-understanding and in career visioning for student coaches.

The transferability of coaching skills to students' future managerial careers may explain why the number of postgraduate courses on coaching has tripled in recent years both in the UK and the USA (Fillery-Travis and Collins, 2017). Centers such as the Coaching Unit in Psychology at the University of Sydney, the University of Amsterdam, the International Coaching Center and Mentoring Studies at Oxford Brookes University, and the Institute of Coaching at Harvard Medical School offer coaching courses (Zuniga-Collazos, Castillo-Palacio, Montania-Narvaez, and Castillo-Arevalo, 2020).

The literature and the abovementioned phenomenon in higher education suggest two things: 1) there is a positive association between self-understanding and coaching, and 2) there is a link between self-understanding and career visioning. If students come to understand themselves better, they could better envision and plan their careers in a meaningful way. Coach training could enhance students' self-understanding and, thus, impact career visioning. This may bring meaning for the students.

Thus, I hypothesize as follows:

H1-b. Pre- and post-coach training assessments will demonstrate differences between student coaches and non-coaches in their improvement in the ability to career vision.

I have looked at two possible meanings students can make from the learning they gain from coach training: interpersonal skills and career visioning.

3.3 Motivation in Relation to Coach Training

Meaning-making is reflected in self-motivation as students make sense of their way forward in terms of autonomy, competence, and relatedness. In Chapter 2, I referred to Taylor et al. (2019), who contended that coaching could facilitate change by applying the principles of ICT to increase feelings of autonomy, competence, and relatedness and, therefore, the motivation to change.

These three constructs of autonomy, competence, and relatedness are also core notions of Self Determination Theory (SDT). Niemic and Ryan (2009) applied SDT (Ryan and Deci, 2008) to educational practice and argue that SDT is a macro-theory of human motivation, emotion, and development, and contend as follows:

As such, SDT is of much import in the domain of education, in which students' natural tendencies to learn represent perhaps the greatest resource educators can tap (Niemic and Ryan, 2009, p.134).

Taylor et al. (2019) presented an integrative conceptual model drawing on SDT and ICT to explain how coaches can facilitate sustained change. The integrative model explains the relationship between coach-facilitated discoveries and satisfaction of clients' needs in addition to explaining a coachee's motivation to change. They argue that feedback received in coaching regarding their ideal self will be integrated by the coachee (client) into their current self, which, in turn, generates powerful motivation for autonomous action. Motivation has been linked to behavioral change processes (Pearson, 2011). Lech, Nieuwerburgh, and Jalloul (2018, p.66) contend that motivation is an energy that focuses on achieving a desired state; thus, it is perceived as the will, desire, and energy that give people the incentive to act.

Adams (2016) argue that SDT theoretically "rescues" coaching by supporting the internalization of the coachee's behavior when a coach supports the coachee's sense of competence ("I can do it") and respects their autonomy (so that they can say "I have made my own choice to do so"). Spence and Oades (2011) emphasize that SDT offers a theoretical framework for the practice of coaching in which, from an SDT perspective, coaching skills can create a conducive atmosphere for a trusting relationship between coach and client. Leach and Green (2016) contend that increasing positivity in relationships is a coaching outcome achieved by asking rather than telling, building trust and a space for reflection. Thus, coaching may create an atmosphere that satisfies the need for relatedness for the coachee. In this study, students undergoing coach

training took part in many exercises involving coaching and being coached by peers, thus potentially increasing a sense of motivation to learn.

With the above theoretical evidence, we can argue that both SDT and ICT support the motivational aspect of coaching; thus, students can make meaning from the learning gained from coach training in terms of increasing their motivation to learn.

Thus, my next hypothesis is as follows:

H2-a. Pre-and post-coach training assessments will show differences in motivation, demonstrating a positive association between coach training and motivation as a reflection of meaning-making.

3.4 Active listening in Relation to Coach Training

I have looked at the possible meanings students can make from the learning they gain from coach training, such as interpersonal skills, career visioning, and motivation. I will now examine the coaching mechanism that promotes meaning-making.

The foremost element of coach training is active listening. The International Coaching Federation (ICF) states that active listening is one of the most critical skills for coaching and the organization trains coaches to equip them with this skill. The ICF argues that coach training should enhance core competencies, including active listening, which it defines as follows:

Active Listening - Focusing completely on what the client is saying and is not saying, understanding the meaning of what is said in the context of the client's desires and supporting client self-expression. (Coachingfederation.org/core-competencies, 2021)

The concept of active listening can be traced back to Rogers and Farson (1957) who defined it as listening to grasp the facts and feelings in what one hears and to assist the speaker in working out the problem. It requires that the listener tries to understand the speaker's understanding of an experience without adding the listener's interpretation, and it has become a ubiquitous element of communication (Weger, Castle, and Emmett, 2010). Kolb and Kolb (2005) mentioned that in the conversational space where we keep talking without listening, learning is diminished.

Pichler and Beenen (2014) conducted structured in-depth interviews regarding critical skills for leaders with 27 managers and executives and found that communication skills, including active listening, were the most frequently mentioned skills. Grant and Hartley (2013), who developed a “leader as coach” program centered on their evidence-based approach for over 3,000 leaders, contend that the way the leaders listen to their team members is critical. In business, autonomy-supportive managers listen to their subordinates’ viewpoints; therefore, the subordinates can devise their own plans for handling problems (Baard, Deci, and Ryan, 2004).

Active listening is not as simple as it sounds. Griffiths and Campbell (2009) found that in this process, coaches listen beyond the words they hear to assist clients to make meaning, which requires skills beyond aural ones. This implies that listening serves as a mechanism that helps coaches in making meaning. Coaches work to increase the client’s feelings of being understood, as the clients are often so immersed in the bustle of their lives that they often cannot see their actions (Pearson, 2011).

Spataro and Bloch (2018) argue that active listening requires deliberate involvement from the listener so that the listener can engage actively in the speaker’s experience while remaining relatively silent. As such, active listening is a difficult skill to learn. Reflecting a speaker’s message through paraphrasing demonstrates that the listener has understood what the speaker is trying to communicate, thereby confirming the speaker’s experience as valid and significant (Weger, Castle, and Emmett, 2010, p.39). Seeing one’s experience as valid and important is one form of meaning-making.

The difficulty of gaining active listening skills is one of the main reasons that the curriculum for this study’s coach training³ devoted several hours to honing these skills through mirroring what the speaker said and noticing relevant aspects of body language such as nodding and eye contact.

Coach training may, thus, provide a mechanism for supporting meaning-making in students by enhancing listening skills. Thus, my next hypothesis is as follows:

³ For details of the coach training curriculum including the theoretical background as well as tools and models, please refer to Chapter 4, Research Methods under Study A: “Operationalization of Independent Variable”

H 2- b. Pre- and post-coach training assessments will demonstrate differences in soft skills such as active listening, which serves as a mechanism for meaning-making.

3.5 Coach efficacy vs. Client efficacy

I have thus far hypothesized possible meaning-making by the students who attended the coach training in terms of enhancing interpersonal skills, career visioning, motivation, and active listening skills.

Toward the end of Chapter 2, I referred to Boyatzis (2006) who contended that coaching could benefit both coaches and clients. At the beginning of Chapter 3, I introduced Hurlow (2022), who posited that a coach has the role of a meaning-making analyst. These contentions lead me to my next question: “What is the difference between receiving training to be a coach vs. receiving a coaching session as a client?”

Compared with the perceived efficacy of coach training (being a coach) for student coaches, the main efficacy of being coached (being a client) includes personal or professional goal attainment for the coachee (Grant and Spence 2010, Grant 2013). In coaching, the coach’s verbal activities include gathering assessment information, revealing core values, establishing goals, and developing action plans for the coachees (Neenan, 2009). Maxwell and Bachkirova (2010) contend that coaching starts by defining the areas the coachee wishes to develop and how improvement in these areas might contribute to their overall goals. This implies that the result of being coached is mainly the attainment of a specific goal, while learning to be a coach entails much more work. Therefore, the latter possibly offers more opportunities for students to develop competence in their interpersonal skills and career visioning—skills that are highly sought after by future employers.

Thus, I posit that students with coach training will differ from students without coach training but with being clients. In other words, learning to be a coach (coach efficacy) brings more meaning than being coached (client efficacy), particularly in competencies such as interpersonal skills and career visioning. My next hypothesis is as follows:

H 3. Pre- and post-assessments will demonstrate differences between coach efficacy and client efficacy in students’ interpersonal skills and career visioning, showing how learning to coach enhances the ability to make meaning.

<CHAPTER 4> - Research Methods

Figure 1 provides an overall picture of the operationalization of variables for Study A and B.

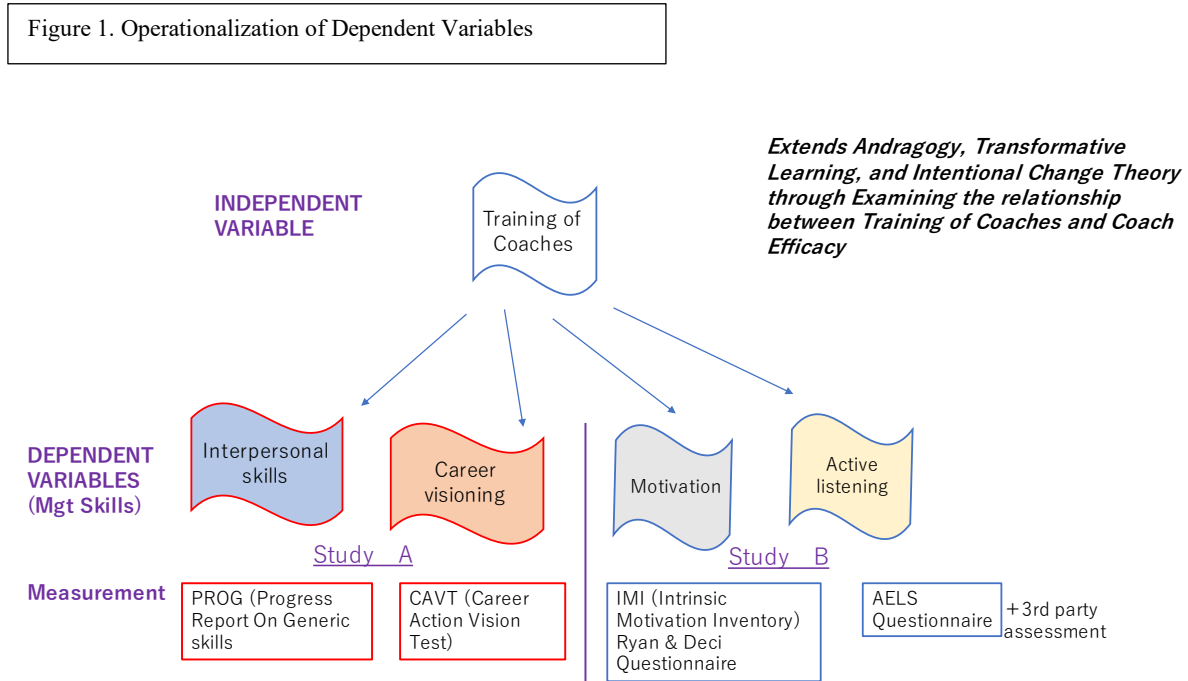


Figure 1 shows that the dependent variables for Study A are interpersonal skills and career visioning. For Study B, they are motivation and active listening. For both studies, the independent variable is training of coaches.

Study A (Quantitative) : Interpersonal Skills and Career Visioning

Study A will explore the first two hypotheses:

H1-a. Pre- and post-coach training assessments will demonstrate differences in students' interpersonal skills, reflecting a positive relationship between coach training and insights into their behaviors and personal relationships.

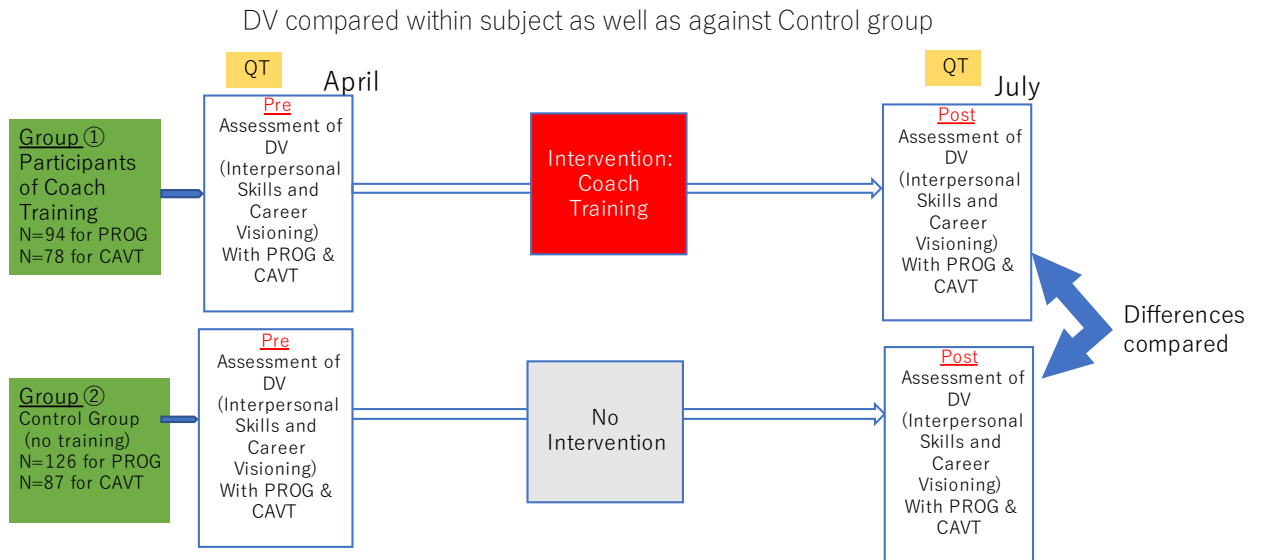
H1-b. Pre- and post-coach training assessments will demonstrate differences between student coaches and non-coaches in their improvement in the ability to career vision.

a. Research Design

We compared two groups—Intervention Group ① and Control Group ②—as shown in Figure 2.

- Intervention Group ① received coach training during the spring semester, which consisted of 15 classes (each class lasted 90 minutes) for over three months.
- Control Group ② had no coach training, and instead took a finance course during the same period of time.
- For both groups, interpersonal skills, and the ability to career vision were assessed before and after the coach training or the finance class.

Figure 2. Research Design of Study A



H 1- a. Pre and post coach training assessments will demonstrate differences in students interpersonal skills, reflecting a positive relationship between coach training and insights into their behaviors and personal relationships .

H 1- b. Pre and post coach training assessments will demonstrate differences between student coaches and non coaches in their improvement in the ability to career vision .

b. Operationalization of Variables

Study A studies meaning-making both in terms of interpersonal skills and career visioning for student coaches. As shown in Figure 2, training of coaches is the independent variable, while interpersonal skills and career visioning are the dependent variables. In Study A, changes between pre- and post-assessments were compared between Intervention Group ① and Control Group ②.

Assessment Tools

The rationale and relevancy for using each tool will be discussed further here. In H1-a. PROG was used to assess interpersonal skills. PROG is an acronym for Progress Report On Generic skills. It was developed by RIASEC Company via rigorous research on the competencies that high performers among business persons demonstrate and is used in assessing undergraduates' competencies for employability. The RIASEC Company accumulated data on over 200,000 students in Japan. PROG measures employability competencies, including interpersonal skills, and has proven validity and reliability. Narita (2015) found that the higher the PROG scores, the higher the employability of those students. Generic skills are defined as thinking skills, intellectual curiosity, and communication skills that are different from discipline-specific knowledge, and those skills were in demand from employers. Specifically, prospective employers are increasingly demanding that these skills be trained in higher education (Hager, Holland, and Beckett, 2002).

This study used a short version of PROG⁴ with nine questions. The set of questions regarding interpersonal skills covered the following: (Detailed questions are shown in Appendix 4)

- 1) Friendliness
- 2) Thoughtfulness
- 3) Empathy
- 4) Understanding on diversity

⁴ Both PROG and CAVT are written in Japanese. They have been translated into English by the author.

- 5) Understanding of social role
- 6) Sharing information
- 7) Mutual support
- 8) Holding dialogue
- 9) Speaking up

Assessments were self-scored on a five-point Likert-type scale (1 = not at all; 5 = very much). Self-monitoring allows individuals to better access their values and performance (Grant, 2006).

In relation to H1-b., CAVT was used to assess career visioning. CAVT is an acronym for Career Action Vision Test, which measures visioning skills and actions for one's future career. Prof. Osamu Umezaki developed CAVT based on numerous theories including self-efficacy theory (Bandura, 1977). CAVT has its proven validity and reliability (Umezaki and Takizawa, 2013) and is self-scored. It measures career visioning and actions that students may demonstrate. When they developed CAVT, Cronbach's *a* was .920 for vision and .831 for action. For the sake of this thesis, my focus will be on career visioning although CAVT can also measure career-related actions. CAVT assesses students along the following dimensions: (Detailed questions are shown in Appendix 5)

- 1) Envisioning future
- 2) Active with extra-curricular events
- 3) Clear future goals based on vision
- 4) Networking to meet with role models
- 5) Find what I want to do
- 6) Gain practical skills
- 7) Prepare for future
- 8) Expand human networking
- 9) Research future job opportunities

- 10) Be proactive
- 11) Find one's calling
- 12) Gain diversified perspectives

Here, the questions of odd numbers are to assess career visioning while even numbers assess career-related actions according to the developer of the questionnaire.

c. Study Sample

Recruitment of the participating students was conducted during the coach training class for Intervention Group ① and the finance class for Control Group ②. The assessments took place after the researcher (myself) explained the purpose of the study. Taking the assessment was not mandatory for the students, and the consent form was given to all students in which they could write yes if they agreed to be included in the sample population and no otherwise. This protocol was conducted throughout Studies A to D. (See Appendix 3 for the consent form)

The dependent variables are scores in PROG and CAVT. As for PROG, answers of 94 students from Intervention Group ① and 126 students from Control Group ② were valid. The students belonged to the Education Department, Sports Science Department, and Business Management Department. The age of the students in the sample ranged from 20 to 22 years (third and fourth year of college). (See Appendix 1 for the participants demographics)

Operationalization of the Independent Variable: Curriculum Design of the Training of Coaches

I would like to explain the way the curriculum was designed and offered in a classroom setting, referring to the extant literature. Experience is the source of learning and development (Kolb, 1984), and dialogue-based approaches are recommended (Cajiao and Burke, 2016) for making meaning of those experiences. Thomason & Anderson (2021) conducted a coaching experiment and found remarkable consistency in the way students reflected Kolb's experiential learning framework.

Nonaka and Konno (1998) contend that explicit knowledge must be embodied in practice and that new concepts can be learned through simulations such as roleplays. Classroom practice is vital for building learning cultures (Devine, Meyers, and Houssemand, 2013). Thus, coaching intervention can impact college students in various ways (Lefdahl-Davis, Huffman, Stancil, and Alayan, 2018), by making knowledge explicit through the coaching practice/role play.

Passmore (2010) argues that coaching skills such as listening and questioning have the most impact on clients and, thus, are valued skills. The coaching skills outlined in the literature also include empowering and acknowledging the coachee (Jarosz, 2016). Fillery-Travis and Cox (2018) argue that coaching is a dyadic activity that includes elements of listening, questioning, and clarifying. Drawing upon the above, the coach training in this study was designed in accordance with the literature on coaching. Next, I would like to explain the core elements of the curriculum design in relation to asking open questions and offering acknowledgement.

- **Importance of asking questions**

One of the most critical coaching skills is asking open questions. Van Quaquebeke and Felps (2016) argue that asking open questions has great motivational power. Van Oosten (2013) contend that Socrates' genius use of questioning amplifies the potential for reflection of students, which may be why the Socratic method is widely used in the educational context. Neenan (2009) compares this aspect of coaching to the Socratic method:

Derived from the Greek philosopher, Socrates, this stance focuses on asking a person a series of open-ended questions to help promote reflection; this, in return, is likely to produce knowledge which is currently outside of her awareness and thereby enable her to develop more helpful perspectives and actions in tackling her difficulties. Through this method people are able to reach their own conclusions rather than being told what these should be by the questioner (Neenan, 2009, p.250).

Griffiths and Campbell (2009) contend that coaches facilitate the process of questioning, which enhances the client's ability to question themselves. Stober (2006) adds that a telling and talking approach (compared to asking questions) have a higher probability of achieving compliance than achieving learning.

In this coach training, asking questions by following the GROW model (constructed by Graham Alexander in the mid-1980s, where GROW stands for goal, reality, options, will) was taught. Cox (2006) points out that the GROW model maps directly into Kolb's learning cycle (1984) as follows:

“Goal setting” equates to an actual or proposed concrete experience; the exploration of “Reality” is equivalent to reflective observation; “Options” involved abstract conceptualization, and “What will you do?” suggests active experimentation (Cox, 2006, p.201).

Spence and Oades (2011) echo the value of simple process models like GROW in encouraging coachees to take ownership of their behavioral changes. Halliwell, Mitchell, and Boyle (2021), referring to ICT, contend that the GROW model facilitates clarifying the differences between the ideal and real selves and supports developing action plans to address these gaps.

Mezirow and associates (1990) contend that “The learner must have the will to act upon his or her new convictions” (p.355). Thus, in this coach training, the students own their issues and coach each other.

- **Peer coaching**

Ladyshewsky (2006) argues that peer coaching benefits both the coach and coachee. Parker, Hall, and Kram (2008) found that peer coaching could serve as a tool to enhance personal and professional development. They emphasize that the unique contribution of peer coaching lies in the inherent mutuality and reciprocity of the process, in which both individuals, the coach and coachee, are learners. Short, Kinman, and Baker (2010) conducted an empirical study among undergraduate students and provided strong evidence that peer coaching can be successful in university settings. (In this coach training, beside peer coaching, it was made optional for the students to receive a couple of coaching sessions by professionals so that they could experience coaching of higher quality.)

- **The importance of offering acknowledgement**

Acknowledgement in a coaching context is defined as recognizing the inner character of the person to whom it is addressed (Whitworth, Kimsey-House, Kimsey-House, and Sandhal, 2007, p.45). In contrast to praise and complements, acknowledgement highlights a value that the client honors in taking the action.

Instead of saying “Good job on the report,” we can acknowledge the person by saying “You showed your commitment in learning.” It helps the client celebrate their internal strength to become more resourceful (Whitworth et al., 2007). Irwin and Morrow (2005) explain that acknowledgement is about the coach overtly acknowledging the client for both who they are and who they had to be to move forward in their lives.

Ryan and Deci (2008) contend that autonomy will be enhanced by acknowledging individuals’ perspectives and choices. Bodie and Jones (2012) found that those listeners who exhibit behaviors such as acknowledging the feeling of the other, nodding, and eye contact were considered as better listeners. In this sense, offering acknowledgement is closely related to active listening. Weger et al. (2010) contend that active listening is an attempt to demonstrate unconditional acceptance and unbiased reflection. In this coach training, we exercised to offer acknowledgement to each other in a dyad role-play.

Drawing upon the above literature review, the curriculum was developed, and the overall design is exhibited in Appendix 9.

Study B (Quantitative) : Motivation and Active Listening Skills

Study B will explore the two hypotheses:

H2-a. Pre- and post-coach training assessments will show differences in motivation, demonstrating a positive association between coach training and motivation as a reflection of meaning-making.

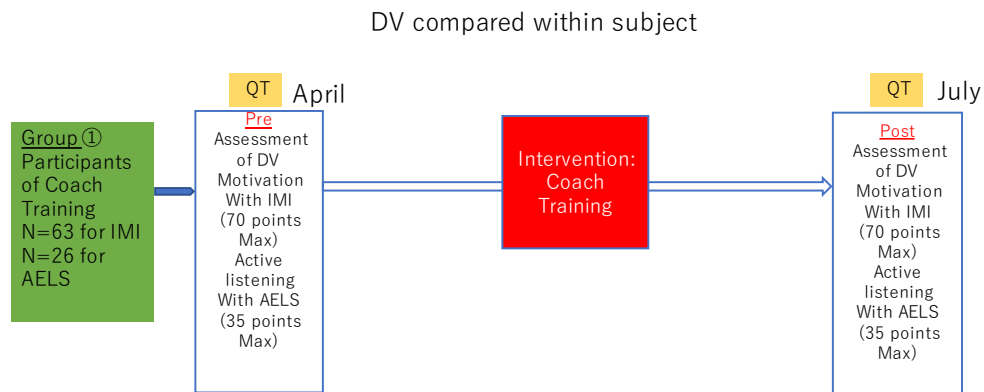
H2-b. Pre- and post-coach training assessments will demonstrate differences in soft skills such as active listening, which serves as a mechanism for meaning-making.

a. Research Design

Study B examines the impact of participating in coach training in relation to increasing students’ motivation and soft skills such as active listening. The structure of the research design is shown below.

For the same Group ① (coach training) of Study A, assessments on motivation and active listening skills were conducted before and after the intervention of coach training.

Figure 3. Research Design of Study B



H 2- a. Pre and post coach training assessments will show differences in motivation, demonstrating a positive association between coach training and motivation as a reflection of meaning making

H 2- b. Pre and post coach training assessments will demonstrate differences in soft skills such as active listening, which serves as a mechanism for meaning making

b. Operationalization of Variables

Study B studies meaning-making in terms of both motivation as meaning-making and active listening as a mechanism for supporting meaning-making. As shown in Figure 3, training of coaches is the independent variable (same as Figure 2), while motivation and active listening skills are the dependent variables. In Study B, pre- and post-assessments were conducted within the subjects of Intervention Group ①. As for the details of the above intervention coach training, please refer to Study A: Operationalization of independent variable: Curriculum design of the training of coaches.

Assessment Tools

To explore H2-a., “Pre-and post-coach training assessments will show differences in motivation, demonstrating a positive association between coach training and motivation as a reflection of meaning-making,” Self-Motivation assessment is used from Intrinsic Motivation Inventory

(<https://selfdeterminationtheory.org>, 2021; Ryan and Deci, 2017), which is an open source at Center for Self-Determination Theory. It has ten questions, and the original English version follows:

(This activity and this task were the activities and tasks undertaken by the students during the coach training)

- 1) I enjoy doing this activity very much
- 2) I would describe this activity as very interesting
- 3) I think I am pretty good at this activity
- 4) I try very hard on this activity
- 5) It was important for me to do well at this task
- 6) I believe I had some choice about doing this activity
- 7) I did this activity because I wanted to
- 8) I believe doing this activity could be beneficial to me
- 9) I would like a chance to interact with this person more often
- 10) It is likely that this person and I could become friends if we interacted a lot. (The assessment

questionnaire is shown in Appendix 6).

As seen from the contents of the above specific questions, this is to assess students' motivation toward learning in this coach training. If they find meaning from the learning in the training, it will certainly increase their motivation. The above questions were translated into Japanese with a slight modification—in 9) and 10), “this person” was replaced by “classmates.” The assessment was self-scoring with a seven-point Likert scale (1 = not at all; 7 = very much). The maximum score is 70 points.

To assess active listening skills, the Active-Empathic Listening-Scale (AELS) (Bodie, 2011) was used. It measures students' listening ability. It was used pre and post to quantify the active listening skills of students participating in the coach training within subject. Student coaches conducted self-scoring while the professor (author of this thesis who is a certified professional coach with 20 years of experience as an executive coach) evaluated their skills pre and post to further ensure the above self-scoring results.

The AELS questions were regarding the following:

- 1) Show body language (nodding, eye contact, positive posture)
- 2) Verbal acknowledgment

- 3) Paraphrasing/summarizing
- 4) Adjust speed of conversation
- 5) Ask effective questions (The assessment questionnaire is shown in Appendix 7).

The self-scoring assessment was conducted using a seven-point Likert scale (1 = not at all; 7 = very much). The maximum total score is 35 points.

c. Study Sample

The sample is taken from Intervention Group ①, the same group assessed in Study A, and the age of students ranged from 20 to 22 years (third and fourth year of college). Among the above Intervention Group ①, the answers of 63 students for IMI (motivation) and 26 students for AELS (active listening) were valid. (See Appendix 1 for the participants' demographics)

Study C (Quantitative) : Coach Efficacy and Client Efficacy

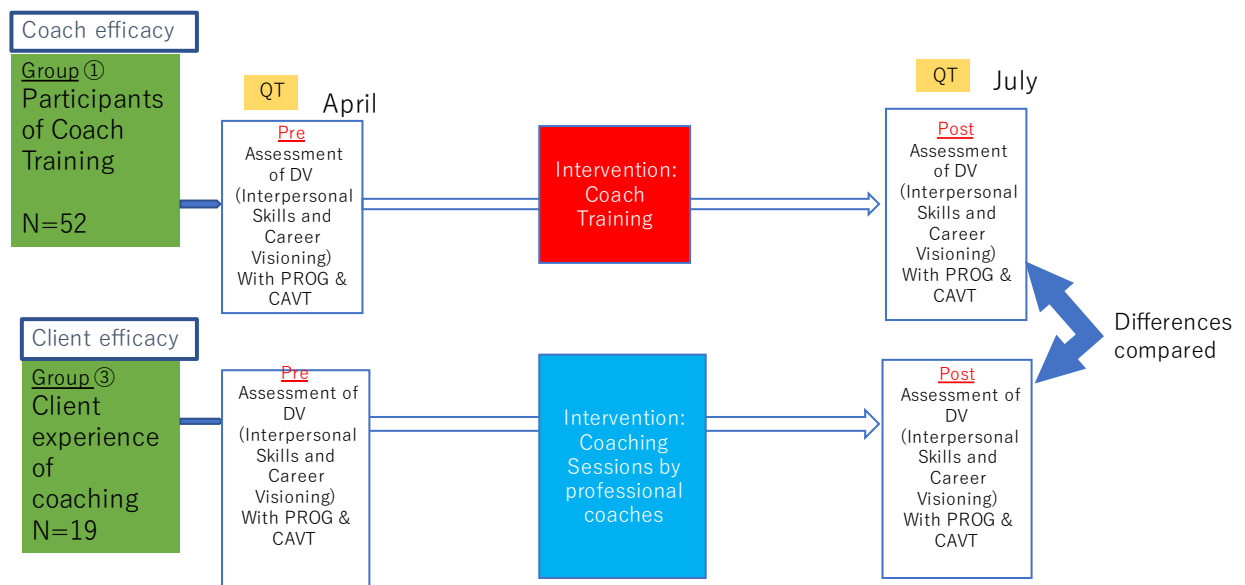
Study C will explore the following hypotheses:

H3. Pre- and post-assessments will demonstrate differences between coach efficacy and client efficacy in students' interpersonal skills and career visioning, showing how learning to coach enhances the ability to make meaning.

a. Research Design

Study C examines the difference between receiving training to be a coach vs. receiving a coaching session as a client. Figure 4 shows the structure of the research design. This time, changes in assessment scores pre and post are compared between the two groups.

Figure 4. Research Design of Study C



Pre and post assessments will demonstrate differences between coach efficacy and client efficacy in students interpersonal skills and career visioning, showing how learning to coach enhances the ability to make meaning.

b. Operationalization of Variables

As shown above, the independent variable (intervention) is the training of coaches or coaching sessions, while the dependent variables are interpersonal skills and career visioning. In Study C, pre- and post-assessments were conducted within the subjects of Intervention Group ① and ③ and the differences were compared between these two groups. As for the details of the above intervention coach training, please refer to Study A: Operationalization of independent variable: Curriculum design of the training of coaches.

Regarding Group ③, I collaborated with a professor (Faculty of Management Department) of a private college in Hokkaido who recruited dozens of professional coaches. They offered pro-bono coaching sessions for undergraduate students from April to August 2022. Those coaches were rigorously trained over one year by the professor and his team. Several dozen students of this college in Hokkaido took part in the coaching project voluntarily and received three pro-bono coaching sessions. Related to this, Van Oosten (2013) conducted an experiment to assess the relationships between leaders' effectiveness and coaching in

which she used two coaching sessions by professional coaches. She found that two coaching calls might not have been enough and that a research redesign was needed. Therefore, we decided to conduct three coaching sessions in this experiment.

Assessment Tools

To keep consistency in the method, the same PROG and CAVT were used to assess the differences in students' employability (interpersonal skills and career visioning) as conducted in Study A and B.

c. Study Sample

Regarding Group ①, as already mentioned in Study A, recruitment was conducted during the coach training class. It was made optional for students to take the assessments, and a consent form was given to all students in which they could write yes if they agreed to be included in the sample population and no otherwise. Among Intervention Group ①, the scores of 52 students were valid.

As for Group ③, recruitment of the participating students was conducted via a social media announcement in this college in Hokkaido. A total of 69 students received the pro-bono coaching sessions. Among them, 19 answered the pre- and post- assessments of PROG and CAVT. The age of these 19 students ranged from 20 to 22 years (second, third, and fourth year of college). In this study, Group ① (coach training) was compared to Group ③ (receiving coaching sessions). In other words, coach efficacy was compared with client efficacy.

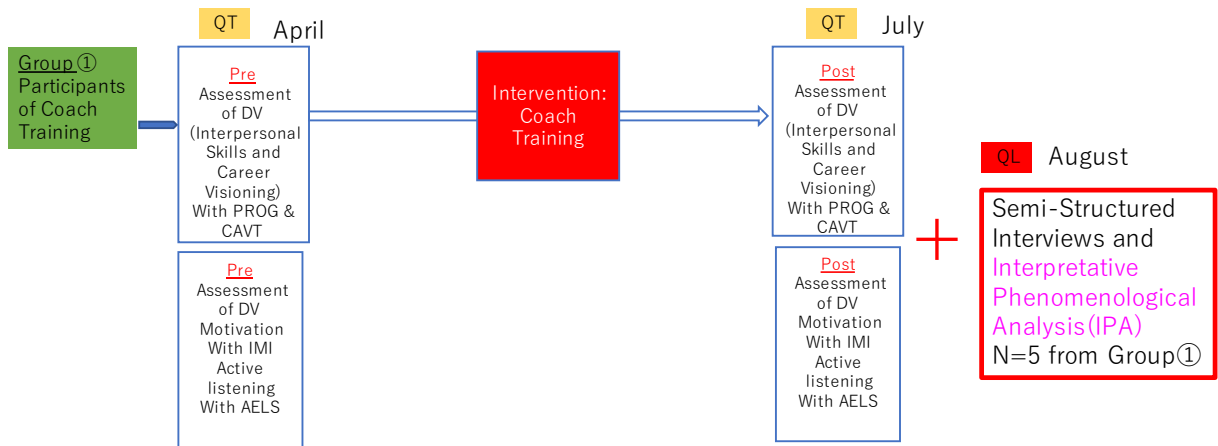
Study D (Qualitative) : Making Meaning of Learning from Coach Training

Study D explores the research question, "*How are the students making meanings of their learning from the coach training?*"

a. Research Design

To understand how students are making meanings from their learning, semi-structured interviews were conducted and coded using Interpretative Phenomenological Analysis (IPA) (Smith, Flowers, and Larkin, 2009) to clarify how the changes emerged and meaning-making happened among students. The structure of the research design is shown in Figure 5. We conducted interviews with five students who were in Intervention Group ①.

Figure 5. Research Design of Study D



Research question: *How are the students making meanings of their learning from the coach training - after Study A and Study B*

b. Rationale for using IPA

IPA is a qualitative research approach that examines how people make sense of their life experiences (Smith et al., 2009). It is an interpretative endeavor and is, therefore, informed by hermeneutics, the theory of interpretation. IPA shares the view that human beings are sense-making creatures, and therefore, the accounts which participants provide will reflect their attempts to make sense of their experience (Smith et al., 2009, p.3).

Passmore and Fillery-Travis (2011) argue that qualitative studies using recognized techniques such as IPA can help us understand the richness of human interactions in coaching. Rajasinghe (2020) contend that IPA facilitates deeper critical and contextual understanding of a given phenomenon and, therefore, is a valuable research method for the coaching scholars interested in analyzing the coaching experience of individuals.

Drawing upon the above observations, IPA was used in Study D to enhance the understanding of how students' competencies might have deepened and what kind of sense-making students may have derived from their experience of coach training around the value or usefulness of coach training. A sample size of three to six interviewees is reasonable for IPA to explore each individual's experience in depth (Smith et al., 2009). Thus, a semi-structured interview was conducted with five students (three male and two female) from Group ①. To make the interview process objective, a third party, namely two HR professionals conducted the interviews. The interview questions are provided in the next section. Ideally, IPA interview questions are broad and facilitate deeper insights into the research question, in a way that can be answered through subsequent reading and analysis (Torbrand and Ellam-Dyson, 2015, p.81).

IPA Methods

The analysis was conducted by following the guidelines set out by Smith et al. (2009). Step 1 entails reading and re-reading the interview transcripts. In addition, the zoom recording of each interview was also viewed to observe the interviewees' body language. Step 2 entails initial noting and coding of the following: a) descriptive comments, b) linguistic comments, and c) conceptual comments. Step 3 helps develop emergent themes. Step 4 lists the emergent themes of each interviewee, which are provided in Appendix 8. Step 5 entails repeating the same process with other cases. Step 6 entails looking for patterns across cases.

c. Study Sample and Interview Questions

The interviewees were recruited randomly, with the following selection criteria:

- 1) Attendance record of 80% or above
- 2) Final academic performance (rating) is average or above average

The above criteria serve to guarantee that the interviewees have accumulated their learning while attending the training. Five students were briefed in advance by the author regarding the purpose and methodology of the semi-structured interview. Each interview lasted approximately 30 minutes. Interviews were recorded over zoom and transcribed verbatim to give context to the research with line numbering in the transcript for ease of referencing. The analysis was conducted rigorously following the IPA method.

An IPA study on coach training by van Nieuwerburgh and Tong (2013) included the following questions:

- 1) Can you tell me about the coach training you have been on?
- 2) What impact do you think the coach training has had on your own life?
- 3) What impact do you think the coach training has had on your behavior at college?
- 4) Tell me about the impact of the coach training on your relationships at college?

For the sake of this thesis, these questions were altered to fit the nature of the research question derived from my hypotheses. Thus, the interview questions were as follows:

- 1) Can you tell me about the coach training you have attended?
- 2) What impact do you think the coach training has had on your soft skills, such as active listening?
- 3) What impact do you think the coach training has had on your interpersonal skills?
- 4) What impact do you think the coach training has had on your self-understanding and ability to vision your career?
- 5) What impact do you think the coach training has had on your and your coachees' motivation? (or of any others around you).

The semi-structured interview protocol is shown in Appendix 2.

<CHAPTER 5> - Results for Each Study

This section will interpret the results for each study.

Study A

H1-a. “Pre-and post-coach training assessments will demonstrate differences in students’ interpersonal skills, reflecting a positive relationship between coach training and insights into their behaviors and personal relationships” was tested using t-test to compare the differences in the percentage increases in interpersonal skills between Intervention Group ① and Control group ② from time 1 (pre-coach training) to time 2 (post-coach training). N was 94 for Group ① (training of coaches) and 126 for Group ② (no training). Increase in percentage could be more accurate than comparing raw scores between pre and post; therefore, the former was calculated and compared between the two groups. The mean of the percentage increase for training of coaches is 0.12 (12%) while it was .05 (5%) for no training. Statistically significant differences in terms of percentage increase were found from pre to post. Table 1 shows that $t(172) = 2.286, p < .05$. Thus, I conclude that the Intervention Group (coach training) increased the interpersonal skills significantly compared with the Control Group with no coach training. The internal consistency of PROG was very strong (Cronbach’s $a = .822$) from the above Groups ① and ②.

Table 1. Result of H1-a. Interpersonal Skills

PROG							
Interpersonal Increase%	Training of coaches N = 94		No training N = 126		$t(172)$	p	
	M	SD	M	SD			
	0.12	0.239	0.05	0.19	2.286	0.023	

In addition, I conducted independent t-test comparing pre-scores of the above two groups. Among nine questions of PROG, Intervention Group was statistically different, $t(219) = 2.061, p = 0.04$ for a question on friendliness. However, as for a question on holding a dialogue, Control Group was statistically different, $t(191) = -2.185, p = 0.030$. Interestingly, for three questions out of nine, the average pre scores of Control

Group were higher than Intervention Group. Pre-scores of CAVT showed no statistically significant differences between the two groups.

As for H 1- b. “H1b. Pre- and post-coach training assessments will demonstrate differences between student coaches and non-coaches in their improvement in the ability to career vision,” CAVT was used as an assessment, followed by the abovementioned SPSS analysis. The changes in the scores for career visioning were compared between Intervention Group ① and Control Group ②.

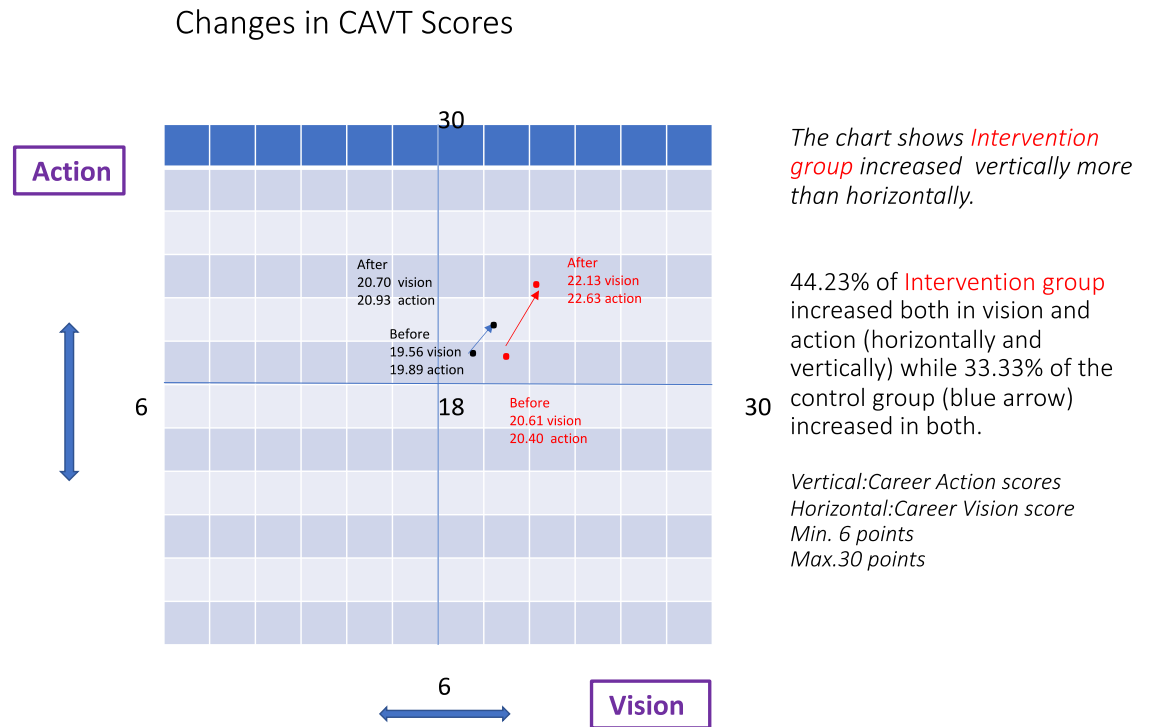
Same as the above analysis for H1-a, the increase in percentage was calculated pre and post and compared between Intervention Group ① and Control Group ② using *t*-test. N was 78 for Group ① (training of coaches) and 87 for Group ② (no training). As for Visioning, the mean percentage increase for training of coaches was 0.134 (13.4%) while it was 0.1302 (13.02%) for no training. The difference between the two groups in terms of increase percentage was not statistically significant. Table 2 shows that $t(163) = 0.072$, with significant level $.943 > .05$. For the analysis of CAVT, the internal consistency is very strong with a Cronbach’s *a* of 0.917. Thus, H1-b. was not supported.

Table 2. Result of H1-b. Career Visioning

CAVT						
Visioning	Training of coaches N = 78		No training N = 87		<i>t</i> (163)	p
	M	SD	M	SD		
Increase%	0.134	0.2842	0.1302	0.3845	0.072	0.943

Separate from the SPSS analysis, the results were compared using the template that is widely used in Japan by the developer of CAVT (Umezaki, 2013) and the difference between the two groups is highlighted as shown in Figure 6.

Figure 6. CAVT Results



The figure shows that the Intervention Group (the red arrow) particularly increased their post career-action scores (vertical) compared to the Control Group (the blue arrow), meaning scores for taking career-related action increased while this increase was not reflected in the above SPSS analysis since my emphasis was on career visioning.

These results do not support H1-b. In the process of hypothesis building, I referred to the phenomena that coaching education has become popular among post graduate courses and tried to connect it with students' envisioning their future careers. However, it was not theoretically examined. Furthermore, through separate professional interviews conducted with student coaches, it became evident that H1-b is flawed in that it represented a false relationship between the two constructs of self-understanding/awareness and career visioning. These two aspects should have been separated into two separate hypotheses in relation to coach training. This will be discussed in more detail in Chapter 6.

Study B

I conducted *t*-test paired samples statistics for H2-a. “*Pre-and post-coach training assessments will show differences in motivation, demonstrating a positive association between coach training and motivation as a reflection of meaning-making.*” N was 63, and the maximum score for this assessment was 70 points. The pre and post mean scores were 54.89 and 57.22, respectively. The paired samples correlation was high (.723). Table 3 shows $t(62) = -2.462$ with significance level $.017 < .05$. The internal consistency is very strong with $\alpha = 0.93$. Therefore, H2-a. was statistically supported.

Table 3. Result of H2-a. Motivation

IMI Motivation N = 63	Prior to training		Post training		<i>t</i> (62)	p
	M	SD	M	SD		
	54.89	10.141	57.22	10.065	-2.462	0.017

Before/after the paired samples correlation 0.723

Next, for H 2- b. “*Pre- and post-coach training assessments will demonstrate differences in soft skills such as active listening, which serves as a mechanism for meaning-making,*” students’ self-scoring pre and post were compared using *t*-tests. As Table 4 shows, N = 26. The maximum score was 35 points for this assessment. The pre and post mean scores were 21.96 and 28.35, respectively. Paired samples test has $t(25) = -5.456$ with significance level 0.000; thus, H2-b was supported.

Table 4. Result of H2-b. Active Listening: Self-scoring

AEELS Active listening N = 26	Self-scoring Prior to training		Post training		<i>t</i> (25)	p
	M	SD	M	SD		
	21.96	4.498	28.35	3.919	-5.456	0.000

Before/after the paired samples correlation -0.001

As mentioned earlier, in addition to self-scoring, pre- and post-evaluation of students' active listening skills was conducted by a third party, namely a professor (myself), and differences were assessed, using *t*-tests. The maximum score in this case was 100 points. Table 5 shows that the pre and post mean scores were 51.58 and 69.68, respectively. The paired samples correlation was strong enough (.647) with significance level .000. The paired samples test has $t(30) = -10.515$ with significance level .000. The internal consistency was strong with $\alpha = 0.700$. Thus, H2-b was supported by self-scoring and by others.

Table 5. Result of H-2 b. Active Listening: By the Third Party

AELS Active listening N = 31	Evaluated by others				<i>t</i> (30)	p
	Prior to training		Post training			
	M	SD	M	SD		
	51.58	10.519	69.68	12.037	-10.515	0.000

Before/after the paired samples correlation 0.647

Study C

The pre-and post-gap between Group ① (receiving coach training) and Group ③ (receiving coaching sessions) was compared. N was 52 for Group ① and 19 for Group ③. Among the nine questions of PROG (interpersonal) and 12 questions of CAVT (career visioning), although the post-scores showed increases in every question, statistically significant difference was not found except for CAVT Question 5. This question was about "Find what I want to do." Table 6 shows that the mean of the percentage increase for coach training was 0.000 (no change) while it was 0.842 (84%) for receiving coaching. It shows $t(69) = -2.541$, $p < .05$. The internal consistency was strong with $\alpha = 0.807$. This result shows that those receiving coaching (as client) discovered what they wanted to do more clearly than those who attended the coach training. Other than CAVT Question 5, nothing was statistically significant between the two groups. This means that the comparison between coach efficacy and client efficacy in terms of employability competencies such as interpersonal skills and career visioning did not demonstrate significant differences. Thus, H 3. "Pre- and post-assessments will

demonstrate differences between coach efficacy and client efficacy in students' interpersonal skills and career visioning, showing how learning to coach enhances the ability to make meaning" was not supported.

Table 6. Result of H3: Comparing Coach Efficacy with Client Efficacy

CAVT Q. 5 -Find what I want to do Increase %	Coach efficacy Coach training (N = 52)		Client efficacy Being coached (N = 19)		t(69)	p
	M	SD	M	SD		
	0.000	0.396	0.842	1.424	-2.541	0.020

It was my initial expectation based on the literature that gaining coaching skills would enhance student coaches' skills highly sought after by employers, such as interpersonal skills and career visioning, compared to the students who received coaching sessions. The result did not align with my expectation. Specifically, H-3 was not supported: while the total number of participants in this pro-bono coaching was 69, only 19 (Group ③) completed the questionnaire. My explanation for this result is that the student recipients of pro-bono coaching may have felt significant improvement regarding the abovementioned competencies and, therefore, were more motivated to complete the questionnaire. The above result notwithstanding, there was no significant difference in PROG and CAVT assessments, which implies that receiving coach training (coach efficacy) can produce similar results to receiving professional coaching (client efficacy) in terms of enhancing interpersonal skills and career visioning ability.

Study D (Qualitative)

The research question was "How are the students making meanings of their learning from the coach training." I explored the meaning-making of personal experiences of students (Torbrand and Ellam-Dyson, 2015) in attending the coach training. The results were studied using the IPA methodology, which created an abundance of data. The analysis was conducted rigorously following the IPA method as explained from Step 1

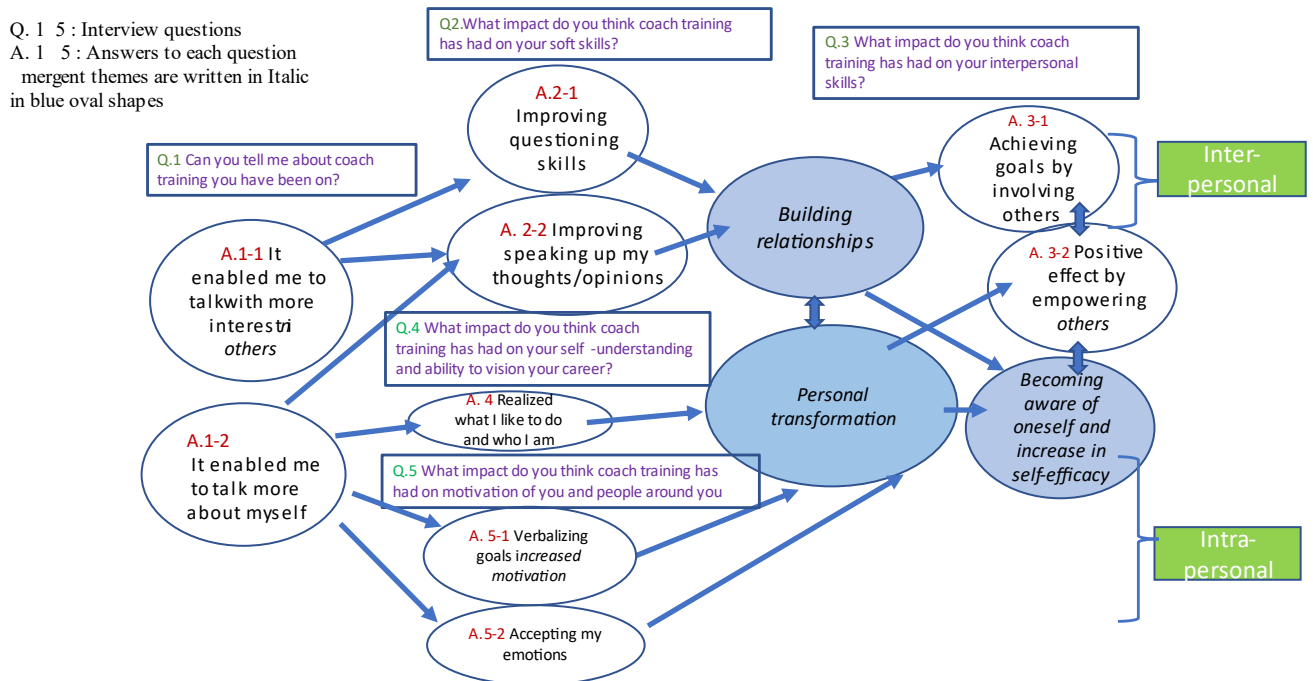
to Step 3 in Chapter 4. The following steps (Step 4–Step 6) are related to the results; therefore, they will be explained in this chapter.

Step 4 of IPA focuses on searching for connections across emergent themes. Based on Iga (2014), I created a graphic to show the connections between the interview answers and the emergent themes for Student

③. The emergent themes are written in italics in the blue oval shape. This graphic shows that the answers to the interview questions are associated with each other and eventually led to creating emergent themes.

Figure 7. IPA Results for Student ③

Relationships between emergent Themes and Answers to Interview Questions : Student ③



The IPA results for Student ③ shows two important findings. First, the diagram shows a connection between the answers and the emergent themes. Second, those answers to questions 1–5. were connected in such a way that they, although first diverged, finally converged on two themes: interpersonal and intrapersonal. These two themes will be discussed in detail below.

In terms of divergence among the themes, the statement, “It enabled me to talk with more interest in others” (A.1-1) could be connected to “Improving questioning skills” (A.2-1) because if we have interest in others, we may strive to improve our questioning skills to communicate better. The same answer could also be related to “Improving speaking up my thoughts/opinions” (A.2-2) because we need to initiate contact to show our interest in others. Another answer to the same question was “It enabled me to talk more about myself” (A.1-2) which could also be connected to “Improving speaking up one’s thoughts/opinions” (A.2-2) because talking about oneself includes speaking up one’s thoughts. “It enabled me to talk more about myself” (A.1-2) could be connected to “Realized what I like to do and who I am” (A.4) as talking about oneself may help realize what one likes to do. It could also be related to “Verbalizing goals increased motivation” (A.5-1) and “Accepting my emotions” (A.5-2) because these answers could be results of talking more about oneself. As such, we see divergence among the connections.

In terms of convergence among answers and themes, “Improving questioning skills” (A.2-1) and “Improving speaking up my thoughts/opinions”(A.2-2) led to the theme of “*Building relationships*,” then to “Achieving one’s goals by involving others” (A.3-1) , and eventually over-lapping with “Positive effect by empowering others” (A.3-2), which was categorized as interpersonal for the case of Student ③. The verbatim comments of Student ③ suggesting the abovementioned connections will be found later when I explain the master table of themes.

The diagram also shows a close connection between the inter and intrapersonal themes, as depicted when the arrows cross over each other. The respective answers to Questions 4 and 5, “Realized what I like to do and who I am” (A.4), “Verbalizing goals increased motivation” (A.5-1), and “Accepting my emotions” (A.5-2) are all connected to Student ③’s emergent theme, “*Personal transformation*” and to “*Becoming aware of oneself and increase in self-efficacy*,” which was categorized as intrapersonal. One of the arrows is extended from “*Building relationships*” to “*Becoming aware of oneself and increase in self-efficacy*” while the other goes from “*Personal transformation*” to “Positive effect by empowering others” (A.3-2). The relationship between the inter and intrapersonal will be further discussed in the final chapter when I elaborate a newly created model on coach training effect derived from the IPA.

Master table of themes

Step 5 of the IPA analysis entails conducting the same analysis on each of the other cases as mentioned in Chapter 4. After repeating this analysis with the remaining participants, Step 6 looks for patterns across the cases, which are listed in the summary of master themes for the group as shown below.

Table 7. Summary of Master Table of Themes for the Group

A. Focus on building relationships

B. Focus on self-understanding

-A chance to reflect on oneself

-Realizing the authentic self

-Feeling self-efficacy

C. Focus on motivation

D. Focus on others

E. Focus on soft skills

-Have improved communication skills such as active listening and asking questions

-Importance of soft skills for their future careers

F. Focus on change

Step 6. Group analysis

In terms of overview, each theme in the master table seems to be associated with each other. For instance, in answering the question regarding the overall impact of the coach training (Q. 1), Student ② mentioned that they realized the importance of asking open questions (**E. Focus on soft skills**), which could draw out what others are thinking (**D. Focus on others**) rather than telling people what to do. This attitude seemingly stemmed from Student ② prioritizing **A. Focus on building relationships**. Although there was no question regarding building relationships from the interviewers, the results show that building relationships became one of the master themes for all students. As such, these themes (A–F) are all intertwined and the associations of these themes for the group will be analyzed in the final chapter where I will put together the results of all studies.

Next, I will examine each emergent theme in detail. The most orderly sequence is to take each theme and present evidence for the theme from each participant (Smith et al., 2009); thus, themes A–F will be analyzed in detail herein.

A. Focus on building relationships – When asked about how coach training impacted their overall student life (Q. 1), Student ① responded as follows:

Junior members of my club (Marching band club) felt more psychologically safe to talk to me, and more and more juniors started to come to talk with me ... I was like not talking about what is right or wrong but rather empathizing and really trying to understand what was going on for that person. (p.4, l.2)

Student ① said that they became more perceiving than judgmental of their *kohai* (juniors), which made it easier for them to build relationships with each other. They added that this coach training not only impacted themselves but also the people around them. Regarding building relationships, Student ③ echoed with the sentiment of Student ①:

I am an athlete (Track and field). After this coach training, I felt like I was able to build a trusting relationship with my seniors in communicating with them ... I was able to convey what I think and feel ... which led me to building a trusting relationship. (p.16, l.22)

Student ③ surprised themselves and the people around them because they started to go out more often than before. They said that they gained confidence in building relationships, as depicted in Figure 7. Student ⑤ said they wanted to know what others are thinking more than ever before when asked about the impact of the coach training on their interpersonal skills (Q. 3.).

B. Focus on self-understanding

The above theme of Focus on self- understanding has three supporting sub-themes: *A chance to reflect oneself, realizing the authentic self, and feeling self-efficacy.*

- A chance to reflect on oneself

When Student ④ was asked how this coach training impacted them, they said they became more curious about their usage of language:

I was doing my part-time job like business as usual, but it occurred to me what if I change my expression ... how might others react to me? ... I used to talk too long but now I speak succinctly, which I like better. (p.36, l.18)

Student ⑤ confessed that they found out they were rather immature in their communication:

I realized that I often spoke about myself, not giving time to others ... I should be a listener ... Coach training gave me an opportunity to reflect on my style. (p.44, l.8)

We repeated exercising listening skills in the coach training, which might have invited their self-reflection and caused the mindset change from being a speaker to being a listener.

- Realizing the authentic self

When Student ① was asked about the impact of the coach training on their self-understanding and ability to envision their career, they talked about their potential talents that have not yet emerged:

I used to think that I am not good enough and was always trying to cover my deficiencies. But it made me rather weak against pressure and I used to feel so nervous before the show (Marching band performance). I realized that I should validate myself, it was more like a self-coaching, and finally thought that I am so talented and some of my abilities have not yet come out. I became happier in making efforts – I started to think that I can utilize my abilities for my future. I became more positive and able to move forward to my future. (p.4, l.22)

Student ③ added that they found what they wanted to do with their life:

Yes, my “wants” became clearer They were rather vague before but talking about myself made me realize what I really want to do and who I am authentically. (p.20, l.8)

-Feeling self-efficacy

Considering the above comment by Student ③, becoming aware of one's authentic self can be associated with feeling self-efficacy. When Student ① was asked about their self-understanding, they answered,

If I am forced into the corner, I lose my motivation and got frustrated. But if I can become calm and analyze what could have been done, I think I will be more empowered knowing that I am truly capable and can make it happen. I can do that no matter what! (p.5, l.15)

The same student went on to say:

Now I feel that my sense of psychological safety or self-reliance has tremendously grown. (p.8, l.3)

Self-reliance influenced not only themselves but also others around them. When the interviewer asked Student ③ about what impact they think the coach training has had on them or any others around them, they said,

Because I have become more positive, people around me are being impacted. Maybe, my facial expression and the like might have impacted on them (smiling). (p.23, l.5)

The above relationship between “Personal transformation” and “Positive effect by empowering others” was also depicted in Figure 7.

C. Focus on motivation

Student ③'s above comment on impacting others is a good segue to the next theme. Student ③ continued to mention,

Talking about my goal enhanced my will to act! (p.20, l.16)

They explained how verbalizing goals promoted their motivation for achievement and for attending the training. Student ⑤ said that they felt like a bystander before but now feel more ownership of their own life:

It was like watching a movie of my life or something in a theater. I did not pay much attention. Now I know that I want to have my own points of view. (p.46, l.13)

When the interviewer asked a probing question “How did the change in motivation occur for you?,” Student ⑤ answered as follows:

In the coach training, I was often asked why, like, why do you think so? What made you pick the company you wanted to work for, etc. I often found myself unable to answer these questions ... I have not fully acquired how to motivate myself but I feel that I am now more aware about it. I want to know the meaning of what I want to do. It feels that I have found a bit about how I can motivate myself.
(p.48, l.1)

Student ② emphasized that they wanted to use what they learned:

In terms of motivation, I felt that I can utilize what I have learned in the training from now on ... I want to improve my coaching. I want to understand what a speaker is feeling and to become encouraging for him/her. (p.13, l.16–p.14, l3)

From the above comment, gaining useful skills could increase one’s motivation, which could also motivate others. The students made meaning for themselves in terms of increasing one’s motivation for learning.

D. Focus on others

This theme seems naturally intertwined with **A. Focus on building relationships**. Student ⑤ wanted to know what others are thinking and felt the need to be a better listener for others. Student ① echoed that conversations focusing on the speaker would lead to the real problem solving:

People have their own way of thinking and solving problems. So, instead of imposing my ideas on the others, offering suggestions by considering that circumstances would work much better. They show their perplexed expressions much less and looked like they felt understood. We achieved problem solving together. (p.3, l.8)

The above comment implies that for the person with no judgment or advice, listening would lead to problem solving.

E. Focus on soft skills

- Have improved communication skills such as active listening and asking questions.

All participants agreed that they have improved communication skills thanks to the coach training.

Student ① mentioned,

This coaching class was different from any other classes and different from my expectation. It was really practical. I feel that I have gained pertinent skills.

(p.1, l.5)

Student ② echoed,

The best skill I gained from this class was active listening and showing that I am listening. Plus, asking open questions so that I can withdraw what she/he was thinking inside. I have tremendously improved those skills. (p.10, l.18)

Student ⑤ added,

As I shift from speaker-mentality to that of a listener, the quality of my conversation improved a lot. (p.42, l.19)

The above comment resonates with the IPA results for Student ③ (Figure 7) in that improving soft skills could be connected to building a relationship with others and changes in one's mindset.

-Importance of soft skills for their future careers

Both Student ② and ④ felt that these soft skills are important for their future. Student ② mentioned,

I realize there are many kinds of coaching. I only knew about sport coaching since I am an athlete. So, my image of coaching was that of sports. After taking the coach training class, I believe that these skills will be useful for managing people in companies. And there will be absolutely no loss in knowing coaching. (p.10, l.8)

Participant ④ echoed with the above:

If you want to do business with people, those skills are critically important. They are needed for people business. I will use what I learned in the future. (p.30, l.21)

The above comment resonates with the literature review on future employers demanding those soft skills.

F. Focus on change

The last theme was **F. Focus on change**. All the interviewees mentioned about changes in terms of building relationship, self-understanding, motivation, focusing on others, and soft skills they gained. The word “change” in a way covers all of the above. Nonetheless, it was mentioned by each interviewee; hence, it is included in the master theme. A few representing comments are given below.

Student ③ said that their life changed because their mindset changed, which was even impacting the people around them. As shown in Figure 7, “Personal transformation” was connected to “Positive effect by empowering others.” Student ⑤ claimed that the quality of their conversation has changed:

It made me think that I really must change the way I communicate with others.

(p.41, l.17)

Student ④ said because their communication style changed, the way they deal with their customers at a part-time job has also changed. They were experiencing behavioral changes that resulted in changes in their interaction with the people around them.

The above findings are in line with the literature review in Chapter 2. For instance, ICT (Boyatzis, 2006) posits that personal change and learning result from rectifying the inconsistency between the real self and the ideal self. The findings also align with the findings in Study A and B, in which I found that the coach training provided students with an opportunity to increase their interpersonal skills, motivation, and active listening skills. There was a positive relationship between coach training and insights into their behaviors and personal relationships as well as motivation being reflection of meaning-making. I would like to elaborate this alignment in detail by showing the connections among the emergent themes, which led me to create a coach training model in the final chapter.

CHAPTER 6 – Discussion and Conclusion

6.1 Summary of Results

In this chapter, I would like to synthesize and integrate the results of all the studies. Particularly, the results of Study A–C (Quantitative) will be discussed in relation to Study D (Qualitative) to consider how my findings contribute to the existing literature.

In Study A, H1-a. *“Pre- and post-coach training assessments will demonstrate differences in students’ interpersonal skills, reflecting a positive relationship between coach training and insights into their behaviors and personal relationship”* was supported. At the beginning of this thesis, interpersonal skills were defined as competencies to communicate or interact well with the others. In Study D, the research question was “How are the students making meanings of their learning from the coach training.” The IPA found that the students were able to enhance soft skills as one of the master themes included **Focus on soft skills**. The interviewees’ comments showed that they all improved their soft skills including active listening skills. The findings suggest that better soft skills, in turn, enhance interpersonal skills.

Conversely, while H1-b. *“Pre- and post-coach training assessments will demonstrate differences between student coaches and non-coaches in their improvement in the ability to career vision”* was not supported by the results of Study A, it appeared to be supported by the results of Study D. Study D’s master table of themes included **Focus on self-understanding**. The interviewees all commented that they had deepened their self-understanding. Regarding H1-b, the contradiction between the quantitative results of Study A and the IPA results of Study D may suggest that the logic behind establishing H1-b was not well constructed in that enhancing self-understanding may not necessarily be linked to career visioning. Appendix 8 shows various types of emergent themes for each interviewee. Among the 44 emergent themes identified in the interviews of the five student coaches, only four were related to career visioning (e.g., “Useful for my future job in sales” by Student ②). Thus, student coaches might have deepened their self-understanding and thought about their future career, but not to the extent that it impacted their specific career visioning.

In Study B, H2-a. *“Pre- and post-coach training assessments will show differences in motivation, demonstrating a positive association between coach training and motivation as a reflection of meaning-making”* was statistically supported. In Study D, motivation was mentioned by a majority of the interviewees and, thus, became a master theme **Focus on motivation** (for learning). We saw rich qualitative data that suggested the student coaches made various meanings in their lives by attending the coach training. This result also implies that motivation may be impacted and may impact other variables such as personal transformation.

The master table of themes included **Focus on building relationships**. Notably, four out of the five interview questions were about the student themselves, and only one question was related to others (“What impact do you think the coach training has had on your and your coachees’ motivation or of any others around you?”). However, answers emerged from all the interviewees regarding others, and, thus, **Focus on others** became one of the master themes. This implies that relationship is reciprocal in nature and that a focus on oneself as well as on others contributes to building relationships.

In Study C, H3 *“Pre- and post-assessments will demonstrate differences between coach efficacy and client efficacy in students’ interpersonal skills and career visioning, showing how learning to coach enhances the ability to make meaning”* was not supported. Both Group ① and ③ increased raw scores in the assessments but there was no significant differences in terms of increase percentage between the two groups. I have mentioned in Chapter 5 that an alternative explanation for this hypothesis not being supported may have to do with the sample size and sampling methods. Although the results of Study C did not support H3, they did imply that among students, receiving coach training produces similar results to receiving coaching in terms of skills gained. This is significant, given the fact that receiving coaching is rather costly in a real business setting, something I will touch on in the implications discussed later in this chapter.

Through Study D, I clarified how the participating students made sense of their experiences, which aligned with the results of Study A and B, and, in turn, echo and extend much of the literature reviewed at the beginning of this thesis. For instance, in the literature review in Chapter 2, Griffiths and Campbell (2009) contend that what we learn in coaching involves discoveries of new knowledge and applying them in their lives. Cox (2006) argues that the process of personal transformation includes self-reflection resulting in revised action.

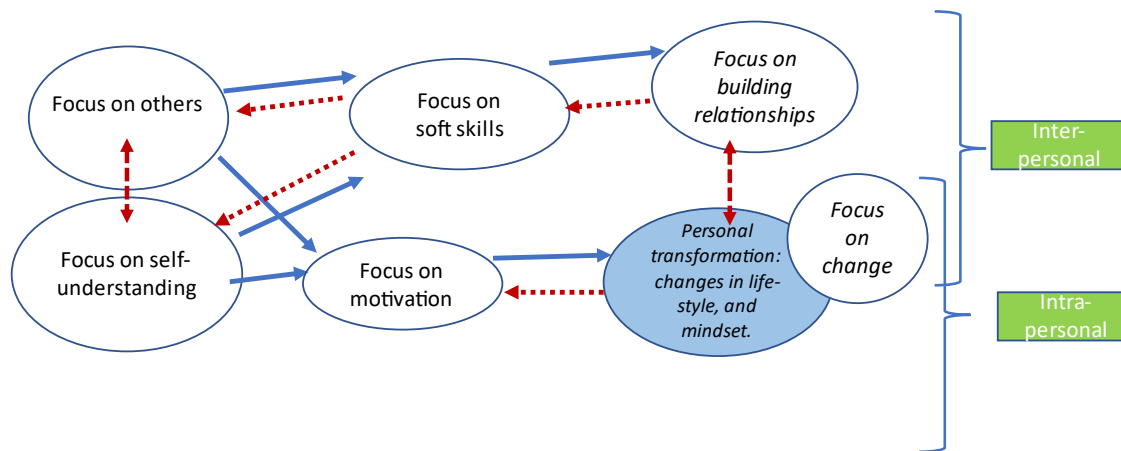
Study D also exemplified how the coaching skills they gained could create a conducive atmosphere for trusting relationships (Spence and Oades, 2011) as the master table of themes includes **Focus on building relationships**.

In concluding the results of Study D, I mentioned that I will show connections between each emergent theme (A–F). These connections between the emergent themes and my understanding of the literature led me to develop the Coach Training Effect Model shown in Figure 8. The blue arrows show the connection between the emergent themes for the group, that is, the sequence in which they emerged as a result of IPA, and the dotted red arrows show the reciprocal relationship between each theme. For example, “Focus on others” and “Focus on self-understanding” may seem dichotomous; yet, they influence each other. This implies that by focusing on others, we can better know our individual differences, thus deepening our self-understanding. Knowing who we are may help us focus on others as well. “Focus on others” (listening rather than speaking) can enhance “Focus on soft skills” (active listening) while focusing on soft skills can also foster “Focus on others.” “Focus on soft skills” can help us build relationships, that is, “Focus on building relationships.” The reverse is also feasible; that is, soft skills can be improved by focusing on building relationship.

The emergent theme “Focus on change” overlaps with Personal transformation (in the blue oval) as change and transformation are similar constructs. “Focus on building relationships” and “Focus on motivation” are connected to *Personal transformation: changes in life-style and mindset* as seen in the IPA results. Thus, Personal transformation could be positioned as a higher theme representing all the themes derived from the IPA results. Similar to the IPA diagram of Student ③ (Figure 7, Chapter 5), these themes are eventually categorized as inter or intrapersonal with overlaps as shown in Figure 8.

Figure 8. The Coach Training Effect Model

Coach Training Effect Model derived from the emergent themes



Referring to Kolb’s (1984) experiential learning, De Haan, Bertie, Day, and Sills (2010) argue that there are two types of personal learning (internal and external) and they are prerequisites to change, which is consistent with the inter and intrapersonal categorization depicted in the above Coach Training Effect Model.

The above model also resonates with the findings of Lech, Nieuwerburgh, and Jalloul (2018). They conducted the IPA with PhD students who received coaching. They propose,

Any personal development occurred in parallel with the development of interpersonal and intrapersonal skills. Intrapersonal skills are based on the knowledge of oneself. If a person does not know herself, her strengths and weakness, how can she change?

(Lech, Nieuwerburgh, and Jalloul, 2018, p.63)

They added that interpersonal skills are based on one’s knowledge of other people. We can understand from the above model that personal transformation is related to the inter and intrapersonal categorization with

overlaps. The above contention by Lech, Nieuwerburgh, and Jalloul (2018) was derived from their study using IPA that involved students who received coaching (as client) from professional coaches, while my study's results involved students who attended coach training. This highlights the connection between client efficacy and coach efficacy and raises an important question regarding the similarities between these two constructs.

6.2 Theoretical/Practical Implications and Contribution

Theoretical Implication and Importance of the Results

As stated at the beginning of this thesis, most research in the field of coaching has focused on outcomes for the coachee. There is a lack of literature exploring *the effects of coaching on the coaches themselves* (van Nieuwerburgh and Tong, 2013). My study explored the effects *on coaches* by conducting an experiment involving coach training among undergraduates. This thesis makes three contributions to the literature on coaching in education.

First, by exploring the relationship between coach training and coach efficacy, I found that training of coaches enhances their interpersonal skills, self-understanding, motivation, and soft skills (such as active listening among student coaches) in other areas of their lives. The student coaches made meanings in various ways by attending the coach training.

Second, my study showed that training coaches produces a similar result to receiving individual coaching in terms of enhancing interpersonal skills and career visioning. Thus, this thesis contributes to our understanding of the relevance between coach efficacy and client efficacy in the coaching literature.

Third, this thesis contributes new theory in the form of the Coach Training Effect Model. The model demonstrates that focusing on oneself and others occurs when one participates in coach training, an effect that eventually leads to relationship building and, finally, personal transformation. This model can benefit coaching scholars seeking to understand the meaning-making involved in learning to become a coach, which

will theoretically contribute to enriching future coach training. In sum, this thesis has shown significant positive relationships between the coach training and coach efficacy.

Practical Implications

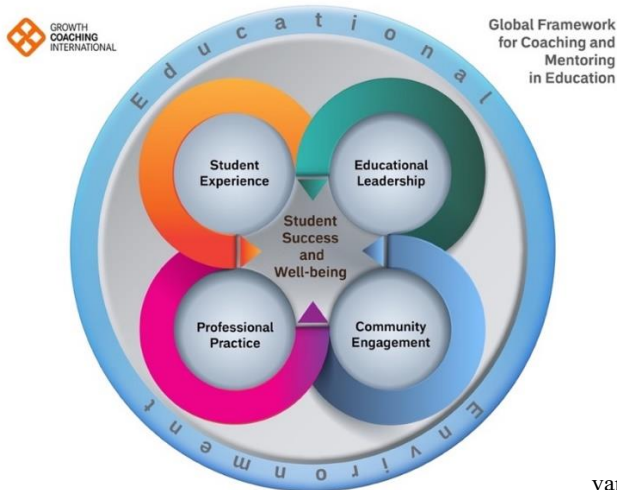
As stated at the beginning of this chapter, *receiving coaching* (being a client) can be more costly than *receiving coach training*. If the purpose of receiving coaching includes improving interpersonal skills and career visioning, a sponsor of coaching can choose between sending an employee to coach training or finding them a coach.

This thesis has demonstrated both quantitatively and qualitatively that coach training produces desirable results for undergraduates in terms of competencies highly sought after by future employers. Those competencies included interpersonal skills, self-understanding, motivation, and active listening skills. Enhancing these competencies helps new college graduates to be better equipped to start their career in the real world, making them more employable.

The thesis further suggests that corporate employers of college graduates would wholeheartedly welcome having coach training as part of college curricula. Currently, the number of business schools and schools of coaching psychology offering coach training are increasing, but such institutions are generally aimed at the graduate-level population and, thus, limited in size and impact. If more colleges could find a place for coaching scholars, it would certainly be a win-win for all involved, especially the undergraduates (as well as their colleges) and future employers. The results of my study also imply that leadership development in corporate Human Resources Management could further utilize coach training if their aim is to enhance their leaders' interpersonal skills and active listening.

Although one of the key objectives of this study was to validate coach training for undergraduates, it is my personal belief that coaching provides life skills for everyone and should be promoted at a societal level. As can be seen in the Global Framework for Coaching and Mentoring in Education developed by van Nieuwerburgh, Knight, and Campbell (2018), student well-being is supported by not only the student experience but also educational leadership, professional practice, and community engagement.

Figure 9. Global Framework for Coaching and Mentoring in Education



van Nieuwerburgh, Knight and Campbell, 2018
in "The leader's guide to coaching in schools"
by Campbell and van Nieuwerburgh

The above framework suggests that coaching should be promoted not only among students but also among educators, practitioners, and within the educational community. Referring to this framework, Stringer and Barr (2022) contend that the use of coaching in the educational community has huge potential for improving education as a whole.

6.3 Limitations and Implications for Future Research

Limitations of this Study

First, this research was limited in terms of the sample population. This study was conducted in a college in Southwestern Japan. All students in Group ① and ② are from the same college; therefore, the results could not be generalized beyond that college. However, there is a compelling rationale to conduct an experiment within a limited sample group, as Van Oosten (2013) did, to offer consistency in terms of contextual factors, such as the organizational culture, which can offer competing explanations for the coaching outcomes. In the case of this study, the fact that all students (Intervention Group ① and Control Group ②) were from the same college provided important consistency in contextual factors such as similar aptitude,

college culture, and a living environment; and ruled out aptitude, college culture, and nationality as alternative explanations. The Intervention Group ③ (receiving coaching sessions by professional coaches) was represented by students in the northern part of Japan. This was largely due to financial and operational constraints including finding volunteering professional coaches. Thus, the results might have been influenced by the following factors, which include geographical and historical differences.

With 15 years since its inception, the college for Intervention Group ① and ② is relatively new and have a 3,300-member student body, while the college for Intervention Group ③ was established more than 50 years ago and have an 8,000-member student body. The academic level of the students was not easily compared but the deviation score (*hensachi* in Japanese) for the entrance exam ranges from 41 to 49 for Group ① and ② and 42 to 59 for Group ③ (*hensachi*, <https://manabi.Benesse.ne.jp>, 2022). This implies that the sampled organizations might limit the generalizability of the results. In terms of the research design, perhaps a similar qualitative study such as IPA among Group ③ might have shed light on how clients make meanings in being coached. This would ensure more consistency to clarify the similarities and differences between coach efficacy and client efficacy.

Second, the time of assessments could be altered. It is reported that we tend to evaluate the effectiveness of training higher right after the event. Parker et al. (2008) conducted the course evaluation six months after their experiment with MBA students. It would have been ideal to conduct the assessment a few months later. A more longitudinal examination would be needed to verify the findings.

Third, the fact that the researcher (myself) conducted the coach training might have influenced the assessment results. Although the consent form clearly stated that the identity on the data will be deleted and all the assessments were conducted online, it was possible that the students might have evaluated the training favorably and gave higher scores in the assessments because they felt it would affect their grades. I tried to deal with this by deleting their identities while conducting the analysis.

Fourth, it was difficult to control for other variables such as life experiences and internship activities,

which may impact students' competencies over the course of the training period, which lasted three months (15 weeks).

Implication for Future Research

The findings of this research can serve as a basis for other studies and raise the following research questions. First, does coach training produce similar positive results in the adult population or for prospective coaches? What phenomena might we observe if coach training is enhanced at a societal level based on the Global Framework for Coaching and Mentoring in Education?

Second, in this study, the coach training demonstrated a positive association with increases in competencies sought after by corporates. Does this mean that the more coaching skills students gain, the more employability competencies they gain? There may be a correlation between higher coaching skills acquired and higher competencies. Further research based on an evaluation of skill acquisition vs. changes in competency might shed more light on the mechanism among pertinent constructs.

Third, the present study explored the overlap between coach efficacy (receiving coach training) and client efficacy (being coached). Further studies on these constructs might help us understand the meaning-making mechanism in relation to coaching.

Research on training of coaches and coach efficacy is scarce, particularly in comparison to the effectiveness of receiving coaching, an area that has been researched rigorously in corporate settings over the last two decades. This thesis sheds light on meaning-making by students who attend coach training in higher education. These findings stand to be useful to researchers and practitioners who are curious to understand more deeply the insights and skills coaches gain from coach training.

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Participant demographics

Due to the educational/administrative policy, we refrain from asking the gender of the sample students.

Study A and B (Quantitative)

<PROG assessment>

Group ① 94 students, Years – 38 seniors, 56 juniors

Department – Business Management 59, Child Education 2, Education Management 9, Sports Science 24

Group ② among 126 students, Years – 13 seniors, 113 juniors

Department – Business Management 126

<CAVT assessment>

Group ① 78 students, Years - 34 seniors, 22 juniors, 22 sophomores,

Department – Business Management 47, Child Education 2, Education Management 12,
Sports Science 17

Group ② 87 students, Years - 11 seniors and 76 juniors

Department – Business Management 87

<IMI – Motivation>

Group ① 63 students, Years – 36 seniors, 27 juniors

Department – Business Management 35, Child education 2, Education Management 7, Sports Science 19

<AELS – Active listening>

Group ① For Self-scoring : 26 students, Years – 7 seniors, 19 juniors

Department – Business Management 20, Education Management 2, Sports Science 4

By the third party: 31 students, Years – 3 seniors, 28 juniors

Department – Business Management

Study C (Quantitative)

Group ① 52 students, Years – 36 seniors, 16 juniors

Department – Business Management 24, Child education 2, Education Management 7, Sports Science 19

Group ③ 19, Years – 3 seniors, 3 juniors, 13 sophomores at a university in Hokkaido, department not specified.

Study D (Qualitative)

Name	Year	Class Attendance
Student ①	Junior	93%
Student ②	Senior	80%
Student ③	Senior	100%
Student ④	Senior	100%
Student ⑤	Junior	100%

Semi-structured interview protocol

1. Introduce yourself – a. Welcome student, b. Thank you for participating
2. Provide a brief overview of the study and goals for the participant
3. Provide information about the timeframe
4. Discuss question guidelines:
5.
 - a. Participants may pass on a question or questions
 - b. Keep personal stories/experiences confidential
 - c. Respecting and voicing all opinions, questions, comments, and concerns
 - d. Any questions or suggestions for additional information?
6. Standardized open-ended interview questions

Reference: Hamza S. Haqqi, “A phenomenological study to understand the perceived impact of motivational coaching on the lived experiences of students at an urban tutoring center,” *A PhD Dissertation, Baylor University, 2021*

Semi-Structured Interview Questions

- 1) Can you tell me about the coach training you have been on?
- 2) What impact do you think the coach training has had on your soft skills such as active listening?
- 3) What impact do you think the coach training has had on your interpersonal skills?
- 4) What impact do you think the coach training has had on your self-understanding and ability to career vision?
- 5) What impact do you think the coach training has had on your and your coachees’ motivation? (or of any others around you)

Reference: van Nieuwerburgh, C., and Chloe Tong, “Exploring the benefits of being a student coach in educational settings: A mixed-method study,” *Coaching: An International Journal of Theory, Research and Practice, Vol. 6, No. 1, pp. 5–24, 2013*

Consent form for the participants**Following Ethical Procedure
Coach Training (April–July 2022):
Participating in the research – Answering questionnaire/Individual Interview**

The purpose of this interview is to analyze how your competencies might have changed (or not changed) due to Coach Training. The data might be used for research as detailed below:

- Purpose - as written above. The research will be conducted by Prof. Noriko Sato of Business Management Department.
- Risk involved - Some changes might be expected as a result of attending the training. Answering the questionnaire/interview has no risk implication.
- No disadvantage if not agreed to be interviewed - This questionnaire/interview has nothing to do with the evaluation of students' performance.
- Change your mind - Even though you agree to participate, you can opt out anytime.
- Others including protection of human rights and ownership of the data - Data will be kept in a computer with a security system installed and the identities will be deleted in analysis.

*Written by Noriko Sato,
April 8, 2022*

I have heard the explanation of the research and read the above terms. I hereby agree to participate in the research.

Student Name:

Signature:

Date:

Questionnaire: PROG (Interpersonal competencies)

(Scale of 1-5)

Q1. Friendliness

- 1- I am surly
- 2 - I can communicate when someone speaks to me
- 3 - I can communicate with anyone with a smile
- 4 - It is easy for me to communicate with anyone with a smile
- 5 - I can make a friendly atmosphere even when we meet for the first time

Q2. Being considerate

- 1 - I am rather insensitive
- 2 - I try to put myself in the other's shoe
- 3 - I can think about others' situation and feelings
- 4 - It is effortless for me to be considerate to others
- 5 - I can be extremely attentive to the extent that even the others become aware

Q3. Interest in others and empathy

- 1 - I tend to speak more and cannot wait until the others finish speaking
- 2 - I try to listen until the others finish speaking so that I can understand them
- 3 - I can put myself in the other's shoe and understand their feelings and thoughts
- 4 - I can bring out not only feelings but also the background as to why the others may think that way
- 5 - I can show my understanding to the other's feelings and motivate them for a positive action

Q4. Diversity

- 1 - I do not make friends with those who have different values and opinions from me
- 2 - I try to understand people with different values and opinions when I meet them
- 3 - I can respect and accept different opinions and values
- 4 - I try to expand my way of thinking by accepting different values and opinions
- 5 - I can expand my relationships by accepting different values and opinions

Q5. Understanding one's role

- 1 - I try to play my role so that I can avoid criticism
- 2 - I can execute my role so that I will not bother others
- 3 - I can bring out the best possible results by playing my role
- 4 - I can bring out the best possible results by thinking about the impact on others
- 5 - I can cooperate with the others, knowing what I should be doing in a group setting for the best results

Q6. Information sharing

- 1 - I rarely give my information or knowledge to the others
- 2 - I try to share my information or knowledge to the others
- 3 - I can proactively report and consult so that pertinent information could be disseminated
- 4 - I can offer my information and withdraw pertinent information from the others
- 5 - I can bring out an environment in which people proactively share one's information

Q7. Mutual support

- 1 - I am often not aware of the others who need assistance
- 2 - I do not extend my assistance unless I am requested to do so
- 3 - I pay attention to the others and tend to extend my assistance if needed
- 4 - I try to bring out an environment in which we can support each other's shortcomings

5 - I can bring out an environment in which people support and complement each other

Q8. Discussion

1 - I often speak with my intuition/inspiration and do not make myself understood

2 - I cannot organize my thoughts and explain well

3 - I can organize my thoughts and convey my message

4 - I can customize my thoughts to the other's interest and explain it to them well

5 - I can convey my thoughts very clearly with passion and intention

Q9. Being assertive

1 - I tend not to speak up

2 - I can speak up about things that I am well aware of

3 - I can be assertive most of the time

4 - I can speak up even in disagreement or to the seniors

5 - I can become assertive without compromising my opinion even in disagreement or when not getting understood by the seniors

CAVT <i>Career Action & Vision Test</i>	I am doing this very well	I am doing this often	I am rather neutral	I am not doing this often	I am not doing this
Q1. Envisioning future	5	4	3	2	1
Q2. Active with extracurricular events	5	4	3	2	1
Q3. Clear future goals based on vision	5	4	3	2	1
Q4. Networking to meet with role models	5	4	3	2	1
Q5. Find what I want to do	5	4	3	2	1
Q6. Gain practical skills	5	4	3	2	1
Q7. Prepare for future	5	4	3	2	1
Q8. Expand human network	5	4	3	2	1
Q9. Research future/job opportunities	5	4	3	2	1
Q10. Be proactive	5	4	3	2	1
Q11. Find one's calling	5	4	3	2	1
Q12. Gain diversified perspectives	5	4	3	2	1

Total scores in the orange area : _____points (6–30 points)

Total scores in the white area : _____points (6–30 points)

Name :

Date :

Developed by Umezaki O., "University students' learning and career," Tokyo: Hosei University Publishing, 2013, translated to English by Noriko Sato

Questionnaire: IMI (Motivation)

[Self-scoring] Name :		ID No. :	Date:
	Questions	Scoring	
1	I enjoy doing this activity very much	1...2...3...4...5...6...7	
2	I think I am pretty good at this activity	1...2...3...4...5...6...7	
3	I would describe this activity as very interesting	1...2...3...4...5...6...7	
4	I tried very hard on this activity	1...2...3...4...5...6...7	
5	It was important for me to do well at this task	1...2...3...4...5...6...7	
6	I believe I had some choice about doing this activity	1...2...3...4...5...6...7	
7	I did this activity because I wanted to	1...2...3...4...5...6...7	
8	I believe doing this activity could benefit me	1...2...3...4...5...6...7	
9	I would like a chance to interact with this person more often	1...2...3...4...5...6...7	
10	It is likely that this person and I could become friends if we interacted a lot	1...2...3...4...5...6...7	

Intrinsic Motivation Inventory (IMI), Center for Self-Determination Theory, <https://selfdeterminationtheory.org/>, 2021

The Active -Empathic Listening Scale (AELS)

Bodies (2011) discusses three areas—Sensing, Processing, and Responding—among which Responding seems to be the closest to active listening by definition.

Construct	Operationalization of Constructs	Scale
Active Empathic Listening	Listening using verbal acknowledgements	1...2...3...4...5...6...7
	Receptive to their ideas	1...2...3...4...5...6...7
	Ask questions to show my understanding	1...2...3...4...5...6...7
	Show my body language such as nodding	1...2...3...4...5...6...7

From the above, the following version was created to be used by students:

[Self-scoring] Name :

ID No. :

Date:

Construct	Operationalization of Constructs	Scale
Active Empathic Listening	Show body language (nodding, eye contact, positive posture)	1...2...3...4...5...6...7
	Verbal acknowledgment	1...2...3...4...5...6...7
	Paraphrasing/summarizing	1...2...3...4...5...6...7
	Adjust speed of conversation	1...2...3...4...5...6...7
	Ask effective questions	1...2...3...4...5...6...7

Bodies, G. D., “The Active-Empathic Listening Scale (AELS): Conceptualization and evidence of validity with the interpersonal domain,” *Communication Quarterly*, Vol. 59, 277-295, 2011

Emergent themes of each interviewee

Student ① (pages of transcript p.1–p.9)

Emergent themes	From the transcript	Page/line
Gaining pertinent skills	“It was really practical, and I feel that I have gained pertinent skills”	1/5
Experiencing the importance of listening	“First, I listen”	1/10
Meaning of silence and its usage	“My time to think about others and questions while giving a chance for them to think	2/3
Open questions for deeper understanding	“It leads to a deeper understanding of the others”	2/7
Change in my awareness	“My awareness changed”	2/8
Support others in problem solving	“It is not about me but what she wants to do ... I was not sure before”	2/15
Priority in others	“We achieved problem solving”	3/8
Improving relationship	“More juniors started to come to talk with me”	4/2
Empathy and understanding	“I was able to understand her”	4/10
Increase self-efficacy	“I have many talents” “I am resourceful, my psychological safety enlarged”	4/22 8/3
Positive thinking enables skill development	“I can move a step forward with positive mind-set”	5/5
Becoming calm	“Analyze what I was not able to do”	5/15
Impacting others	“Involving others, help them make efforts, too”	6/15

Student ② (pages of transcript p.10–p.14)

Emergent themes	From the transcript	Page/line
Coaching is useful for management	“There will be absolutely no loss in knowing coaching”	10/8
Active listening and open questions	“In order to bring out what the others are thinking”	10/21
Practical interpersonal skills	“Can be used for sure”	11/5
Useful for my future job in sales	“I can achieve a good result”	11/16
Future career vision	“When I start working ...”	12/12
Expand perspectives	“Can have a broader view”	13/6
Gaining pertinent skills	“Can utilize from now on”	13/16
Willingness to do better	“I want to improve my coaching ... to become encouraging”	14/3
Increasing autonomy is fun	“Improving students’ motivation”	14/16

Student ③ (pages of transcript: p.15–p.29)

Emergent themes	From the transcript	Page/line
Gaining communication skills	“I was bad in communicating before”	15/11
Interact with an interest in others	“I am now more interested in talking with others”	15/14
Building relationships	“It enabled me to build trusting relationship with my seniors”	16/22
No resistance in interaction	“I used to be not interactive but now it is gone”	18/15
Becoming aware of oneself and increasing self-efficacy	“By speaking my mind, I realized who I am and what I want”	20/8
Increasing motivation by verbalizing	“Talking about my goal enhanced my will to act”	20/16
Personal transformation	“People say that I have become more cheerful and energetic”	22/17
Empowering others	“Because I have become more positive, people around me are being impacted”	23/5
Mindset change led to lifestyle change	“The coach training enabled me to build trust and now I want to go out with friends”	25/3

Student ④ (pages of transcript: p.30–40)

Emergent themes	From the transcript	Page/line
Improving quality in conversation	“I am getting better than before”	30/2
Useful skills for working adults	“They are needed for people business”	30/21
Gaining communication skills	“It feels like that I have internalized the learning”	32/23
Change in speaking style	“What if I change my expression ...”	36/18
Future career option	“I want to engage in a business that requires communicating with people, such as car dealer”	33/19
Deepening self-understanding and lifestyle	“My style has been impacted”	39/9

Student ⑤ (pages of transcript: p.41–49)

Emergent themes	From the transcript	Page/line
Willingness to change	“I really must change the way I communicate with others”	41/17
Conversation with focus on others	“I want to know what others are thinking”	43/13
Two-way communication	“I realized that I have been speaking one-sidedly”	44/8
Deepening self-understanding	“I thought I knew myself but ...”	44/19
Purposeful conversation	“We move when we are impacted by a purpose”	45/13
Ownership of my life	“Now I know that I want to have my own points of view”	46/13
Knowing how to motivate myself	“It feels that I have found a bit about how I can motivate myself”	48/1

Curriculum of Coach Training

The class was scheduled on every Monday for 90 minutes from April to July 2022

<u>Class</u>	<u>Theme</u>	<u>Contents</u>
No.1	Orientation	Outline of class contents, evaluation method, exercise for teambuilding
No.2	Definition of coaching	Differences with similar constructs, how it is different from training Pre assessment: PROG, CAVT, IMI, A LS with a consent form
No.3	Knowing yourself	Personal style analysis
No.4	Basics of coaching 1)	Merit of active listening
No.5	Basics of coaching 2)	Practice active listening
No.6	Basics of coaching 3)	Asking open questions
No.7	Basics of coaching 4)	Active listening, asking open questions, GROW Model
No.8	Mid semester review	Discussion, lecture and exercises
No.9	Leadership & coaching	What is coach like manager?
No.10	Practicing coaching	Gaining fundamental skills through exercises
No.11	Relay coaching	Using gained skills for a group coaching
No.12	Group presentation	Reflection of the learning
No.13	valuation of skills	valuation by self and a professor with feedback
No.14	valuation of skills	valuation by self and a professor with feedback
No.15	Wrap up	Reflection of learning Post assessment: PROG, CAVT, IMI, A LS