

TRANSFORMATIVE COACHING – FACE-TO-FACE, BLENDED, AND ONLINE IN AN INDUSTRIAL CONTEXT

AN INTERACTIVE PRESENTATION

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EXTENDED ABSTRACT

We report on two strands of work undertaken by the University of Cumbria, and the synergies and shared learning they developed. The first strand looked to develop a new approach to professional and leadership development supported by our transformative learning approach (Corrie & Lawson, 2017). The second strand looked to develop an online community of practice to support transformative coaching and mentoring aiding career transition and the development of new professional identities.

Strand 1: Transformative Leadership Development. We focused on developing develop systematic approaches to professional and leadership development combining the conceptual frameworks of adult learning theory, coaching and mentoring, reflective learning through storytelling, and transformative reflection. We aimed to establish this as a unified, new pedagogical approach to leadership development.

This involved the application of narrative storytelling, McDrury & Alterio (2003), Reflection, Reflexivity and Transformative Reflection, Lawson et al. (2014) to facilitate the leadership delegates to develop insight into both their inner and exterior worlds. This was delivered using blended learning with theoretical discussions reinforced with experiential learning sessions including the contribution of neuroscience, Taylor & Marienau (2016), critical self-reflection sessions, and teaching coaching as a leadership style.

Strand 2: Online Community. We worked to develop an online transformative community learning platform using a coaching/mentoring based methodology that will help address the transitional challenges, career transition, and create ongoing collective learning.

SELECT REFERENCES

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