

Judith Longoria Gomez

## Knowledge in Action

Exploring the Integration of Immunity to Change,  
Embodiment, and Creative Methods in Coaching

Master's thesis in Science in Counselling

Supervisor: Jonathan Reams

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Faculty of Social and Educational Sciences  
Department of Education and Lifelong Learning



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# Abstract

The development of self-awareness in creative entrepreneurs' coaching is an emerging study topic that seeks to investigate new frameworks and instruments capable of producing significant scientific findings while providing valuable feedback for performance improvement.

This research aims to explore the articulating of different methods around the Immunity to Change (ITC) tool for self-awareness development in adults. My interest as a researcher was to structure a session around the ITC process with mindfulness meditation and creative activity, such as collage, to get the most information about their integration and interaction. As a coach, I wanted to explore the participants' experiences with those methods and see if they could impact their self-awareness.

The theoretical research background showed a correspondence between the different frameworks and concepts that organize the process of answering the following research question: *How is it possible to articulate embodiment and art-based interventions and research methods in coaching activities related to the ITC process to help increase self-awareness in adult development?* The designed coaching session was based on the hypothesis that it can effectively integrate creativity, embodiment, mindfulness, and cognitive processes to increase participants' self-awareness.

The participants were six creative business entrepreneurs based in Trøndelag. After the session, semi-structured interviews were conducted twice to get access to their experiences and findings. With the help of Participatory Action Research (PAR) and Interpretative Phenomenological Analysis (IPA), it was possible to frame a collaborative and responsive process that helped dynamically create knowledge about how the participants make sense of their experience. These approaches also framed the investigation process with congruence and coherence, balancing process and product. Ethical guidance was followed to protect the personal information of each participant.

From the analysis, it was possible to observe an evolving process in the sense-making skills of the participants. Results show that every participant's process was different, where they could use diverse cognitive skills and make contact with diverse kinds of information. According to participants, the ITC process, which was the axis of all sessions, allows them to think about themes most of them have thought about previously, which are related to an actual challenging circumstance or goal. They organized information and integrated it to make sense of the process. The mindfulness and Focusing-inspired meditation allowed participants to view their reactions more objectively and empathetically. Most participants said it was difficult, but their emotions made them aware of their varied responses and experiences. On the other hand, the collage was packed with prejudices from the start and felt less structured, but it may allow people to explore a diverse form of knowledge.

The results show that coaching was comprehensive and sensitive enough to embrace the personal and professional aspects of the participants, who were involved in an integrated process that helped them to experience a shift in their meaning-making processes. During the coaching session, participants could connect their process to real-life situations such as physical space and administrative processes, healthy limits when hierarchies are present, beliefs and preconceptions about work and legacy, negative self-talk, and work planification and structures. Participants could also discuss their feelings

about the coaching session, possible outcomes, and long-term effects. They gave positive and negative feedback on the activities and implicitly revealed their preferences, viewpoints, preconceptions, and backgrounds.

The different activities and methods' impact on participants' self-awareness can be inferred since they received knowledge and tools to help them focus, evaluate, and give feedback on their inner states and how they affect their interaction with the world. The different contributions of this study provided theoretical and practical evidence that supports the articulation of different procedures within coaching methodologies and techniques. Research limitations and implications also are discussed.

# Sammendrag

Selvbevissthet-basert coaching for entreprenører er et fremvoksende studietema som undersøker nye rammeverk og verktøy som er i stand til å produsere betydelige vitenskapelige funn samtidig som det gir verdifull tilbakemelding for ytelsesforbedring.

Denne forskningen tar sikte på å utforske artikulering av ulike metoder rundt Immunity to Change (ITC)-verktøyet for utvikling av selvbevissthet hos voksne. Min interesse som forsker var å strukturere en økt rundt ITC-prosessen med mindfulness-meditasjon og kreativ aktivitet som kollasj for å få mest mulig informasjon om deres integrering og interaksjon. Som coach ønsket jeg å utforske deltakernes erfaringer med disse metodene og se om de kunne påvirke deres selvbevissthet.

Den teoretiske forskningsbakgrunnen viste samsvar mellom de ulike rammeverkene og konseptene som organiserer prosessen med å besvare følgende forskningsspørsmål: Hvordan er det mulig å artikulere kroppslige og kunstbaserte intervensjoner og forskningsmetoder i coachingaktiviteter knyttet til ITC prosessen for å bidra til å øke selvbevisstheten og utvikling for voksne? Den utformede coachingøkten var basert på hypotesen om at den effektivt kan integrere kreativitet, kroppsliggjøring, oppmerksomhet og kognitive prosesser for å øke deltakernes selvbevissthet.

Deltakerne var seks kreative bedriftsgründere i Trøndelag. Etter økten ble det gjennomført semistrukturerte intervjuer to ganger for å få tilgang til deres erfaringer og funn. Ved hjelp av Participatory Action Research (PAR) og Interpretative Phenomenological Analysis (IPA) var det mulig å ramme en samarbeidende og sensitiv prosess som bidro til dynamisk å skape kunnskap om hvordan deltakerne gir mening av opplevelsene sine. Disse tilnærmingene rammet også undersøkelsesprosessen med kongruens og sammenheng, og ga en balanse mellom prosess og produkt. Etisk veiledning ble fulgt for å beskytte personopplysningene til hver deltaker.

Fra analysen var det mulig å observere en utviklende prosess i deltakernes meningsskapende ferdigheter. Resultatene viser at hver deltakers prosess var forskjellig, der de kunne bruke ulike kognitive ferdigheter og komme i kontakt med ulike typer informasjon. ITC-prosessen som var sentralt for alle økter tillater dem å tenke på temaer de fleste av dem har tenkt på tidligere og som er relatert til en faktisk utfordrende omstendighet eller et mål. De organiserte informasjonen og integrerte den for å gi mening til prosessen. Mindfulness og Focusing-inspirert meditasjon tillot deltakerne å se reaksjonene deres mer objektivt og empatisk. De fleste deltakerne sa at det var vanskelig, men følelsene deres gjorde dem oppmerksomme på deres varierte reaksjoner og opplevelser. På den annen side var kollasjen spekket med fordommer fra starten og følte mindre strukturert, men den muliggjorde en mangfoldig prosess for å skape kunnskap.

Resultatene viser at coaching var omfattende og sensitiv nok til å omfavne de personlige og profesjonelle sidene til deltakerne, som var involvert i en integrert prosess som hjalp dem til å oppleve et skifte i deres meningskapende prosesser. Under coachingøkten kunne deltakerne koble prosessen sin til virkelige situasjoner som fysiske rom og administrative prosesser, sunne grenser når hierarkier er til stede, troer og forforståelser om arbeid og arv, negativ selvprat og arbeidsplanlegging og -strukturer. Deltakerne kan også diskutere følelsene sine rundt coachingøkten, mulige resultater og langsiktige

effekter. De ga positive og negative tilbakemeldinger på aktivitetene og avslørte implisitt deres preferanser, synspunkter, forforståelser og bakgrunn.

De ulike aktivitetene og metodenes innvirkning på deltakernes selvbevissthet kan utledes siden de mottok kunnskap og verktøy for å hjelpe dem med å fokusere, evaluere og gi tilbakemelding på deres indre tilstander og hvordan de påvirker deres interaksjon med verden. De ulike bidragene fra denne studien ga teoretisk og praktisk bevis som støtter artikuleringen av ulike prosedyrer innenfor coachingmetodologier og -teknikker. Forskningsbegrensninger og implikasjoner diskuteres også.

# Wild Geese

Mary Oliver

You do not have to be good.

You do not have to walk on your knees  
for a hundred miles through the desert, repenting.

You only have to let the soft animal of your body  
love what it loves.

Tell me about despair, yours, and I will tell you mine.

Meanwhile the world goes on.

Meanwhile the sun and the clear pebbles of the rain  
are moving across the landscapes,  
over the prairies and the deep trees,  
the mountains and the rivers.

Meanwhile the wild geese, high in the clean blue air,  
are heading home again.

Whoever you are, no matter how lonely,  
the world offers itself to your imagination,  
calls to you like the wild geese, harsh and exciting-  
over and over announcing your place  
in the family of things.

[From Dream Work, 1986]

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*Judith Longoria Gomez*

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## List of Abbreviations

ABI	Art-Based Intervention
AS	Limited Liability Company/ Aksjeselskap
CDT	Constructive Developmental Theory
CI	Creative Industries
IPA	Interpretative Phenomenological Analysis
ITC	Immunity to Change
PAR	Participatory Action Research

# 1 Introduction

## 1.1 Background for the chosen theme

This thesis will shed light on the relationship between self-awareness and adult development coaching. My primary objective for performing this research was to understand adult development better. I am sure that humans, regardless of age, evolve. I was familiar with Robert Kegan's views, which provided me with theoretical insights into mental development research. I became intrigued by how Constructive Developmental Theory (CDT) may account for emotional and somatic reactions in self-awareness growth when working with the Immunity to Change (ITC) approach and coaching. In addition, I wanted to investigate the connection between this framework and the art-based interventions I utilized in my appropriate self-development process. Finally, a framework for researching the subject in its entirety was required.

As members of the knowledge economy in the so-called Creative Industries (CI), entrepreneurs encounter substantial challenges in developing creative and cultural production processes and strategies that promote innovation and economic growth. According to statistics, 3% of the population in Norway had a primary job within the cultural and creative industries in 2021 (SSB, 2022). These numbers imply that entrepreneurs in this sector must have more than one employment. Entrepreneurs within CI develop in complicated working conditions, such as irregular work, short-term contracts, little job protection, and more (Werthes et al., 2016). Nevertheless, they are expected to impact culture and economic growth by creating novel solutions, challenging conventions, and bringing their artistic ideals to life (Mallia, 2019, p.9). Therefore, creative entrepreneurs must foster their personal growth and self-awareness during the excitement and pursuit of their passions.

Coaching is a multidimensional concept centered on a supportive and collaborative relationship to increase client competence and satisfaction. Coaching is fundamentally concerned with supporting outstanding long-term performance, encouraging self-correcting habits, and building a self-generative mindset (Flaherty, 2022).

Coaching for self-awareness is becoming a popular method that can help creative entrepreneurs' particular requirements and objectives well. Self-awareness coaching provides creative entrepreneurs with a profound understanding of themselves and their goals by developing a skill that can be cultivated through focused attention, thoughtful evaluation, and constructive feedback about internal and external dimensions (Carden et al., 2021). Individuals can get vital insights into their inner selves and explore their values, beliefs, and capacities by diving into them and investigating their values, beliefs, and capabilities.

Nowadays, coaching can use various tools and approaches to achieve this goal. The ITC is inspired by Constructive Developmental Theory, which sees humans as active and evolving creatures. Other methods, such as embodiment and art-based intervention, encourage individuals to contact a given phenomenon using cognitive or bodily approaches, activating their senses and full presence (Springborg & Ladkin, 2018, p. 534). Furthermore, self-awareness coaching promotes a holistic approach to entrepreneurship, recognizing that personal and professional development are inextricably linked.

## 1.2 Purpose of the study and research question

This study explores and articulates the possible results of using embodiment and art-based interventions in coaching activities organized around the Immunity to Change process. This study intends to provide empirical evidence supporting the integration of embodied practices and art-based interventions within coaching approaches by analyzing the influence of these procedures on self-awareness in adult development. The study will advance the discipline by offering light on the synergistic interaction between these novel approaches and the facilitation of human development, which can address the following research question:

*How is it possible to articulate embodiment and art-based interventions and research methods in coaching activities related to the Immunity to Change (ITC) process to help increase self-awareness in adult development?*

An approach sensitive to real-world challenges and centered on the researcher's and participants' experiences and resources is required to examine this question effectively. Action research in general and Participatory Action Research (PAR) in particular emphasize experiential learning and frame a collaborative and responsive research process to gather actively and process participants' experiences. As a part of the qualitative tradition, the design combines action and reflection iteratively and can cohesively integrate tools from different epistemological backgrounds like cognitive, art-based, and embodiment inquiries.

## 1.3 Structure of the thesis

This text is organized into six chapters. *Chapter One* introduces the theme, explaining my interest in the topic and the research question. *Chapter Two* examines key theoretical topics of the current study and their interrelationships. In *Chapter Three*, I present the methodology used in the research, articulating a coaching session for adult development and the research tools for data analysis. *Chapter Four* presents the results based on interpretative phenomenological analysis (IPA), giving a general overview of the themes and subthemes that emerged from interviews. *Chapter Five* discusses the role of the design and the results in depth. The sixth and last *Chapter Six* summarizes the essential findings and presents the contribution to the field, the limitation, and possible implications to the practice. I conclude the chapter with some reflections on my journey as a researcher.

## 2 Theoretical Background

*"Y cuento verdades como mentiras, la culpa es de nadie, solo mía"* (G. Cerati, Verbo Carne, 1999).

This chapter aims to explore the central theoretical concepts that underlie this research. One of the first themes to open the text is self-awareness as a skill that is susceptible to be developed and how coaching, as a helping relationship, can facilitate its development in personal and professional settings. Next, I will describe the theory underpinning this research, and in the end, I will outline the theoretical background of the methods used in this research and relevant in coaching, such as mindfulness, Focusing, and art-based interventions, relevant also in coaching practice.

### 2.1 Self-awareness

Because of its role in confidence and creativity, as well as in making positive decisions, relationship building, and communication, self-awareness has become central to management development (Eurich, 2018). Some authors stressed the significance of this skill in achieving business success. People who can see themselves must clearly understand their capabilities, effectively balance their teams, absorb external information, and pursue their passions with energy and enthusiasm. In short, self-awareness is essential for getting more done by understanding what motivates people's decisions (Klein, 2012).

Carden et al. (2022) examined emerging trends in self-awareness in recent years' research. Given its current widespread, this multifaceted concept encompasses multiple definitions, making it difficult to determine its precise meaning. On the other hand, self-awareness is widely acknowledged as a highly valued skill in business specializations and leadership development. Furthermore, it significantly predicts leadership performance and success.

Keeping in mind the importance of having an operational definition, self-awareness will be defined in this text as:

A range of components, which can be developed through focus, evaluation, and feedback, and provides an individual with an awareness of their internal state (emotions, cognitions, physiological responses) that drives their behaviours (beliefs, values and motivations) and an awareness of how this impacts and influences others. (Carden et al., 2021, p. 164)

This definition is helpful to handle in this research because it explains what skills are required to develop a clearer self-image and how it interacts in the social world. Additionally, self-awareness is a skill that can be transferred through some practices, such as coaching, which is considered an important tool to foster development.

### 2.2 Coaching

Coaching has gained significant prominence recently as a valuable form of a helping relationship. Although, historically, it is possible to trace the origins of coaching back to the 1940s, the practice did not reach its full potential until 1980 (Hart et al., 2001). In

practice, therapy, and coaching, at different moments of developing the therapeutic alliance, such as assessment, enrollment, and evaluation, may overlap due partly to using similar theoretical constructs and methodologies (Graneggen, 2020). In addition, coaching is a helpful tool for entrepreneurial support through advising, training, and learning (Ben Salem & Lakhali, 2018).

Coaching can be understood as a professional companion "to assist in discovery and design for growth" (Williams, 2004, p. 2). Flaherty (2022) describes the relationship as the foundation of coaching, having experience creating nurturing and professional relationships with clients. As a result, the coach goes beyond from "accountability partner that supports someone in reaching her goals or as a disciplinarian who changes someone's unwanted actions" (p. 5). In this thesis, I will understand coaching as an "ongoing, confidential, one-on-one connection" (Hart et al., 2001, p. 229) between the coach and their clients. To summarize, coaching can contribute to developing independence and reflection by designing tasks for participants based on their abilities and potential.

Coaches are trained professionals that assist people who require assistance or advice, constructing a helping relationship during their developmental processes. However, the goals and outcomes of those processes may differ. Moreover, the coach engages the client in future-oriented activities to increase the client's competence and satisfaction by focusing on achieving outstanding long-term performance, self-correcting behaviors, and a self-generation attitude (Flaherty, 2022). According to Stelter (2004), two of the most important goals that coaching strives to achieve are: developing awareness, focus, and clarity about the situation that the client reports and enhancing self-regulation, both elements that are important in professional, personal, and interpersonal situations (as cited in Graneggen, 2020; Flaherty, 2022; Jordan, 2002). In addition, the coach can use diverse techniques, such as curious questions and active listening, to set light on the clients' resources to reach these goals, expanding the development process's awareness (Graneggen, 2020).

### 2.2.1 Constructive Developmental Theory

Coaching as a multifaceted concept includes different training and outcomes in its methods. It is critical to recognize that coaches use a variety of theories and tools to guide their work, acknowledging the diversity in the field. The coaches' orientation can reflect various perspectives on human nature and how coaching can help individuals achieve their goals.

Developmental theories, for example, focus on how individuals derive meaning and respond to various circumstances, ultimately leading to a profound shift in consciousness (Cook-Greuter & Soulen, 2007). In this sense, Constructive Developmental Theory (CDT) attempts to explain human development in terms of meaning-organizing principles and their evolution. These principles are subjective, and people cannot naturally reflect on them. However, challenges can help individuals become more aware of these principles, structures of understanding, and the current principle's limitations. The results could be a more objective and complex structure of meaning (McCauley et al., 2006; Bridwell, 2013).

CDT is based on three fundamental premises to explain development: *constructivism*, which stresses people's active role in making meaning for themselves and the world (Pinkavova, 2010; Hovin, 2012; Bridwell, 2013). The second premise, *developmentalism*,

is the evolving nature of meaning and meaning-making processes in different contexts across the lifespan (Berger & Fitzgerald, 2002; McCauley et al., 2006; Strang & Kuhnert, 2009; Hunter et al., 2011; Fensel, 2016). The last premise, *subject-object balance* refers to "the relationship between what we can take a perspective on (hold as 'object') and what we are embedded in and cannot see or be responsible for (are 'subject to')" (Berger & Fitzgerald, 2002; also Eriksen, 2006; Strang & Kuhnert, 2009; Pinkavova, 2010; Bridwell, 2013; Helsing & Howell, 2014; Crocco & Grenier, 2021). For the purposes of this research, I will describe the "subject-object dynamic" in detail.

CDT describes the development as a shift in the balance between what is the subject and what is the object in the making meaning processes (Eriksen, 2006). Growth will result from a person's ability to view these structures through a reflective lens (Berger & Fitzgerald, 2002; Pinkavova, 2010). How people interpret the subject-object balance governs their experiences since "subject-object balances are organizational principles" (Fensel, 2016, p. 6). Throughout this text, meaning-making, experience, and perceiving describe this type of constructive activity (Fensel, 2016; Berger & Fitzgerald, 2002).

Based on the premises above, clients will be expected to acquire the necessary tools to facilitate their personal development and enhance their sense-making process in a coaching context. Development can be accomplished by engaging in reflective activities that create distance and intentional exposure between the subject-object reflection. Berger & Fitzgerald (2002) stated that one of the most potent interventions from the coach that follows CDT is the vivid reflection on the assumptions that can support the client's development; in other words, coaching occurs when the observation is present of the Subject-Object balance, which implies coordination between the internal challenges of the client and the respectful and close understanding and support from the coach. In summary, this approach can enable coaches to view clients as dynamic and ever-changing entities. As a result, coachees can perceive their problems as temporary and themselves as having the ability "to move forward, to change, to adapt, to heal, and to attain optimal mental health or wellness" (Eriksen, 2006, p. 290).

### 2.2.2 Immunity to change

Developmental coaching is a comprehensive approach that considers an individual's personal and professional aspects, including their home and work lives (Leonard-Cross, 2010). The Immunity to Change (ITC) framework, developed by Robert Kegan and Lisa Lahey in 2009, is helpful in developmental coaching. This framework was inspired by their experience in organizational change and leadership development, which revealed a mismatch between the mental demands and people's levels of development. Having in mind the Constructive Developmental Theory (CDT), Kegan and Lahey believe that challenges can be catalysts for adaptive development, but only if individuals are willing to change their mindset and progress towards more advanced stages of development. The ITC framework provides a systematic approach to identifying and overcoming cognitive and psychological barriers that prevent people from progressing. The ITC process will be covered in greater depth in the methodology chapter.

## 2.3 Embodiment

Another approach that contributes to increasing self-awareness is embodiment. This research will understand embodiment or somatic intelligence in coaching as "tuning into our body's wisdom" (Flaherty, 2022, p. 170). Among the aspects considered part of the embodiment process are body gestures and postures, facial mimics, voice tones, and

other kinds of expression (Küpers, 2013). In addition, Pullen and Vachhani (2013) added the importance of the body as a carrier of emotion, desire, motivation, and intuitions. In that sense, practices that include bodily processes can increase body and emotional awareness and receptivity, discover intuitive and instinctual responses, and establish the framework for authenticity (Flaherty, 2022). These skills are meant as a consistent way to show "genuineness, empathy, respect, trustworthiness, reliability, and believability" (Waite et al., 2014, p. 284).

According to Jackson (2023), the importance of the body in coaching is frequently underestimated, owing to the enduring influence of Cartesian dualism, which proposes separating the body and the mind. However, a recent paradigm shift known as the "embodied turn" has occurred in psychology, learning, and philosophy of mind. Maurice Merleau-Ponty's philosophy heavily influences this shift and emphasizes the fundamental role of the body in shaping the human experience.

According to this viewpoint, the body is more than just a vessel for the mind; it is an integral part of the self. As a result, it significantly impacts how people perceive and interact with the world. Accordingly, the process of making meaning and one's embodied experiences become inextricably linked, influencing the other. During coaching processes, these insights highlight the intricate connections between the body, perception, and how individuals engage with their environment (Jackson, 2023).

### 2.3.1 Focusing

In this sense, the impact of the body and the elements of "felt sense" (Gendlin, 1982, as cited in Flaherty, 2022) on the meaning-making process indicates another way to create and mediate knowledge closer to phenomenology.

Eugene Gendlin, a philosopher and researcher with a strong interest in psychotherapy, set out to discover the secret to effective therapy sessions. He discovered through his research that it was possible to make progress in therapy by developing a more personal way of experiencing problems and finding the words that accurately describe them. This introspective process, which he named "Focusing," can be used in therapy but can also be learned and used independently with proper training. The process begins with asking and waiting for a response from the body. Gendlin referred to this information gathering as a "felt sense," trying to access knowledge that has not yet been fully processed (Claxton, 2006).

This method is inscribed in the body of research about embodied cognition, which acknowledges the body and mind as parts of an integrated cognitive system. According to the embodied cognition approach, our "knowing system" is made up of four layers of biological processes: the gene-scape, which is conformed by the genetic constraints and biases; the net-scape, which are the momentary memory impressions and emotional reactions; the skill-scape, useful generalizations and expertise, and the word-scape, that can be understood as the ability to articulate and share concepts and impressions. The word-scape process is influenced by cultural and personal experience, and it can produce word patterns that have no direct basis in our personal experience (Claxton, 2006).

### 2.3.2 Mindfulness

As a cognitive skill, mindfulness allows people to connect with their thoughts and emotions without giving reactive responses. This contemplative practice has its roots in Buddhism, where the emphasis is on training the attention to recognize the present

moment without judgment (McLeod, 2019; Hedlund, 2020). Clients who learn this skill in a coaching setting can intentionally shape how they attend to their experiences with kindness, openness, and without judgment rather than changing the form or frequency of those experiences (Virgili & Virgili, 2013). Kabat-Zinn (2003) describes mindfulness as an “insight meditation, which means a deep, penetrative nonconceptual seeing into the nature of mind and world” (p. 146); in other words, a mindful attitude can display a perpetual and persistent inquiry into the state of mind.

Mindfulness-based interventions can improve various aspects of psychological functioning and well-being. For example, these interventions have been shown to reduce psychological distress, negative emotions, stress, and burnout symptoms while promoting general relaxation, positive emotions, life satisfaction, and improved interpersonal functioning. As a result, mindfulness-based techniques can supplement various psychotherapeutic approaches and benefit clients. Specific practices relevant to coaching include the body scan, breathing, and psychological techniques that promote acceptance, presence, attention, and self-compassion (Virgili & Virgili, 2013).

## 2.4 Art-based interventions in coaching

Art-based interventions (ABI) include a variety of approaches that incorporate elements associated with art, such as poetic language, dance, painting, music, and others. These interventions use artistic processes in art education or by individual artists in their creative pursuits. They may also include art created by established artists, such as plays, poems, paintings, sculptures, or architecture. These interventions achieve various outcomes and purposes, including entertainment, inspiration, and organizational and skill-based development (Springborg & Ladkin, 2018).

The framework of embodied cognition, which emphasizes the dynamic interplay between cognition, the body, and the environment, can help to explain how ABIs can help to improve learning outcomes. During a coaching session, for example, individuals can make contact with a given phenomenon by using cognitive or bodily approaches, activating various interactions and experiences. Likewise, presenting concepts (simulations) can activate sensory-motor-based processes that elicit specific strategies for engaging with and comprehending these concepts (simulators) (Springborg & Ladkin, 2018). Building on this idea, one could argue that exposing individuals to targeted simulations encompassing goals, behaviors, and assumptions via a diverse range of simulators such as writing, drawing, and painting can elicit bodily responses and broaden the range of exploration regarding these concepts and assumptions.

This chapter thoroughly examined relevant topics to the current study and their intricate interrelationships. The following chapter will provide an in-depth picture of this study's various approaches and activities. These methods and activities are critical for constructing a structured response to the research question and getting empirical support for probing the research hypothesis.



## 3 Methodology

"*Só ter na face aquela doçura de criar*" (Da Lata, Cores, 2000).

This study aimed to integrate cognitive, embodiment, and creative methods into a coaching session to gain insight into adult development with entrepreneurs. The ultimate goal was to explore the possibility of exposing the participants to four different methods and kinds of information and getting evidence about their coaching experience. Therefore, a research design carefully that incorporates coaching methods and practices into a session was needed.

Participants explored the integration of bodily and cognitive input from the Immunity to Change process with embodied mindfulness awareness in adult development coaching sessions using a participatory action research approach as design. Integrating different methods gave complexity to the research problem, making it an ideal candidate for action research, which takes a problem and seeks to improve society through collaborative efforts (Bradbury, 2015). Therefore, the researcher/coach and the participants collaborated to address this challenge by leveraging their personal, interpersonal, and/or collective experiences, emphasizing a better understanding and a positive impact on the awareness phenomenon.

*My research question was How is it possible to articulate embodiment and art-based interventions and research methods in coaching activities related to the Immunity to Change (ITC) process to help increase self-awareness in adult development?*

The coaching session with entrepreneurs was based on the hypothesis that it can effectively integrate creativity, embodiment, mindfulness, and cognitive processes to increase participants' self-awareness.

### 3.1 Participatory Action Research

This study is inspired by the qualitative research approach used to make sense of participants' experiences. However, data validation does not only come from laboratory settings or quantitative material that can, in fact, obscure social processes. Qualitative research embraces multiple interpretative and naturalistic methods to approach the research matter (Ryen, 2002), like action research, phenomenology, and qualitative interview.

Participatory Action research (PAR) has its roots in nonlinear social problem research and liberation movements. This approach is used by researchers that want to develop a new understanding of collaboration patterns and to facilitate positive co-creation processes with participants. Moreover, action research can be linked to Aristotelian notions of practicality as a source of knowledge, encouraging cycles of action and reflection (Bradbury, 2015). Finally, participatory action research is a collaborative process oriented to social transformation (Kindon et al., 2007).

As a part of this tradition, action research approaches recognize the importance of scientific methods in producing reliable knowledge with theoretical significance while maximizing its social utility. Additionally, it aims to bridge the gap between theory and praxis by iteratively implementing a procedure while documenting the process and its outcomes. Thus, record-keeping and experience accumulation are critical components of this research strategy (Chein et al., 1948).

Some of the features of this kind of inquiry are that action research is emergent and developmental in a way that acknowledges the relational quality of the self, yet the interconnection of multiple systems. Besides, since fragmentation is a paradigmatical way to comprehend reality, action researchers strive to create systems that pursue wholeness over time by persistently and humbly pursuing inquiry, trying to create a practical footprint that can have a positive impact in a contextualized reality (Bradbury, 2015).

It can be said that the features of action research bring together action and reflection, practice and theory, and a pragmatic co-creation of knowledge with people. In this way, part of constructing the method was to recapitulate my experience with most of the used methods and, by practice, reflect to improve the mediation and results. In addition, integrating information from different sources, like podcasts and videos, helps to see different perspectives to nurture the process as a user, researcher, and coach in formation.

Partnership and participation are essential in the PAR, so I contacted people in the coaching field for design feedback on the processes I wanted to incorporate into the method. With the help of volunteers from the art and social research fields, it was possible to pilot the method and learn more about its presentation, order, and mediation. The result was to develop a structure that aided me in more effectively mediating the coaching process. Knowing what questions to expect and being open to feedback allowed me to improve the methods' presentation and to be effective in responding to challenges that participants encountered during task completion. The first draft of this session was in English (See Appendix 2).

### 3.1.1 Role of the Researcher in Participatory Action Research

From the PAR framework, researchers are expected to be attracted to complex problems, be practical and concerned with solving or at least addressing difficulties, and engage in embodied, emotional and intellectual practices (Kindon et al., 2007). "Coach" and "Researcher" labels are used interchangeably throughout the text to emphasize my dual roles and activities during the research. As a coach, my primary responsibility was creating a comfortable and safe environment where participants felt comfortable sharing their concerns and questions about the process. During the session, participants were encouraged to ask questions, share their experiences until they felt comfortable, and speak up until they felt at ease. In addition, I must help participants identify, integrate, and summarize large amounts of information (verbal and nonverbal). Also, I needed to guide the process, respond to ongoing questions, show empathy, and help to end the session positively when needed. My role as a coach was to model a friendly and curious attitude toward the process while reflecting on the client's process (Kvalsund, 2006). Berger and Fitzgerald (2002) mention having a neutral and comprehensive encounter with the client as an essential ethical insight in adult development coaching.

On the other hand, in the role of the researcher, I maintained the proposed process and times, made adjustments, prepared for follow-up interviews, and analyzed the data. As a researcher, staying on track with the proposed process and timelines was critical—any discrepancies discovered while recording was used to make necessary changes. I also reviewed the processes and participants' feedback to improve the process's meaning and flow by clarifying or emphasizing specific words or phrases. By asking direct questions about the participants' statements, as a researcher, I was responsible for investigating in detail how they made sense of their experience.

In summary, during the research, I needed to direct the process as a researcher while also creating a safe space as a coach. Furthermore, the coach's abilities, such as summarization, empathy, and curiosity, were put into action to aid participants' processes.

## 3.2 Process and Design

### 3.2.1 Recruitment of participants

The recruitment process began in February and March 2023 after receiving approval from SIKT (The Knowledge Sector's Service Provider, see Appendix 8). Initially, I contacted some entrepreneurs directly to invite them to the study. At the same time, I also met the CEO of Tindved Kulturhage AS, a creative business park, specifically their Spiren department, one of three offices in Trøndelag county. A private invitation was extended to a group of entrepreneurs following this meeting. Next, I contacted all the potential participants by phone or email, followed by a formal invitation. No more previous preparation for the first meeting was needed.

All participants were screened to ensure they met the inclusion criteria, which included having a registered AS (Limited Liability Company) or *enkeltmannsforetak* (Sole Proprietorship) in the national database. During the first meeting, participants were asked to introduce themselves and share information about their ongoing projects, which covered a wide range of occupations in today's so-called Creative Industries (CI) those, by definition, have "their origin in individual creativity skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property" (Department of Culture, Media and Sport in the United Kingdom, 1998, as cited in Mallia, 2019, p. 11; also Bujor & Avasilcai, 2014, p. 151-152), and create occupations in sectors that include graphic design, visual art, museum management, advertising and marketing, performing arts, information technology, publishing, and other related fields. In addition, two volunteers reported working as leaders and advisers to other businesses and groups. Another shared that she has education as a Gestalt therapist.

The overall study included six participants. The group consisted of one man and five women. Along this text, to ensure better readability, participants, informants, volunteers, coachees, and interviewees refer to the same people, those who participated in the coaching session. The range of age went from 38 to 66 years old. At the time of the interviews, three participants lived in Inderøy, two in Steinkjer, and one in Trondheim.

### 3.2.2 Materials and scenario

All the materials were provided for the sessions (see Appendix 1). Furthermore, water, coffee, and candies were readily available to all participants, and lastly, fruits and cookies were included.

Throughout the study, the research environment changed. One participant was interviewed at their local in Inderøy, while another was interviewed at the NTNU installations in Tungasletta, Trondheim. The remaining participants had the entire process in a meeting room in Spiren, Inderøy. One follow-up interview was conducted in a room reserved for Nord University students at InnoCamp, Steinkjer, and another at the

participant's home in the same commune. The last participant had the interviews at my home, ensuring a confidential and conducive environment.

### 3.2.3 Piloting

I ran two pilots for the procedure, one online and one in person, at the Nord Universitet campus Levanger. Participants had backgrounds in visual arts, performance arts, and social research. The pilots were crucial in giving feedback to the study and the coach by developing a structured and consistent sequence of activities for the session. In the same way, piloting helped identify and address any issues or challenges participants may face during coaching. These tests were conducted in February and March 2023.

The participants were given a general overview of the procedure's activities during the initial meeting. More information about the project was then shared after obtaining their permission via a signed consent (see Appendix 3); the participants were asked to consent to the recording of the entire process and interviews. These recordings helped to match the researcher's impressions with the experienced process, allowing for necessary changes in the subsequent sessions. It also aided in collecting information and preparing for the follow-up interview, creating a sense of process continuity for the participants and the researcher, similar to a coaching session. Creating an open and safe environment to facilitate the information flow was critical. At the same time, I wanted to be careful not to provide information that could lead to conflicting expectations that could jeopardize the procedure.

Each coaching session began with the coach and participant discussing their previous coaching experiences and their expectations for the current session. These activities were designed to frame the coaching orientation and foster a supportive environment by better understanding the participants' expectations. As a coach, I tried to align the expectations in the consent form with the participant's expectations, establishing the same framework for all involved.

## 3.3 Procedure

The final procedure intertwined an initial meditation, the elaboration of the ITC process, a meditation exercise based on Focusing, and during this and, in parallel, the creation of a collage. After finishing the collage, the first interview was conducted. All the activities had a time estimate, but it was used only as a reference. The procedure took nearly three hours (02:41 hours) on average. If the meeting ran over time, participants could continue the interview immediately or reschedule for another day. Due to time constraints, only one of the initial interviews had to be rescheduled. All procedures and interviews were conducted in Norwegian bokmål.

### 3.3.1 Initial Meditation

The initial meditation, created mainly using my personal experience in mindfulness and having inspiration from Knutsen (2019), served several purposes, including grounding the clients and presenting them with an option for mindfulness practices. It was also intended to set the tone for the session, emphasizing friendliness, acceptance, curiosity, and a neutral attitude toward whatever came up. Participants engaged in breathing exercises and body visualization during the meditation, which required open attention to external stimuli and internal sensations. This practice aimed to integrate both types of

input and assist clients in recognizing and accepting their feelings and sensations as a natural part of their lived experience. The underlying message was that the present moment is good the way it is (see Appendix 4).

### 3.3.2 Immunity to Change

The Immunity to Change (ITC) process was created by Robert Kegan and Lisa Lahey (2009) to assist individuals and organizations in understanding why change is difficult and how to overcome the barriers that impede growth and development. The ITC tool fundamentally aims to reveal the hidden, competing commitments and big assumptions that prevent individuals from achieving their desired outcomes. These competing commitments are frequently unconscious and have the potential to undermine even the most well-intentioned efforts at change. This tool was initially developed for leaders, but it is suitable for everyone who wants to invest in personal development.

The ITC was the core procedure, allowing the other activities to be integrated into the overall process. The ITC activity begins with introducing change and its importance in personal development. The participants then created their four-column diagrams (see Appendices 5 for a blank example and 7 for a filled scheme by one participant), which assisted them in identifying key assumptions that may impede their progress toward their goals. In this research, diagram, and scheme will be used as synonyms. About filling that scheme, *the first column*, titled "Improvement goal," encourages participants to identify relevant goals that allow for improvement, as well as to take ownership and responsibility for the process and express the goal positively. Next, participants were given examples in both Norwegian and English to help them structure their sentences. Finally, the coach guide ensured that the sentences corresponded to a relevant goal and could be attachable and realistic (see Appendix 4).

#### 3.3.2.1 Collage

Following the goal sentence statement, the participant had some time to work with the collage. The collage was first introduced as a composition of various materials and objects. The participants learned how to represent something in a collage using various techniques such as painting, ready-images, drawing, and using words or objects as symbols. The goal was to broaden the participants' representation repertoire and experiment with different options to represent something in the collage. Using the collage as a visual inquiry, it was meant to mediate understanding in "its partial, embodied, multivocal, and nonlinear representational potential" (Butler-Kisber, 2008, p. 265) for the creator and the viewer. The ultimate message was always to experiment and determine what worked best for them (Hellmuth, 2003).

The collage was divided into four steps: background and composition, images, details, and the finish. It was a practical decision resulting from the piloting to distribute the work and match it naturally with the ITC process. The goal was to get space to think about information gotten in the scheme and find colors, arrangements, images or drawings, and details that could mirror their process and feel appropriate to them.

The first step required the participants to locate the background of their collage. Simultaneously, the coach encouraged them to become familiar with the various materials they could use, such as color sheets and painting. In the second step, participants could select images that had already been cut from a selection brought to the session by the coach. At that point, the participants could compose without gluing the various objects and images together. In the third step, participants could choose details

such as forms, colors, or objects to incorporate into the work. Finally, in the last step, the participants could complete the collage by gluing the pieces together, and they were invited to talk about their process and the collage afterward. It is important to note that during coaching, I always reminded the participants that they could work with the collage for a specific color or image whenever they believed something was essential to add to the composition.

After, individuals continued with the *second column*, "What are you doing/not doing." This column served as a list of behaviors that could inadvertently interfere with the selected goal. The participants needed to list at least five behaviors by answering this question: what are you doing and not doing that goes against your goal? Again, the coach asked the participants to be concrete, precise, and honest in their responses. Finally, the participants select one of the behaviors listed in the following column to work on.



**Figure 3-1 Gerd working with her Immunity to Change scheme**

Returning to the collage, participants were invited to find or create images that could mirror their process.

As a coach, I assisted participants in identifying more specific behaviors that directly contradicted their goals. Furthermore, I was ready to detect any bodily responses displayed by the participants, redirect their attention to them, and elaborate helpful information for the process. Finally, after reviewing the behaviors, the participants were asked to wait to try to solve the problem and develop the ITC process further. This instruction was based on the understanding that changing competing behaviors or directly engaging in goal-aligned actions may not be sufficient to achieve the desired outcome (see Appendix 4).

### 3.3.2.2 Focusing

The participants moved to the *third column* by filling in "The worrying box." The clients needed to identify uncomfortable feelings and emotions due to a hidden dynamic against the stated goal. For that purpose, a meditation inspired by Focusing was mixed in with the ITC instructions. Initially, participants were given detailed instructions about the meditation and their respective roles. Next, the coach led them through the meditation, emphasizing that they did not need to respond aloud but instead followed the process internally. Furthermore, participants were allowed to pause or stop the meditation at any time, especially if following the activity was too hard or uncomfortable.

According to Gendlin (2007), the goal is to focus on the felt sense, vague feelings, and information that emerges from the body. It is expected that by focusing on the body, it will find answers to some participants' problems. Therefore, the meditation in this study follows the six steps established by Gendlin in Focusing:

1. Clearing a space. This step helped to prepare the participant and clarify what was expected of them: they needed to return to column two and imagine the opposite behavior in as many details as possible. They were instructed to return to their breath and body sensations when they were uncomfortable or unable to concentrate.
2. Felt sense. The participants could actively ask themselves using their bodies and feelings to get unfiltered and diffuse information about their primary concerns in the behavior visualization. The participants were asked to feel and not to rationalize or be caught by it.
3. Handle. This phase invited a closer exploration of the feelings and bodily reactions by giving the word or phrase to describe its different features. Furthermore, the participants were asked to feel a change in their concerns or problem.
4. Resonating. The participants could play with the words they defined and found in bodily recognition by pairing the selected words several times with what was felt during the visualization.
5. Asking now. After sensing the perfect match between the word and the feelings or experiences, the participants pondered, "What makes the whole problem so...?" using the word or phrase found. The participants were told to wait and pay attention to any changes or liberation they felt in their bodies.
6. Receiving. The instructions encouraged participants to accept all information even when does not feel a change. After the exercise, participants were asked to write down the various feelings that surfaced and share their experiences with the coach (see Appendix 4).

Individuals are then asked to identify their competing commitments, which are the underlying fears or concerns that prevent them from fully committing to the desired change. These commitments are frequently based on deeply held beliefs about oneself, others, or the world. Finally, the coach identified the feelings and sensations in the "Worry box" as indicators of these concerns. The logic behind this way of thinking was if the participants probed to reduce the distance between them and their goal by doing the opposite to their listed behaviors, why were they concerned or worried, presenting negative responses during the meditation?

Participants could then devote time to adding details to their pieces. Following that, they could write down their unconscious "agreements" that protect participants by repelling anxiety from the fears and concerns identified in the Focusing meditation and stated in the "Worrying box" (see Appendix 4).

Finally, participants were asked to connect their commitment to their explanations about themselves and the world. These big assumptions in the *fourth column* are meant to be unquestionably true and serve as the foundation for the hidden commitment. Participants were encouraged to choose at least three and share them with the coach later. The participant and coach then attempted to see how the assumptions contributed to the commitments that competed with their current goal. The coach attempted to model empathy and a more neutral observation of the assumptions by integrating them rather than eliminating them. When the reflections about the last column finished, the participant was assigned homework to test the big assumptions by confronting them in a given situation that appeared problematic or challenging. In this respect, and having in mind the subject-object process where the individual can identify the way that they can react in a given situation, Kegan (1995; Kegan & Lahey, 2001) postulates five steps that help to move from subject to object: "Naming the belief, noticing the implications of the belief, looking for discrepant evidence, charting the history of the belief and testing the truth of the belief" (as cited in Berger & Fitzgerald, 2002 p. 34).

The participant had some minutes later to finish their collage, and they could share their process with the coach.

### 3.4 Interviews

The initial interviews were conducted after five of the six coaching sessions. Their duration was, on average, 39 minutes. This interview allowed for the clarification of information and the resolution of any doubts that may have arisen during the process. The initial interview alleviated the interviewees' concerns and gave them positive insights into the process. Positive feedback was given, and the participant's mood was also assessed.

Then, the participant and the researcher agreed to a follow-up interview, which lasted, on average, one hour. The waiting period for these interviews was between one and three weeks. These encounters aimed to gather more reflections and the possible results from the homework the researcher gave. In addition, participants were asked to share their reflections on the assignments and any insights or discoveries they made before the follow-up interviews. These conversations allowed me to delve deeper into the coaches' thought processes and understanding of their coaching experiences. Furthermore, the coach provided feedback and assistance to participants in integrating their new insights into their self-development work and future goals.

The interview method used in this study was a qualitative semi-structured interview. This type of interview has an open structure in which social researchers interact with the participants to gain access to their experiences, but it also allows for spontaneity, reflection, and depth. However, the interviewer retains control of the process by pre-planning some keywords representing the theme investigated (Ryen, 2002), which can be an optimal atmosphere for a typical coaching session. This decision came after testing the interview protocol during the piloting, determining that fewer possible questions might open the dialog between the researcher and the participant and help to explore



their whole process and the coming reflections as a coach. The reduced pool of questions is also intended to recognize the participant's expertise in their own processes.

In this regard, both interviews include five questions as a maximum to have a structured way to access their experience, but not close the conversation and permit being led by the participants. The pool of questions was from the general to the particular, mapping the experience of the whole process; also, I wanted to know their particular experience with every method used and possibly register bodily or embodied responses during the process. Additionally, I wanted to pair the interview naturally with a coaching conversation where the participants would feel comfortable sharing their findings and establishing their limits and probable future strategies, considering Flaherty's suggestions (2022). As stated before, during the process, and especially in both interviews, the participants were considered experts in their experience, so the questions used throughout the protocol provided more details about their reflections and did not confront them. The general structure of the first and the follow-up interview is the following:

### **First interview**

Time: ca. one hour

#### *About ITC*

- In your own words, how was your experience? Could you describe it in as much detail as possible?

#### *About Focusing/Mindfulness*

- Could you describe any bodily sensations or feelings that you experienced during this meeting?

#### *About the Collage*

- Could you describe the elements in the collage?

#### *All the process*

- How does the whole process feel for you?
- Is there anything else you would like to add or share about your experience?

### **Follow-up interview**

Time: ca. one hour

- Do you have any reflections or afterthoughts about the process that you would like to share?
- What did you learn from this experience?
- How do you feel now? Do you know the feeling in your body? Where is it located? How do you label it?
- What is the most important thing we have discussed here?
- What do you want or need to tell me before you go?

After the follow-up interview, the coaching process was concluded, but participants were encouraged to contact me if they wanted to talk about their process or had concerns about their personal information.

### 3.5 Analysis and interpretation of data

The Interpretative Phenomenological Analysis (IPA), which is an approach dedicated to "the detailed exploration of personal meaning and lived experience" (Smith & Osborn, 2015, p. 25), was used for the analysis. IPA is one of the methods associated with the phenomenological viewpoint and explores the personal experience, concerns, perception, or account of an object or event. However, Edmund Husserl, the founder of the phenomenological philosophical movement, stated that there is nothing more fundamental than experience. Therefore, he recommends starting the research there, avoiding assumptions about the phenomena being researched (Ashworth, 2015). In other words, the suggestion is to see things in participants' terms rather than as defined by prior scientific hypotheses or abstract conceptualizations. Phenomenological research is a dynamic process in which the researcher actively participates, having an insider's perspective employing emphatic and questioning hermeneutics. This type of research employs a two-stage interpretation process, or a double hermeneutic, with participants attempting to make sense of their world and the researcher attempting to make sense of the participants attempting to make sense of their world (Smith & Osborn, 2015).

Every procedure was unique for each participant since it evolved to attend to different situations that individuals bring to the session. Since the priority was primarily to complete each coachee's ITC process, collage was the activity that differed more in duration, having less time for its execution. As previously stated, the estimated time for each activity was only a reference because I was willing to spend the time necessary to clarify the process, giving space to identify different needs that the participants had, to understand the deepness of some concepts and processes, but also explore the interaction with the different tools and gathering the more material possible. My role here also was trying to make sense of the information concerning the processes in the session, exploring how this new understanding could help the participant's real life. The interviews also were different, trying to explore at the same time their experience with the session and the transformations that they could have during the session. With this flexibility in mind, the activities were not brief. By analyzing the recordings, it was clear that the participants had different ideas, preconceptions, and cognitive abilities to handle the tasks they were supposed to complete. On the contrary, simultaneously, the method's order was steady and followed the structure of each procedure stated by Kegan and Lahey (2009) for ITC and Gendlin (2007) about Focusing. Also, having the same attitude to modeling a neutral and curious approach to the information resulting from the coaching was crucial.

As previously stated, the sessions were recorded solely to improve the structure of the sessions through iteration. When I considered some elements that could explain more of the coachees' processes or were important for the investigation, I brought that information to the interviews. Thus the results presented in the following section are based solely on the comments obtained from the interviews. It should be noted that the English translation is mine. The collage was also not analyzed by their content directly. Throughout the interviews, it was possible to get information about its function in the whole session and not by addressing (like with the ITC scheme) the specific contribution or interpretation in the participant situation.

### 3.5.1 Coding

The collected data was coded using the first letter of each participant's first name. The interviews were then assigned a successive code based on the session date (P001, P002). The codes were transformed into fictive names to ensure better readability in this text (see chapter 4).

The analysis implied capturing those eventual meanings by engaging with the transcriptions and the interpretation process (Smith & Osborn, 2015). I analyzed every interview transcription in Norwegian (12 in total) to understand how the participants experienced their sessions.

The critical data was initially divided into *process* and *feedback* categories corresponding to the interview questions. Each paragraph from the transcriptions was divided accordingly, separating the first interview from the follow-up meetings. This classification method resulted in a table of sentences containing relevant terms or phrases analyzed to describe and associate the participants' processes, attitudes, and session-related concepts. Through the recurrent transcribing review, it was necessary to verify that interpretations were not hurried or out of context while also honoring participants' intended meanings. These comments configurated the first themes and subthemes, avoiding preconceived orders or interpretations. Except for the comments about the perceived consequences, which were mainly gathered from follow-up interviews, these initial comments were compiled for comparison. Color codes were allocated to themes and subthemes to display their distribution and frequency among coding texts. The procedure of assigning words or phrases to represent the essence of each issue was done in each paragraph, keeping sentence meanings among participants. The early distinction between *process* and *feedback* became obsolete.

A new distinction between the many themes arose, providing more information about how the participants made sense of their process. More themes began to emerge, making it easier to translate information into English. Some details began to "show" in the themes. For example, if a person expressed her thoughts about ITC, it was feasible to determine the process she attempted to name or explain. These kinds of comments evolved into subthemes.

This categorization of themes and subthemes resulted in additional divisions and a redesigned arrangement. Themes and subthemes were grouped into emergent divisions, necessitating transcriptions to retain participant meanings. During the clustering procedure, color-coded post-its were employed for spatial structuring. Although time-consuming, this approach resulted in the final classification of themes and subthemes, which will explain in detail in the following chapter.

This qualitative analysis methodology attempted to carry out the double hermeneutic course described earlier but also involved a personal decision-making process. As a researcher, I needed to make sense of a considerable quantity of information quickly, keeping in mind the analysis standards and allowing me to use my preferred ways of coding information. Also, as a researcher, I tried to respect the possible theoretical convergences but also respecting all the time the individual idiosyncrasy and the experience of each participant by iterating the analysis several times and coming back to the transcriptions to not force the inclusion in a specific category or theme (Smith & Osborn, 2015).

### 3.6 Ethics

This study adhered to the APA Ethics guidelines for conducting research with human participants (APA, 2020). As a researcher, I must provide ethical and humane treatment by obtaining informed consent and using language participants can understand. I also avoided exposing participants to physical, emotional, and psychological harm by getting constant feedback about their general state. They were encouraged to stop me and ask for clarification regarding misunderstandings because of the language. The participants knew they could stop the process when the situation became uncomfortable or needed a pause during the session. They were also informed that they could leave the investigation without providing any further explanation (See Appendix 3).

As a researcher and coach, I encouraged participants to feel free and empowered to provide necessary feedback during the session to balance the process standards with their motivations and needs. These choices were especially evident when asked when and where the interviews would occur.

Various measures also ensured the treatment of participant information (photos from schemes and collages and digital interview archives). The information shared in this chapter is only demographic and comes with informed consent from the participants. Since it is beyond the scope of this research, the personal problems retrieved are generalized. In other words, the problem shared by each participant can not be traced by the information provided in the analysis chapter.

It is important to note that I only had access to the digital archives during the process. To ensure security, all data was encrypted. I maintained that the photos bore no identifying information and were placed in the same interview electronic folder to identify the codified owner's information. I will also use fictive names for each participant in the next chapter. Participants could also contact me if they did not want to disclose personal information or material (APA, 2020).

Overall, the coaching process was intended to be a collaborative and exploratory experience that encouraged self-discovery and growth among participants. In addition, the process encouraged participants to tap into their intuition and inner wisdom to gain new perspectives and insights by using creative techniques such as collage. The follow-up assignments and interviews also reinforced the insights gained during the coaching process and ensured that participants could apply their new knowledge to real-life challenges.

In this chapter, I presented the methodology used in the research to articulate a coaching session for adult development. Every process was different, trying to adapt the situation to the participants while holding the standards of each procedure and the overall coaching session. The findings depict the various cognitive processes that the participants went through, differentiating the sources and qualities of the information gotten. During the follow-up interviews, it was also possible to investigate the participants' ideas, opinions, and preconceptions about coaching and the activities involved, and the potential consequences and experiences were shared. The upcoming chapter will examine the IPA analysis in-depth, focusing on the identified themes and subthemes and including selected extracts of informants' comments.

# 4 Results

*"Un señuelo...hay algo oculto en cada sensación"* (Soda Stereo, Corazón Delator, 1988).

In the previous chapter, I reviewed the multiple methods used in this research for adult development coaching. As a recapitulation, the procedure was designed to allow participants to engage in a coaching session that included an introduction, the realization of the embodiment activities, a developmental tool, a collage, and two interviews at the end. Additionally, data on how participants perceived activities and interactions were collected and processed.

I will present the results based on Interpretative Phenomenological Analysis (IPA), giving a general overview of the themes and subthemes that emerged from both interviews based on the analysis described by Charlick et al. (2016) and suggestions made by Pietkiewicz and Smith (2014). This analysis led to three main themes: cognitive skills, qualities of the information, and the experienced process. The subthemes of each category revealed more details about what the participants put into play into the process, which kind of information they got, and how the participants experienced the processes (see Table 1).

**Table 4-1 Themes and sub-themes derived from interviews analysis**

<b>Themes</b>	<b>Subthemes</b>
Cognitive skills	A pause to think Self-observers Check-in and Awareness
Qualities of the information obtained	Bodily reactions Static versus Dynamic Structure and novelty
The experienced process	Previous information and expectations Experiences and Consequences Feedback

For better text readability, each code of the participants transformed into a fictive name as follows:

P001	Geir
P002	Idunn
P003	Nanna
P004	Trud
P005	Siv
P006	Gerd

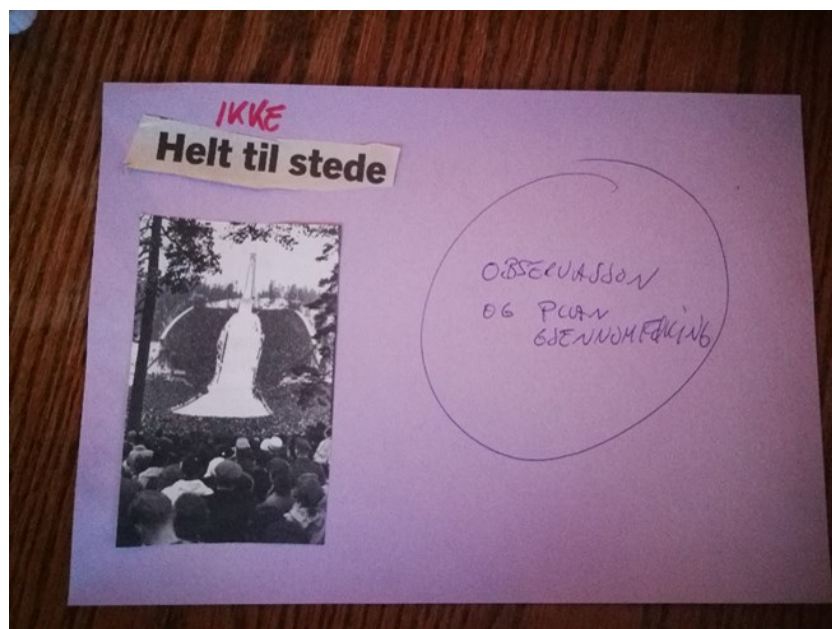
## 4.1 Cognitive skills

Along the way, the participants reported that they needed to perform certain maneuvers to develop the various tasks in the methods. They described the process as a demanding

brain activity, a structural and analytical method that helped them describe the process they experienced and give direction. In addition, they perceived some reliance on the process due to its logic and how they obtained clear information and connections. About the ITC, the participants could identify the cognitive process put into action during their coaching. The subthemes related to cognitive skills were: *a pause to think, self-observers, and check-in and awareness.*

#### 4.1.1 A pause to think

The informants described the whole process as a little tiresome or complicated. They reported that ITC was a way that promoted reflections about what was right for them, having a personal goal for their self-development, and getting information that resonated with their situation. Coachees recognized the value of the break to write and reflect even when it is not typical in their daily life.



**Figure 4-1 Collage elaborated by Geir**

Additionally, they noticed the advantage of these pauses in thinking and writing down the information and returning to them to make connections that allowed participants to work more concretely later. In other words, the ITC allowed them to resonate with the elicited information and made connections that helped them make something concrete possible in their life and, as a result, have a close relationship with themselves:

*Siv: It is also getting continuity is giving yourself the time to reflect and think things through, not every day, but from time to time, so you (can) have a constant relationship with yourself.*

#### 4.1.2 Check-in and Awareness

This subtheme is related to the last one in a way that participants could take time to think about their situation, and especially during the ITC, took contact with what they needed to do to get the information requested:

Trud: (About scheme) *It was a nice step-by-step project. You need to dig into yourself to find the essence, though...*

Although the instructions and the procedure were the same for everyone, some individuals could use the ITC scheme and collage differently during the session. Having the two processes in mind as two extremes of her situation, Idunn used the ITC as a sort of 'check-in,' interpreting information as a marker of where she was. The collage, with the colors and the images, served as a future to reach for, as a visual board. This process it looks at helped Idunn work with something known to her (she talked about using visual boards before) and measure their efforts to go from one state to another, from the ITC to the collage.

Idunn: ... *It (can be) seen as extremes that (it) would have.... For example, it is a long way from (the scheme), and it is (like this) now (pointing to the scheme). So it becomes a bit like that, not unattainable, but I feel that here (the scheme) is a lot of work to do before being here (pointing collage)...*

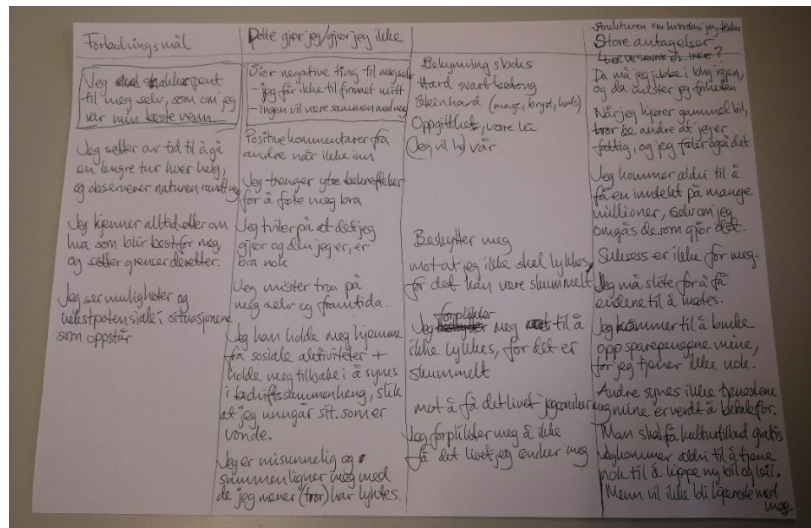


Figure 4-2 ITC scheme and collage elaborated by Idunn.

In addition, even when she did not know precisely what to do with the obtained information or even combine the information from both processes, Idunn realized another process was emerging:

*Idunn: Even though I have written (something) here (the scheme), I do not know how to use it to get there (collage), or it is just the awareness process that it has now happened. It was (this), like... the goal, and it should have shown.*

In this extract, the participant explained that the information from ITC could help shorten the distance between the present situation and the future state of her process, which was visible in her collage. Since she knew that the coaching would not continue, she realized that the access to the information that occurred at that moment had its value.

The comments also suggest how the participants perceive having time to reflect on what they are talking about; also, going deep in their process was related to sticking to something during the process and trying to get more information or understanding of the situation. Therefore, they were aware of the different kinds of detailed information. In addition, they perceived information needed to be processed or understood differently, for example, concretely, like with the ITC's behaviors.

#### 4.1.3 Self-observers

Given the possibility of finding information that may not be aware or available at once, the participants began to plan how to act accordingly to get the expected results. With the information they got, at least two participants shared that they could observe themselves outside. In other words, they could be alert by seeing themselves handling the situation that they feel is problematic and notice how others resolve it. When the hidden commitments contrast with the reality in a problematic situation, the participants identified how actions trigger some reactions and the importance of being aware of the process they are experiencing.

*Gerd: It has been with me (the hiding commitment)...a little in the back of my head if I feel that something is difficult now. So then. I remember, in a way, that there is something I am dedicated to, and with that, I consciously become more aware of it, though.*

In addition, the participants found themselves with some activities that faced them with information that they maybe knew but did not feel particularly skillful (like with collage) or familiar with:

*Gerd: There is that sentence I have never written before...*

*I still have not processed enough, if I know (about) what it means.*

*Idunn: (About collage) Yes, and that was good training for me. And I had to trust my intuition in a different way.*

During the first interview, one participant, Nanna, described her collage as a three-part process. The first is how she feels about the situation she wants to work in during the session. The third part is about what she wants to create, a legacy. Furthermore, in the center, the images relate to how she thought she could improve her situation, opposite the first part and marking a reflexive distance to the third one. She said that a woman's



eyesight in the first section was disturbing. This image prevented her from "seeing" the collage in its wholeness. She shared that she wanted to do something with the image.



**Figure 4-3 First version of her collage elaborated by Nanna**

Nanna modified her collage during the interview, creating a different version. The participant stated she did not feel well after seeing the left-side woman's eyesight because it reminded her of her challenging situation. She stated that she wanted to "tone down" the sternness in the photo. After considering possible solutions, she glued a transparent glove over the photo (see Figure 4-4).



**Figure 4-4 First modified version of the collage elaborated by Nanna**

In her follow-up interview, she told me she had changed her collage again. Nanna kept changing her collage by folding it to prioritize what inspired her and wanted to work with.



**Figure 4-5** Folded collage, intervened by Nanna

About the functions collage could take, another participant named that collage helped him to summarize why he experienced the problematic situation. Also, he stated that the collage “illustrates” his situation in another way, using images to represent how he felt:

*Geir: It was an illustration that only tried to describe... (a) ski jumper... what I keep on me is very visible, I have an audience too that sees the consequence... I am like a sky jumper that it is behind the store, right?*

In summary, in this theme, the participants explained that although the session was tiresome or brain-demanding, they received an open process that signifies a pause to choose what was necessary for each, having an important goal, and write down information that resonated with them, combining activities in an innovative and more personal way. This information came from iterating the ITC process, being in touch with their chosen goal, and going deep and creating a close connection with themselves. They could also differentiate the type of information they needed to process. Some abilities were mentioned during the process, such as seeing yourself from the outside, seeing how others handle similar problems, and observing situations with distance to gain more insights and understanding. The collage served the same purpose, helping to enact a possible solution to a challenging situation. The information obtained helped the individuals gain more awareness along the way, but sometimes they could also face uncertainty and astonishment about handling the retrieved insights.

## 4.2 Qualities in the information obtained

In this theme, the participants describe their encounters with different tasks and the information derived from them. Furthermore, even when some expressed contact emotions, some participants reported the qualities of ITC as a process that makes it much easier to access valuable information about something that is not readily available, hidden, or unclear at first glance. In other words, the ITC process helped them connect

sufficient information easily and understandably to resonate with their work. Furthermore, it is possible to interpret that the information obtained was not excluded from emotions and feelings, even when ITC was perceived as more structured and precise. The subthemes here were *bodily reactions*, *static versus dynamic*, and *structure and novelty*.

#### 4.2.1 Bodily reactions

The information from emotions and the body were more visible during the mindfulness meditation and focusing exercises in the *third column* of the ITC process (see Appendix 4). As a result, some participants could be in touch with their different emotional reactions:

Nanna: *I found it a bit interesting but touching, but I experienced it as touching on meditation (Focusing)... I felt like crying, or I would shy away...*

There appeared responses about emotional reactions from all the participants. Some of them acknowledge that it was easy to contact and handle this kind of information; for the most, it was to recognize grief and fear of feeling something. The ITC, however, could give direction by structuring them and connecting them with thoughts. It is possible to think that it was expected that activities meant to contact the body simultaneously could trigger other kinds of thoughts in the participants. The bodily activities invited them to be aware of their typical reactions when they come to encounter something challenging:

Gerd: *(I will) Try to feel it, yes, and not intellectualize it.*

*I find it (in the process) too much and too scary, so I intellectualize (it).*

Gerd may be trying different ways to face the information coming from her process, avoiding answering similarly concerning the quality of the information she is getting.

In addition, some participants shared their experiences that involved the body in another way. When they wrote down their reflections, the participants made their thoughts visible through bodily action. Most participants stated they had preexisting ideas about the problems they brought into the session.

Writing down also helped them to declutter the mind, connect previously available information, and provide a space for further discoveries. However, it provided clear and concrete visual feedback to the participant's internal process.

Idunn: *It was clarifying to write it down, going deep... I come further...*

(About the content in the scheme) *It is written here, so it is so clear. It is actually like that.*

Trud: *But as it was written (it was like) a bit to concretize...*

The participants also shared how the interaction between collage and ITC felt, stressing the role of the body and emotions. They could feel different things depending on where they are working/talking about, recognizing the importance of the body during the process and related to how they work with emotions in real-life situations. One participant shared how she used the information that she got:

Siv: *It can come as a surprise, ... when you write things in the scheme and then work on the collage, you get to process it (the information) in a different way...*

*About the effect... It is not that you reflect so very deeply, but ... you get a slightly different distance if (only) you are always just sitting with the scheme, then it can become a bit static, and it can block some of the connections that are wise to make when you work your way from the first, second, third and fourth column, through the scheme. Also, at least for me, (after moving) it is easier to have energy and (be) ready because it is a pretty hefty process right here...*

An unsuspected observation came from the participant's movement from one side to another of the working table:

*Siv:... to the practical concrete (working with the collage) with the fact that (you make it) in one place, (and) you write (the scheme) in another place... that you actually have to get up from the chair, and then you move between two tasks... It has an effect...*

This statement reveals that Siv recognizes two distinct tasks, each with its place, goals, and processes, and it was more evident when she moved from one location to another within the same room. One participant summarizes well what it is about this subtheme in the following statement:

*Idunn: The body knows a lot of information.*

The comments in this sub-theme were related to the participants' visible bodily reactions and the type of information that came with them. The process helped participants interact with their emotions and made visible how they typically react and reflect on it. The participants could also feel a difference in writing down things, creating visual feedback. The movements from changing the perspective from one location to another were also perceived. One participant could state through one of her statements that the body has information that needs to be released to make sense of and get the benefits from other approaches.

#### 4.2.2 Static versus Dynamic

The participants linked the process to their work and life in the following statements. Because some of the participants were writers and visual artists, they handled the situation differently, contrasting between working with words and working with images. During the collage-making process, the participants discovered that the type of information they wanted to make visible required another medium, possibly using images instead. They assessed the significance of the images in their collage's concept, comparing what they had at that time and what they wanted in their process/life.

*Siv: So, it opens some energy flows, and it opens some spaces in one's self that you cannot open it in a verbal form, right?*

*Nanna: (I) got more things out than I could have managed and put it into words here (scheme).*



**Figure 4-6 Collage elaborated by Siv**

With ITC and collage experiences, it was also possible to compare the participant's processes and determine how they could differ. They could sense a link between the two tasks. One participant mentioned ITC as a more formal way to work, but the collage could also serve as a break to stop the flow of one process/information and begin another:

*Gerd: It was good to have these (going from scheme to collage)... you got a break from one thing (to another)*

*I felt that they complemented each other...*

Giving more details about the interaction between both processes, the participants shared that they perceived both different processes in terms of "energy":

*Geir: (The)scheme can be very static, and this (collage) becomes more dynamic...*

#### 4.2.3 Structure and novelty of the tasks

Some participants mentioned that the structure and framework of the collage were not clear, and it could provoke a reaction in potential clients:

*Geir: It seems a bit unstructured (about collage), ...and it was like ...I did not find it exciting, sort to speak, almost the opposite...*

*Gerd: I think you (need) to have a very clear framework so (that) they (the clients) do not get scared because it is pretty scary to do something like this if you are not used to do it.*

With the collage these participants mentioned the possibility that the structure of the collage (or lack of it) needs a more precise framework, especially with people not used to this type of activity. I want to emphasize something here that I think is important. All participants commented on the novelty of the task and the possible reactions that potential clients could have. The collage was perceived as an activity nearer to the artistic realm, and maybe participants' positive and negative preconceptions about their



ability can affect how they perceive the task and their performance on it. However, one participant could resume the general solution to this problem:

Nanna: *You have to be safe to feel free.*

In summary, in this subtheme, participants shared how they perceived the structure, especially the collage, and how it could affect their perception and performance during the session. Also, novelty and maybe the perceptions about what collage meant could influence the perception of logic in the coaching session structure.

In this theme and the different subthemes, the analysis allowed to explore what the participants put into action in the coaching session. They could analyze and differentiate between diverse methods and information they needed to synthesize to make sense of it (or not yet) and integrate it into their real life. In addition, they experienced certain kinds of uncertainty that revealed how they perceived the tasks and their performance. The following section will describe the themes and subthemes related to the coaching experience.

### 4.3 The experienced process

Participants could share their reactions after the process and during the follow-up interview. The goals that the participants brought to the session were related to situations that appeared at work and also affected their personal life, such as the order in physical spaces and administrative processes, healthy limits when hierarchies are present, holding and preconceptions about work and legacy, negative self-talk, and work planification and structure.

Following the analysis and extraction of the comments and considering a perspective from the general to the specific, the themes extracted from the participants' dialogs were: *previous information and expectations, experiences and consequences, and feedback*. Next, I will describe the themes and sub-themes with some interview excerpts.

#### 4.3.1 Previous information and expectations

Participants stated they were familiar with the information they worked on and elaborated, mainly on the Immunity to Change (ITC) process, but recognized that it was a new way to work with it. In other words, ITC brings to coaching information they had in mind, but they use another process to make sense of it in an original way.

During the process, it was possible to know the participants' expectations of the coaching session. For example, one of the participants was clear that he had prepared himself to take the most from the session. Some participants extern commentaries about the guidance in the collage, and they recommended that the coach need be more directive to make the process safer for participants. In this respect, asking participants about previous coaching or self-development activities was possible. It is fair to say that they all had experiences and opinions on how the session should be structured and conducted. Participants felt that it was positive to include some information, provided by written consent, that made them feel safe to handle what would appear during the session:

Siv: *But you communicated the formal framework of the scheme very well, so it felt safe. And I just felt it, and it was so easy to see what was coming up.*

A participant indicated that she evaluated her collage as not "nice" (making an aesthetic judgment about its appearance, revealing an expectation about her work), but it was practical instead, helping her to be in touch with her potential. Also, she mentioned:

Nanna: *I think almost for me then, it became even easier that I did not have to paint or draw. It was like I did not have to be good in any way. It had to be correct (to me).*

The participant understood how she needed to prioritize herself evaluate her resources, leave behind expectations about her performance, and resonate with her work. In general, the participants had some ideas about what the collage meant and some of its qualities that they found in progress. The participants recognized that they have already some preconceptions about the work. One of them said:

Idunn: (The collage) *So it was not so scary and difficult as I thought...*

One participant recognized that she could be prejudiced about collage since she is a visual artist. However, these preconceptions could affect her performance since she did not need to strive to be creative and admitted that the task was unimportant. The same participant shared that the scenario in which the process took place was more for an interview, preventing one from visualizing herself in a coaching session, and as a result, it took time to immerse herself in a meditative mood.

Aside from the activities' requirements, these comments refer to the participants' perspectives and viewpoints and their role in their perception and performance in the session.

#### 4.3.2 Experiences and Consequences

In their words, the ITC helped to take participants' information from their problems and goals. The following fragments can be interpreted as participants underwent an analytical process that allowed them to connect familiar information with a new one, finding a sense of logic and coherence in their experience during the session. One participant had a similar effect but with meditation.

Siv: *Meditation, for me, it had great importance in that it is clear to land and get properly grounded and get clarity.*

This statement helps to understand how this participant came to a similar ITC result with another method, connecting with the present moment and her inner state to gain clarity after the initial meditation. However, one participant could make a difference during the process:

Geir: *That meditation allowed me to think much more clearly...*

(About focusing) *I got no physical signs of anything...*

It is essential to distinguish something in these two statements. The first meditation and the Focused exercise were perceived as two distinct activities that required different use of the body and attention. As a result, different ways of experiencing the tasks may be possible (see Appendix 4), as the participant stated.

Two participants could explore their reactions to the collage and shared the following statements:

Idunn: *I felt like it was pretty free, but maybe (this is why) that is what is scary then...*

*And I had to trust my intuition in a different way. And just take it as it comes.*

*Nanna: But (with) the collage, (I) was freer, so standing on it was what I wanted to do, to do (it) right. So there was something intuitive about it that hit me...*

These comments indicate the reaction of the participants, the type of data they were processing, and how they needed to handle it to complete the task. In this way, two participants added:

*Trud:...when you are under pressure (for) to be more spontaneous, you become more direct.*

*Siv:... you grab what comes up when you see the materials and then do not analyze anything more before you do things, actually ...*

*...to have so little time that you have to do the first thing that comes into your mind...*

The new information explained external factors, such as the time required for the task and materials, and their influence on their perception of handling the information.

In the comments mainly from the follow-up interviews, the participants shared some perceived consequences or results of the process. For example, most of the participants reported that they were tired after the process. Also, some participants came into contact with uncomfortable feelings about what they found, but at the same time, positive feelings and sensations for having the opportunity to access this information. She added:

*Idunn: I got a new insight... and it was sad to hear. Is it that bad? ... but then I thought later: so good that I could hear that. Then I can remove it, if you know what I mean...*

*Yes, it was like 10 kilos or 100 kilos were taken off my shoulders... I could breathe again. Seeing things more clearly...*

One participant shared that she gained more awareness of what is good for her, which she considered valuable, as "gold." Another participant said she got more energy at work and felt less stuck. She reported that one possible future consequence is that she can be better at reading situations, and finding reasonable solutions and communication methods can help her avoid conflicts. The other felt lighter in her body. Another said she felt more confident at work and in contact with herself.

Moreover, they could express another kind of reaction to the work achieved in the session. Most participants feel that they did an important job, which feels right, and one also said, "I placed a bit of myself in the collage." One stated that the session was a way to enjoy, not being pressed about being nice or accomplishing something. One more shared:

*Gerd: I think it is very healthy for all people to have experienced the existential.*

In summary, participants could share reflections on how they perceived the coaching session, possible results, and consequences that transcend to their real life. They also provided valuable feedback and positive comments about the activities and indirectly provided insights about their preferences, points of view, preconceptions, and cultural background, which I will describe in the next section.



### 4.3.3 Feedback

Participants could also discuss what could improve their experience during the session. For example, a participant was emphatic with the idea of having some previous information so that he could prepare himself for the session; he could share his preconceptions and his reactions about the presentation of the tasks and the materials, especially about the situation that he brings to the session:

*Geir: I was skeptical when you came up with the things here... Because (the collage's materials) may remind a lot of chaos and mess...*

The participants also mentioned the possibility of more ITC examples in Norwegian so that they could have more ideas on the information needed in the scheme.

Some participant comments addressed that the activities were not conducted as expected. So, for example, the word "collage" could create some misunderstanding about the process they were invited to join. Also, a participant addressed feeling skeptical about meditating and relaxed by command or how other people could feel intimidated to close their eyes for meditation if someone was in the room. One participant took one of these unclear situations right before starting her process and reflected that it did not matter in her overall results.

Another feedback that was addressed was the quantity of materials for collage. Meanwhile, some participants felt comfortable having various materials for their collage, while others felt the task was messy and overwhelming. When I tried to explore where these ideas came from, the participants named that maybe lack of order could mirror a problematic situation in their life; some preconceptions about their skill appeared, and task demands, for example, such as feeling the imperative of being creative to do the collage and use all the materials at once, emerged. Two of them mentioned that it is not usual to have a bunch of materials for doing something like a collage, but also having experience leading groups of children and adolescents in creative activities, they recommended reducing the possibilities and preventing a block in the participants. One participant explained why the selection of materials could affect creativity:

*Trud: ...To not have many choices. If you have limited means, you become even more creative.*



**Figure 4-7 Collage elaborated by Trud**

These declarations provide constructive information that reveals inconsistencies or something lacking in the coaching session. The accounts went from the structure of some activities to the prior knowledge of the participants, the instructions, and the material selection. It is also possible to get something about participants' preferences and how the process can be affected by the presentation of the activities, resulting in undesirable and unexpected outcomes. These accounts also uncover how participants perceived the information from the coaching session, made sense of it, and made a decision or statements about their mood or performance.

Participants also commented positively about the process, expressing how guidance and care can impact the coaching progression. Individuals also made some comments that provided insight into how others may perceive the coaching session they attended. For example, although some participants addressed that a lack of information can have a negative consequence in the session, some see the difficulties of giving too much information.

*Nanna: If you say too much in advance, people start thinking too much.*

Some comments also address that the process results can be based on people's preferences. For example, one participant added that having "freedom" in collage versus the step-by-step process by ITC can have different results that participants cannot see all at once. Therefore, it is crucial that the coach can provide an understanding of the whole process and adapt it when necessary. Also, around making something nice or esthetic, a participant mentioned the benefits of making contact with the creative side, but also she was emphatic that the task could make some participants feel vulnerable for their lack of experience in this kind of experience.

*Gerd: It is vulnerable if they (potential clients) are not used to sitting and staying on. That person will be concerned about (how) it should look (the collage)....no matter what you say because that is just how it is.*



**Figure 4-8 Collage elaborated by Gerd**

These comments can refer to how the participants can benefit from a comprehensible coaching session overview that can impact their understanding; also, it is possible to interpret it as an indirect way about what they wanted for themselves since the context around this particular comment gives a sense of continuity about what the participants meant.

In conclusion, the ITC process, based on the participants' comments, gives them time to think about things that most of them have been thinking about before, related to an actual problematic situation or goal. They got a logical and structured way of getting information and connecting the chunks to make sense of the process. Most of the participants talked about how it was not an easy process, but their reactions made them aware of their different responses and sensations that they were unaware of. The collage, on the other hand, was a process that, from the beginning, was loaded with preconceptions and did not feel so structured, but it could help them to evoke another kind of information from an inside source and take it as it came.

The following chapter provides theoretical insights into how the study's findings concerning the research question can be interpreted. The research question sought to investigate the feasibility of incorporating embodiment and art-based development and interventions into coaching activities related to the Immunity to Change (ITC) process. The goal was to increase self-awareness in adult development, assuming such integration would be possible.

# 5 Discussion

*"Show me emotional respect"* (Björk, Stonemilker, 2015)

In Chapter 4, I presented the findings of coaching sessions with Norwegian entrepreneurs that described various methods centered on the Immunity to Change (ITC) tool, such as embodiment, mindfulness, and a creative activity. The goal was to gather firsthand information and gain access to participants' experiences to answer the research question about articulating embodiment and art-based interventions in coaching activities related to the ITC process to aid in the adult development of self-awareness.

In this chapter, I want to connect the findings with the research theory to answer this question. For this, I will divide the text into two sections: first, I will explore the role of design in this study, contemplating the contribution of the diverse approaches that framed this research: participatory action research, embodiment, and art-based interventions.

In the second section, I will review every procedure and connect them with the themes and subthemes throughout the analysis. Finally, I will discuss the coaching session using the themes and subthemes reported.

## 5.1 Participatory Action Research (PAR) in coaching

My interest led me to investigate the potential benefits of a three-hour coaching session that employs various methods and generates different kinds of data. I wanted to create a process to put knowledge into action. This study aimed to thoroughly examine adult development in coaching from diverse perspectives using the methods described earlier. In addition, I wanted to dive into a more collaborative and intricate process that required innovative methodology and a design capable of capturing the phenomenon's complexity. Also, it was important to me to hold a dual profile of both researcher and coach in formation during the research to see how the participants experienced the process and provide information for their self-development at the same time. This condition of being responsible for the action and the research was valuable to get a complete overview of the whole process (Chein et al., 1948).

The Participatory Action Research (PAR) protocol made it possible to build a research structure that fits together with real-life problems and integrates participants' idiosyncrasies (Kindon et al., 2007). The participants could talk about problems they had considered important for their development. In other words, the design enabled a process that can be sensible to get the information of interest for the research.

Additionally, the action research approach allowed me to interact with the community I wanted to work on and see the different implications and limitations of the different levels of work as a researcher and coach needed to face. The results, in a way, can open the connection with the entrepreneurship communities to further research and, at the same time, generate valuable information that can influence the group in the future. Those are generally considered goals of action research approaches (Chein et al. 1948).

Since this project wanted to know how the participants experienced this process, PAR could serve by emphasizing their experiences and learning. In keeping with the qualitative approach that inspired this project, as a researcher, I intended to investigate how individuals make sense of their personal and social worlds (Smith & Osborn, 2015). Therefore, the research findings will be rooted in the actions and activities of the participants, connecting the study to its wholeness (Kindon et al., 2007).

This type of action research employed provided many possibilities for negotiation and collaboration while keeping to the study's criteria and goal and recognizing the participants' expertise in their own experiences concurrently. These decisions facilitated a collaborative process guided by the terms and perspectives of the participants, which is the focus of PAR (Kindon et al., 2007). Thus, the design employed in this thesis allowed me to extend my interest and existing knowledge and skills about coaching and adult development; it increased my understanding of the sample's features, challenges, and opportunity areas to construct a problem and a procedure to research. Action research is a growing movement that aims to broaden its scope by integrating various approaches to replicating real-life conditions and developing alternative models for generating transformational knowledge (Bradbury, 2015).

One of the valuable characteristics of PAR that made it viable to use in this project was that PAR balances the process with the products. Trying to articulate different methods and kinds of information, as a researcher, I wanted to improve all the processes by iteration, not only to ensure better quality in the information, that in this context, will provide a better understanding of the situation and future take-decisions process; but also, obtain data on which "skills, knowledge, and participants' capabilities are developed through the research experience" (Kindon et al., 2007, p. 13). The iterative process continued to analyze results, which reported which skills the participants could use during the coaching session. In this sense, like other Action Research approaches, PAR strongly emphasizes the role of learning, which can potentially empower individuals in various contexts (Kindon et al., 2007). This characteristic aligns with the principles of coaching in general, wherein a helpful relationship is established to support individuals in solving tasks based on their abilities and potential, fostering independence and reflective thinking.

By conceiving human beings as dynamic, reflective agents capable of self-change (Kindon et al., 2007), PAR enables the collaboration of theories and models as constructivist ones. In this study, creating a nurturing environment allowed individuals to construct their knowledge, acquire enough information, and go beyond their current level of understanding. This goal is consistent with the core principles of CDT coaching, which aims to facilitate growth and development by providing individuals with the necessary support and resources to expand their knowledge and capabilities. Ollis and Sproule (2007) add that a constructivist coaching model "embraces paradox within development; accepts the emergenic nature of development; the need to function with both interactive and anarchic pluralism as well as balance both chaos and order." (p. 2).

In summary, Participatory Action Research PAR gave the framework to a process sensitive to real-life problems and people, putting the researcher's resources into action. This specific action research emphasizes experiences and learning in the participants, so the design helped to articulate different activities that could report and generate such input.

### 5.1.1 Art-based interventions and embodiment

Even when the design of this project was not meant to respond to purely art-based or embodiment research, it is fair to say that the results showed some elements of this kind of inquiry.

Art-based interventions in this research utilized collage as an artistic process to facilitate coaching processes. Concerning the results, the participants were invited to adapt the collage-making to their needs and motivations. They were invited to play, imagine, and explore materials that could tell them something. By having in mind a perspective of the creator and researcher of their process, the perspective given by this kind of inquiry helped both participants and coach to navigate in "the interstices of multiple discourses where they set about to disrupt and interrogate the normative and assumed" (Holbrook & Pourchier, 2014, p. 755). The results showed that the participants could go across different materials and expression forms, and involve themselves in real presence during the collage process, asking themselves about their position in that process.

The participants reported that they could access another way to make sense of the information they got. Some of them could use the collage and the images that contained it as metaphors for their situation and test how to handle it. By creating a collage, the participants could use an art-related technique that helped to create "valuable ways of knowing and becoming" (Holbrook & Pourchier, 2014, p. 754). In this sense, Taylor and Ladkin (2009, as cited in Springborg & Ladkin, 2018) mentioned that one model of art-based interventions could be used as a projective technique that invites the participants to reflect and make having in mind the art creation process itself. When using these methods in training and personal development related to organizational transformation, the art-based interventions target the development of individual managers. Also, talking about learning, the methods have a place in constructivist interventions since they allow participants to explore and learn without rigid learning outcomes (Springborg & Ladkin, 2018, p. 533).

In this research, mindfulness and a Focusing-inspired activity contribute to an embodiment inquiry where the participants were invited to await the information that body, feelings, and emotions could bring. The participants reported using focused attention on the body for land and tune-in with the session's mood. Also, individuals were informed they could observe their reactions, or lack thereof, significantly when some information impacted their process. The action research methodology made it necessary to develop a mental framework and embodied skills, such as embracing an informed philosophic and epistemological positioning of the theme (Ladkin, 2008), identifying and designing a suitable method to collect data, and figuring out how the phenomenon will be explained. The expected results of this process are depth and coherence in the research process. In that sense, and according to Küpers (2013), the researcher is not isolated but also "embodied" from a Merleau-Pontyan ontology. As a result, "researchers are bodily involved in their context and produce insights or findings which are then expressed in so-called 'bodies' of texts" (p. 336). Experiential situated responses occur in research and researcher where both are affected by the situated existence of the other. The phenomenological perspective also allows researchers to investigate the traditional division between body and mind and how it may affect the research course.

In summary, the PAR approach helped construct a design where more profound knowledge about adult development was constructed collaboratively and based contextually. The information obtained during the research process is built exclusively on

the participant's experiences, and the conclusion has gone through different reflections and analyses from both participants and the researcher. The approaches contained in this thesis helped to operate in diverse discourses, elements, and inquiries to foster personal growth that, in the best cases, can affect the group. I will discuss the procedures' results in detail in the next section.

## 5.2 Results discussion

In this section, I will connect the theory of each procedure used with the results of the analysis of the participants. Considering the various themes and subthemes, I will divide this section into the procedures used and then discuss the coaching session data separately. The results showed that tracking which cognitive skills the participants put on during the coaching session is possible. They could also distinguish the difference between the information they generated. During the session, the participants said they could have time to make contact with meaningful information and elicited the information that resonated with them. They did it using different processes and activities.

### 5.2.1 Initial meditation

During the initial meditation, for example, the participants were guided to be selective about where they used their attention. They could send it to their breath, body, or surroundings. The immediate aim was to land the participants in the session and synchronize with the coach by paying close attention to the present moment with a neutral, friendly, and curious attitude. Also, the overall objective was to translate this attitude into the session. It was expected that participants would uncover information that can be uncomfortable to know, and it was important from the coaching perspective to maintain calm for the participant to have a good disposition to work with. For example, Geir could distinguish between the different guided meditations. The first meditation helped him to think clearly. The attention exercise was cultivated to feel present awareness. Kabat-Zinn (2003) describes mindfulness as a human capacity that has recently taken root in the West. The participants' opinions about adopting mindfulness in a coaching session may differ, but it is safe to say that they do not give it the same amount of input as with the Immunity to Change approach. A plausible explanation is that some participants do not have experience with a prior mindfulness routine. Mindfulness can be described as a skill near to an art form that needs to be developed over time with regular practice all the time (Kabat-Zinn, 2003).

### 5.2.2 Immunity to Change (ITC)

One of the requirements of the immunity to Change process (ITC) was that individuals selected goals that they considered necessary for their development and unrelated to technical skills acquisition. The instructions were clear about which features must be filled in (see Appendix 4). Afterward, the participants needed to analyze which behaviors were against their goal. This was the first step to connect the information in a specific direction and combine general ideas (as the goal) with specific and concrete information.

Føledeord/mål	DETTE GJØR JEG / GJØR JEG IKKE	FØLELSER	Stor Antakelse / Opplevd erfaring
Observere og analysere raske endringer for jeg bedriver handling	1. Stille åpne spør. x til de som deltar 2. Uttale meg først 3. Repetere mål x og verdier i starten av prosessen 4. Forholde meg x passiv 5. Delegere prosessen 6. Legge til rette x for deltakelse. (sem-cake) 7. Plassere/delegere x ansvar mellom firm i prosessen. x til å observere	Sinne Frustrasjon Malt esløshet stjulte følelser Beholde ro og kontroll på overflaten Gi inntrykk av å ha oversikt Tvinge fram underkastelse. Følelser meg til å ikke si hva jeg mener (usikkert i utviklingsprosesser)	<del>Delegere prosessen</del> Delegere familien Lage upro Overta styring Shade andre og meg selv. Arbeide med forberedelse i forkant Si nei til å få prosessen i forkant Si nei til å være forkant Arbeide med i gang
Åpne for innspill fra kollegaer på strategiske endringer			
Halde fast ved hovedmål når behov for plutselige endringer oppstår i en prosess. Jeg forplikter meg			

Figure 5-1 ITC scheme from Siv

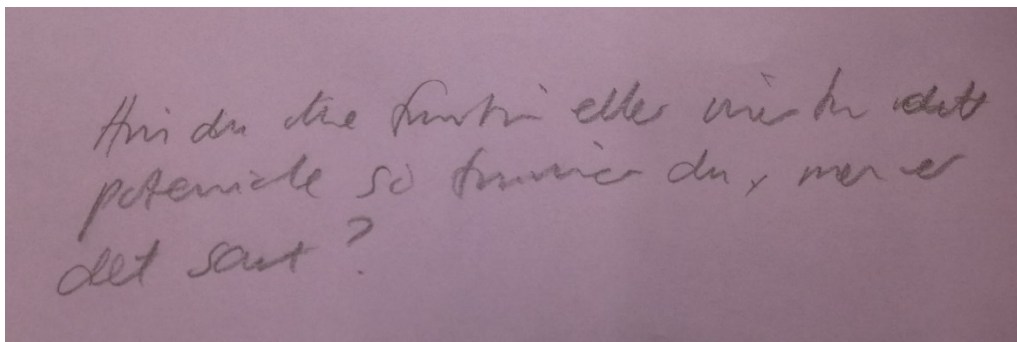
Participants characterized the ITC process in detail as a systematic and analytic procedure that prompts a pause to reflect on their condition concerning the identified goal. This pause can promote a stronger connection with oneself and positively impact change motivation. In addition, the participants could observe how their hidden commitments and assumptions did not always match reality. This type of feedback from real life has resulted in more profound and complete information that resonates with each individual. The problematic situation was clearer and more concrete as a result. The participants reported that ITC was also a helpful tool because of its structure, which "was a nice step-by-step project," as Trud named it.

Participants also indicated that the procedure made contacting and connecting this helpful information easier with the new one generated during the session. Because they only had limited time to work, the participants had to be as spontaneous as possible. A logical and consistent ITC method was required to provide them with a framework for safety to explore what was coming. The ITC process may elicit additional evidence of feelings, emotions, and sensations during the coaching session, as the process assisted in obtaining more information to understand better how people think and how this mindset might support or hinder their goal. Gerd noted that one of her hidden commitments was in the "back of her head," implying that she needs to be aware of it, especially in difficult situations. Also, participants reported contact with contradictory information. For example, Idunn reported that her new insight was "sad to hear," but after reflecting, she thought it was good to know where the problem was so she could fix it. These paradoxes manifested in the form of not understanding the knowledge when it was elicited or even not knowing what to do with it. Idunn realized that being aware was valuable in and of itself. This awareness process extended to observing how others can handle similar situations. Initially, the participants were advised not to change their behaviors because the ITC would reveal a more profound process. They then charted the



assumptions and beliefs supporting their current behavior and analyzed how the first ones could obstruct their intended outcome. According to the theory, humans shape the world via contact and interpretation (Berger & Fitzgerald, 2002). In other words, instead of taking hasty action, they needed to reflect more.

The participants were encouraged to personalize the process. The results showed that some participants used the collage and scheme differentially. For example, Idunn used the scheme as a kind of check-in on their situation on the session day. In that sense, the ITC allowed the exploration of discrepancies between the participants' current behaviors and intended goals (Markus, 2016). The coaching based on this tool helped to see their assumptions or "cognitive patterns that give rise to these discrepancies" (Markus, 2016, p. 216). The participants made sense of their process by having the time to reflect on the information needed and returned to the scheme repeatedly, but especially to themselves, to write down information. In a way, the participants got concrete visual feedback, which formed a method that helped generate information and repeatedly return to their goals.



**Figure 5-2 Phrase elaborated by Nanna.**

"Hvis du ikke framstår eller viser du ditt potensiale så forsvinner du, men er det sant?"/ "If you do not stand out or show your potential, you disappear, but is that true?."

Finding the assumptions can allow the creation of both a short- and long-term view, where the clients will get support in reaching their goals, but at the same time, they get tools to be competent in their future professional and personal life (Flaherty, 2022).

It is possible to say that the coach using the ITC can witness changes in evaluation, observation, feedback, and communication skills. With a developmental theory, it is expected to try to understand how to evolve the mindset and construct the meaning-making process *in vivo*. The coach's experience, appropriate support, and challenges may accelerate development by allowing critical reflection on assumptions (Mezirow, 1998, as cited in Pinkavova) and transformational learning.

In this sense, awareness of these skills in coaching settings is essential. Skills development can have tangible to work with by creating a sense of control, and the progress can empower the clients by experiencing how the information can work for them and not being held by it. It can be an example of being transformed by learning. Hovin (2012) states that coaching based on consciousness structures should promote awareness. As a result, awareness-based coaching helps to make the clients' way of knowing visible, increasing their mind complexity (Jordan, 2002).

### 5.2.3 Focusing and bodily responses

The participants, having the time to reflect on the information needed, also returned to the scheme repeatedly, but especially to themselves, to write down information that makes sense to their process. Mindfulness and Focusing- inspired meditation could have the same purpose and result.

The Focusing-inspired meditation was a task that required participants to make contact with their bodies and receive information that could contradict their chosen goal. The meditation invited them to pause and try to sense rather than define their feelings. The participant's reports do not give detailed information about how the participants solved or made sense of this exercise, but the information they got from the visualization, helps to infer that meditation could work to access a more profound layer of the participant's experience. Nanna reported that during the meditation, she felt something like grief, something touching.

Similarly to the ITC process, in the Focusing activity, it was asked to take a pause. In this case, it was a pause from interpreting the reactions after a visualization. When Idunn stated, "...*The body knows a lot of information*", she agreed with Gendling (2007). This author adds that most information is unavailable to consciousness. Focusing could help process feelings like grief and fear by experiencing them as they come, giving time to the body to respond and give a sense to those feelings.

Regarding bodily reactions, the participants said they got material from the body, emotions, and feelings during the process. However, the reflections went further, and individuals made contact with how they interacted with this information. They could observe their reactions to emotions and feelings. In other words, the participants could recognize their interaction with themselves and their surroundings and be aware of their reactions. For example, Gerd interpreted feelings as something scary, and she tried not to intellectualize them. So she identified how she typically responds in certain circumstances that she interpreted as scary. Coaching can get benefits from this kind of information. For example, Jackson (2016) states that somatic coaching could integrate the physical and psychological experience, unifying the "space in which humans act, perceive, think, feel, sense, express emotions and moods and live their spiritual longing." (p. 260).

The physical act of writing things down assisted participants in decluttering their minds and connecting new and old information. The scheme provided a clear and concrete visual input, verifying what was happening in their heads. Geir said that the scheme was a way to connect information and that writing down the process makes it more "concrete," as Idunn noted. Moving from one location to another may also "divide" the tasks and influence them differently. The shifting location functioned as a physical metaphor for the change of tasks. Because it was established in the technique, it may be considered redundant that the individuals experienced two distinct tasks. They could, however, "feel" "an effect," as Siv said.

### 5.2.4 Collage

Collage could give more freedom to the participants to use visual metaphors, exert their freedom using their intuition, and make symbolic changes that could impact their real life and, as a result, see with new eyes the familiar (Watts, 2023). During collage-making, participants realized that images might be better for displaying their desired information. They compared their collage's images to their process/life goals.

Some participants said the collage's structure and framework were unclear and could upset potential clients. These participants suggested that the collage's structure (or lack thereof) needs a more precise framework, especially for newcomers. I want to stress something important. All participants noted the task's novelty and potential client reactions. The collage was perceived as more artistic, and participants' positive and negative preconceptions about their ability may affect how they perceive and perform the task.

One participant, Nanna, performed some modifications on her collage. She planned the work as a triptych: the present situation at the left, the desired outcome at the center, and the future and expectations at the right. In the first modification, she used the elements at hand. In the second one, among other things, she "folded" the collage in three, leaving the central part uncovered. In this respect, Holbrook & Pouchier (2014) mentioned the Deleuzian concept of the fold, which refer to the multiple perspectives that folding can create on the multiple selves that people contain. They also mentioned the possibility of understanding the folding/unfolding and even refolding as a continual process that creates divergent insights that actualize the world's perception. The participant also named that she had examined her collage, indicating that it was not "nice" (making an aesthetic judgment about its appearance) but rather "practical." Reflecting on this and considering the goal of collage, Nanna recognized the need to prioritize herself, evaluate her resources, let go of performance expectations, and connect with her work.

The collage functioned to be free to discover solutions to existing problems, enable respectful discussion, convey ideas quickly, and understand the information in other formats (Watts, 2023). These essential behaviors influence to excel performance and generate ways for personal and professional development.

### 5.2.5 Overall process

Even when the scheme had a structure that followed the process stated by Kegan and Lahey (2009), with the collage insertion, it was possible to be creative in connecting both processes. It is necessary to say that the participants were encouraged to appropriate the process during the session. Idunn said the scheme was a kind of mapping about how she was then. The collage symbolized to her the future to reach. Nanna modified her collage when she needed to do it. Given the session context, it is fair to say that the intervention was related to the participant's desire to change. Geir used the collage to summarize, and the image was a metaphor for the situation he wanted to change.

After the session, the participants described the process as "brain-demanding." Moreover, it is not a surprise since the participants connected information as an important goal for their future development. It is possible to say that the methods used were sensible enough to retrieve key information for coaching.

Some participants found information that helped them to develop or apply the skill to observe themselves from the outside and observe others in a similar situation the individuals reported.

The reflections the participants elaborated on during the coaching session can be decoded differently. Some assumptions about themselves and the world and ideas about identification can be forms of self-protection, preventing people from progressing. These assumptions can distort reality by restricting, narrowing, or lacking perspective about new ways to help integrate experience (Markus, 2016). In this sense, the participants

expressed how the ITC gave a structured way to work with their problematic situations. One participant could explain in more detail how with the ITC, she could return to her goals in the scheme, having a sense of continuity and congruence with the information obtained. It is important to say that the participants could also perceive that structure with the feelings and emotions resulting from the processes.

In that sense, the process helped the participants reflect on how their life, including their work, could connect positively or negatively with the coaching session. One of them clearly could mirror his problem with allocating the materials, creating an adverse reaction. Another participant could reflect on how images could give more details about her situation as a writer. One could reflect that preconceptions about collage could prevent her from taking the task more seriously as a visual artist. Another artist shared the concern of exposing people that it is not used to visual activities and proposing a clear frame to avoid hurting the client's sensibility. The participants linked the process to their work and life. Because some participants were writers and visual artists, they handled the situation differently and could even contrast working with words and images.

They could sense a link between the two tasks. Siv mentioned ITC as a more formal way to work, but the collage could also serve as a break to stop the flow of one process/information and begin another. The scheme's statism and the collage's dynamism were perceived as different energy.

### 5.3 The experienced process

During the coaching session, participants could connect their process to real-life situations such as physical space and administrative processes, healthy limits when hierarchies are present, beliefs and preconceptions about work and legacy, negative self-talk, and work planification and structures. In most cases, participants discussed how these issues affect their work and personal lives. Werthes et al. (2016) stated that "the boundaries between work and personal life can blur" (p. 293) among entrepreneurs in creative industries. Recognizing and working with this pattern, developing auto observation when clients do well or poorly, and changing their efforts can be positive coaching results (Flaherty, 2022, p. 5).

During the session, the participants shared their expectations, previous experiences, and opinions on how the meeting should be structured and conducted. This information is important in a coaching setting. It helps the coach identify the level of motivation and the expectations of the process that need to be aligned to create a supportive relationship to work. The participants' preferences about coaching can help the coach be aware of the possible impacts of the interventions or methods. How the collage was presented during the session generated suspicions at different levels among the participants. Open communication between the parties by sharing concerns, preferences, and negative feedback was important to the improvement process. Also, knowing the processes that can affect the clients could prevent undesirable and unexpected outcomes. Here it is important to talk about the coaching relationship. Establishing a mutual trustworthy, respectful commitment with the clients about their development and free self-expression is foundational in coaching (Flaherty, 2022, p. 40). However, the session was meant to balance supporting the participants' process and simultaneously challenging them by creating an adaptative framework that impacts how they conceive

themselves and understand their world, providing an understandable overview and committing to helping them develop their skills.

In this sense, it is essential to remember the goal behind ITC: to track conscious and unconscious motivations and restraints behind the change. In this session, participants used the ITC tool to test and challenge these underlying assumptions and beliefs and take action toward their desired outcome following their values and commitments. Increasing challenges and opportunities in professional and personal life and improving people's capabilities through self-development programs has become popular. The results perceived by participants also can confirm this popularity. The participants reported getting "golden" information since it was necessary for their development. They could even feel lighter in their body, with more energy and a feeling of being less stuck. They could see the benefits of pausing to read the situations better, generate solutions and avoid conflicts. One of them felt more confident and with more contact with herself.

The results around the development in mindfulness competence helped to lead to a holding shift about the inner states, having more curiosity about them, contributing to more acceptance and empathy (McLeod, 2019, p. 131).

As a part of the results, the participants reported that my role as coach was instrumental in creating a supportive and safe environment for participants to engage in an introspective exploration.

This chapter was intended to reflect how the study design in participatory action research, embodiment, and art-based approaches could aid in articulating varied methodologies in an adult development coaching session. I can conclude that the design framed a process responsive to real-life situations and individuals using the researcher's resources. Because this particular action research focuses on the participants' experiences and learning, the design assisted in articulating various actions that may report and generate such feedback. The second section reviewed each procedure and connected them with the themes and subthemes throughout the analysis. Also, I dedicated a section to retrieving the coaching session information reported by the participants.

In the next chapter, I will discuss to which extent the research question was answered, the limitations of the results, future implications for the practice, and my experience as a researcher.

## 6 Conclusion

"I can see the darkness in me, and it's quite amazing" (Flying Lotus and K. Lamar, *Never Catch Me*, 2014)

The goal of this study was to connect various methods for increasing self-awareness. This thesis explores how it can *articulate embodiment and art-based interventions and research methods in coaching activities related to the Immunity to Change (ITC) process to help increase self-awareness in adult development*. A coaching session with six entrepreneurs of creative businesses based in Trøndelag was conducted. In this chapter, I will summarize the highlights of the process by naming the results and possible contributions of this project to the field. Some limitations and future implications for the practice will be explored. I will conclude this chapter by giving some words about my research experience.

The coaching sessions were designed to address the research question, and the results support the hypothesis that it is possible to integrate cognitive, creative, and embodied processes to raise participants' self-awareness in a self-development setting. The nature of the structured session became developmental since the participants were intentionally exposed to diverse challenges that helped identify, name, and overcome their developmental barriers in a non-judgemental and supportive environment.

On one side, by scrutinizing the Participatory Action Research (PAR) design and the integration of diverse strategies within an adult development process, it can be asserted that such articulation was achieved by holding an overall theoretical consistency that recognizes the knowledge's emergent and developmental nature and fosters collaborative and reflective meaning-making practices. Moreover, the findings indicated that participants perceived the various procedures as mutually reinforcing, recognizing their valuable individual contributions in facilitating the coaching experience and providing them with deeper insights. Accordingly, PAR facilitated the study of a complex problem as self-awareness-based coaching, put collaborative knowledge into action, balancing product and process, and positively impacted both entrepreneurs and me as a researcher and coach in formation.

In this regard, the PAR framework aided in developing my research and coaching skills. During the investigation, I could actively apply my background and resources, employing them reflectively on theory and practice in an iterative way. Working hand in hand with participants and being an inside witness to the evolving nature of the mind was one of the most nurturing moments I had as a professional during this project.

On the other side, the results show that coaching was comprehensive and sensitive enough to embrace the personal and professional aspects of the participants, who were involved in an integrated process that helped them to experience a shift in their meaning-making processes. During the coaching session, participants could connect their process to real-life situations such as physical space and administrative processes, healthy limits when hierarchies are present, beliefs and preconceptions about work and legacy, negative self-talk, and work planification and structures. Based on the participants' remarks, the ITC process, which was the core of all the sessions, allows them to think about topics that most of them have considered and were crucial for an

actual complex scenario or goal. They developed a logical and coherent approach to gathering and integrating information to make sense of their process.

The participants could intentionally increase their body and emotional awareness by getting modeling neutral and empathetic attention to their reactions through mindfulness and a Focusing-inspired meditation. Most participants stated it was not an easy process, but their emotional and embodied responses helped them understand its role in their human experience.

Finally, the collage was a process laden with preconceptions from the start and did not feel as structured as it must be; but it may have enabled them to create and mediate knowledge from an internal source and absorb it as it came, resulting in creative ways to explore and respond to challenging situations.

Additionally, the participants could share reflections on how they perceived the coaching session, possible results, and consequences that transcend their real life. They also provided valuable feedback and positive comments about the activities and indirectly provided insights about their preferences, points of view, preconceptions, and background.

It is not possible to state to which extent the diverse activities and methods impacted participants' self-awareness. Activities evaluation was beyond the research scope. Nevertheless, the participants actively encountered activities that helped them observe themselves and the world with curiosity, neutrality, and friendly distance. The whole method also encourages openness to their emergent sense-making processes by observing and reflecting on their understanding structures developed in the scheme and collage. The results show that the different activities contributed to developing focus, evaluation, communication, and feedback skills to understand better participants' inner states, their impact on themselves, and how they contact the world. Also, through the different activities conveyed in the procedure, participants could broaden their representation repertoire by using different methods to handle a challenging situation.

Following Constructive-Developmental Theory (CDT), self-awareness can be characterized by the subject-object process. In the ITC process, the subject-object process is foundational. In this context, this process enables the individuals to "see" elements that can conform to them unnoticeably and without control. When this information becomes an "object," the individuals can handle it, take responsibility, and see how that information affects them. Developing a new subject/object balance is pivoting to get a more complex and differentiated meaning-making, giving a more detailed and developed understanding of reality (Markus, 2016). The information individuals got during the process was contained in their bodies and products, such as the collage and the ITC scheme. They experienced a process where they could adapt and modify such products when needed.

## 6.1 Thesis contributions

One of the main contributions of this project is the design itself, which included an action research approach that framed a collaborative and responsive process that integrates research tools to gather and process participants' experiences actively. As a part of the qualitative tradition, the design combined action and reflection iteratively and cohesively

integrated tools from different epistemological backgrounds like cognitive, art-based, and embodiment inquiries.

Another contribution is that the results showed that it is possible to integrate mindfulness meditation, the ITC process, a Focusing-inspired meditation, and elaborating a collage in a context-based procedure. The results of the coaching session show that the participant dynamically engaged in activities promoting their development. They elicited information and cumulated experience that broadened their cognitive repertoire by experiencing, identifying, and having words to what they were experimented with. As a researcher, the themes and subthemes allowed me to explore what the participants did during the coaching session. They could examine and discern between various approaches and information that they needed to synthesize to make sense of it (or not) and integrate it into their daily lives. Furthermore, they experienced various types of uncertainty, which revealed how they evaluated the tasks and their performance.

As a resume, development from a constructive and developmental perspective is intended to be a continuous process beyond everyday activities, resulting in qualitative changes in how individuals perceive and comprehend the world (Barbuto JR et al., 2012), as they were perceived in the results of this research.

## 6.2 Limitations

This research comes with valuable theoretical and empirical evidence about the adult development of entrepreneurs. However, this study also presents several limitations that are important to mention. The most feasible is that the procedure designed for research purposes can not be considered a typical coaching session. One of the reasons for this is the short time employed when a coaching process is meant to be longer. So, essential activities that must take longer time and preparation, such as coaching framing, warm-up conversations, and establishing the coaching relationship, took just some minutes in this research. As the results showed, having time to know the client and explain the coaching orientation in sufficient detail can prevent uncomfortable experiences and unexpected outcomes.

Considering the participants' responses to the collage task ranged from novelty to a perceived lack of structure, it became crucial to invest sufficient time in establishing a solid coaching relationship. It is essential to communicate openly and explicitly about the activity's goals and emphasize the participants' agency in adapting the task according to their preferences. Furthermore, allocating additional time for discussing preconceptions and addressing any fears associated with the task could enhance clients' confidence in the coaching process. By providing a supportive and understanding environment, coaches can empower clients to embrace the collage task more readily and fully engage in the process.

Given the nature of this research, which aimed to capture the participants' lived experiences during the session, it was not feasible to directly challenge their assumptions and preconceptions empathetically. This limitation restricted the balance between the support and challenge I wanted to acquire in the coaching session.

One notable limitation during the session was managing a substantial amount of information concurrently. While an experienced coach may benefit from this situation, potentially overlooking valuable information is risky for novel coaches and researchers.



Triangulation is recommended as a strategy to enhance the quality of the process. For instance, extending the session over multiple days and incorporating various sources of information, such as observers and a co-coach, can provide valuable insights and help to validate the diverse inputs. I suggest Ollis & Sproule (2007) see this process in more detail.

### 6.3 Future implications for practice

One significant implication for future research and practice is exploring information retrieved from the results, as the sample needs and challenges in depth. The research in these groups can provide helpful information on how awareness can be related to their situation and develop strategies for enhancing their well-being.

Another potential implication for further exploration and integration of the combined tools used in coaching is balancing the art-based method and embodiment approaches. The findings of this study suggest that integrating these elements holds promise in enhancing the effectiveness and depth of coaching interventions. Further research could explore how art-based methods and embodiment practices contribute to self-awareness and personal growth. By investigating the synergistic effects of these approaches, researchers can uncover additional insights into how they can be effectively utilized in coaching contexts.

A further suggestion for future investigations is to employ a mixed-methods approach that combines quantitative research with the current explorative study aiming to articulate diverse methods in adult development coaching. By integrating quantitative research, researchers can explore different discourses and frameworks while generating valuable insights into the methods used and their interconnections. This mixed-methods approach would provide a more comprehensive understanding of the research topic, allowing for a more nuanced and holistic exploration of the relationships between the methods and their effects on adult development.

### 6.4 My journey as a researcher

My master's thesis experience has profoundly fueled personal growth and intellectual exploration. As a student, I relished delving deeply into my curiosity and applying what I had learned during my master's program. I saw the significance of respecting myself as a developing professional and cultivating contacts that aided my research objectives. My goal was to excel, push the boundaries of my talents, and be a compassionate leader committed to making a positive difference in people's lives. I am glad to report that the findings of this study exceeded my expectations, leaving me delighted and fulfilled with the results obtained. This experience has empowered me as a researcher and inspired me to continue making significant contributions to the field, producing a positive ripple effect in the lives of individuals and communities.



**Figure 6-1 My action research tools' case and backpack**

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# Appendices

**Appendix 1:** Materials

**Appendix 2:** Procedure's draft (English)

**Appendix 3:** Participant's consent

**Appendix 4:** Final procedure

**Appendix 5:** Immunity to change scheme blank

**Appendix 6:** Immunity to change process and filled example provided by Jonathan Reams (2011)

**Appendix 7:** Immunity to change scheme filled by participant Trud

**Appendix 8:** SIKT approval for the ethical treatment of personal information



## **Appendix 1: Materials**

Paper, scissors, glue, acrylic painting, cutter, tape, old magazines and images, pastel colors, chair, table, pen, pencil, and sheets were used in the process related to work with collage and the ITC-scheme.

A clock, a manual recorder, mobile telephone with Dictafon application was needed.

Candies, water, coffee/tea, cookies, fruit.

## **Appendix 2:** Procedure's draft (English)

**MATERIALS:** Paper, scissors, glue, acrylic painting, cutter, tape, old magazines and papers, pastel colors, ITC scheme, chair, table, pen, pencil, sheets.

*General instructions:* Thank you for participating in this research about combining creative methods with coaching to develop adults. There is no right or wrong way to do these exercises.

### **PROCESS 1**

#### **MEDITATION – SHORT PROGRESSIVE MUSCLE RELAXATION**

*Instructions:* Close your eyes if it feels right for you. If you feel comfortable with your eyes open, it is ok too. Just try to focus your gaze on one point near you. The invitation here is to start creating a space for yourself. You are arriving at a relatively quiet space. If it is more comfortable, you can sit or lie down, and when you are ready, try to bring your attention to your breathing. Knowing that thoughts and noises are coming in is part of the moment. So you do not need to fight them or push them away. The process here is to be aware and conscious of your breath (*1-2 minutes to focus on breathing*). Try to contact the rhythm of your breathing and, simultaneously, open your attention to the body. You can adjust or change your posture to feel more comfortable and relaxed. Give some pause between inhaling or exhaling and notice what is happening there. Again, the noises and thoughts are part of the process, so you give them a place for curiosity and gentle contemplation. Next, we will provide some place for the body.

You will begin with the feet. Your right foot and your left foot are in touch with the floor. Next, you will move upward to your knees. You will send attention to your knees and contact the sensations around them. Next, you will move up and get the legs. Notice the sensations and how your butt reaches the chair surface or floor. You can sense any sense or smell as part of the process.

Meanwhile, you send your attention to the sensations from the legs, and you will have aside and take care of the breathing. If you have problems focusing on the parts of your body, gently come back to breathing. Feel the support of the chair and contact your position. Feel free to adjust to your position to feel more comfortable if you need it. When you make the necessary adjustments to your position, you will send your attention to your stomach. Then you will go up and contact your chest and shoulders. Lastly, we will focus on the face and head as a whole. You are feeling the temperature and its sensations. Take four large breaths. We will welcome now to our movements and gently open our eyes. (END).

## PROCESS 2

### ITC

**How to present the process:** When motivated to achieve a goal, we must have a plan. But even with a clear goal, strategy, and understanding of what needs to be done, we can still encounter obstacles that prevent us from taking action. If you struggle to make progress, even though you know the goal is essential to you, it may be time to consider the concept of "immunity to change."

This concept has been researched and applied globally and is designed to help individuals understand the hidden forces holding them back from stepping outside their comfort zone. The process aims to uncover these invisible obstacles and equip individuals with the tools to manage them.

By exploring your immunity to change, you can gain insight into what may hinder your progress and identify these obstacles.

Instructions:

#### FIRST COLUMN

You have a scheme that has four columns and two lines. You will start with the first column from the left. In the first line, you will write the title "improvement goal." Then, in the same column in line two, you will write a goal or something you want to change. This goal needs to meet some criteria:

- It is something true for you
- This goal implicates you; I mean that it is your responsibility
- It is a goal that gives room for improvement
- It is something significantly related to your work or your personal live

You will write the initial sentence: "I commit to... and then the goal in an affirmative way. I mean, you will write what you want to become. **You will have 5 minutes.**

## SECOND COLUMN

In the second column, as a title, you will write Do/not doing instead, and the idea is that you will write an inventory of behaviors that respond to this question: What do you do and don't do that work against that goal you are named to yourself? Again, you need to be as concrete as possible **You will have 10 minutes.**

Remember to tell the participant that it is better not to try to resolve yes and wait to develop more.

## THIRD COLUMN

### PROCESS 3

#### FOCUSING + WORRY BOX

**Time: 20 minutes-30 minutes**

This meditation is based entirely on the "inner act" from Gendlin's "Focusing" approach (1981) p. 49-74.

- 1. Clearing a space:** Find an unfamiliar but physically comfortable place. Return to the second column and select one behavior you want to change. Next, I will ask you to be quiet and to yourself. You can close your eyes if it is comfortable. Now pay attention to your body and breath inside. Unwind. Return to the behavior you want to change and imagine yourself doing the opposite. Check what is happening by imagining it. Ask yourself, "What is my main concern right now?" Let the answers come slowly from this body sensing. Then, when some concern comes, DO NOT GO INSIDE IT. Stand back, and say, "Yes, that is there. I can feel that, there." Let there be a little space between you and that. Then ask what else you feel. Wait again, and sense. Usually, there are several things. Why do I feel like this right now?
- 2. Felt sense.** From among what came, select one personal issue to focus on. DO NOT GO INSIDE IT. Stand back from it, But you can feel all these things together. Pay attention there where you usually feel something, and you can understand what. Let yourself feel the unclear definition of all of that. Just let it exist in its way. What does all that feel like?
- 3. Handle.** What is the quality of this unclear felt sense? Let a word, phrase, or image emerge that helps you name the worry or fear. It might be a quality word, like tight, sticky, scary, stuck, heavy, jumpy, or a phrase or an image. Stay with the quality of the felt sense till something fits it just right.
- 4. Resonating.** Go back and forth between the felt sense and the word (phrase or image). Check how they resonate with each other. See if a little bodily signal lets you know there is a fit. To do it, you have to have the felt sense there again and the word. Let the felt sense change, if it does, and also the word or picture, until they feel right in capturing the quality of the felt sense.
- 5. Asking Now:** What about this whole problem makes this quality (which you have just named or pictured)?

Make sure the quality is sensed again, freshly, vividly (not just remembered from before). Then, when it is here again, tap it, touch it, be with it, asking, "What makes the whole problem so ?" Alternatively, you ask, "What is in this sense?" If you get a quick answer without a shift in the felt sense, just let that kind of answer go by. Then, return your attention to your body and find the felt sense again. Then ask it again. Be with the felt sense until something comes with a shift, a slight "give," or release.

- 6. Receiving** Receive whatever comes with a shift in a friendly way. Stay with it for a while, even if it is only a slight release. Whatever comes, this is only one shift. You will probably continue after a while but stay here for a few moments.

When you feel more in touch with your body, I will ask you to remember those emotions, feelings, and sensations and write them down in the worry box. I want to ask you: did it come as an image or a color? Does it come now? Write this input down also. **You have 5 minutes.**

Ask the client about working with another behavior if it is possible.

The idea behind the immunity to change is that we do not merely have these fears; we sensibly, even artfully, protect ourselves from them. We create ways of dealing with the anxiety these fears provoke. We are not only afraid; we take action to combat our fears. We defend ourselves from what terrifies us. We are actively (but not necessarily consciously) committed to making sure the things we are afraid of do not happen.

After Focusing, the participant will write the competing commitments. Every one of these commitments will help you not be had by the things you feared the most.

I will give an example. If I wrote in my worry box that I am worried/afraid that if I put boundaries on people, I look stupid, I would write the commitment as "I am committed to not feeling stupid." As you see, you will use the same sentence, "I am committed to...." **You will have 10 minutes.**

#### FOURTH COLUMN

In the last column, you will write "Big assumptions." The most reliable route to ultimately disrupting the immune system begins by identifying the core assumptions that sustain it. We use the concept of significant assumptions to signal that there are some ways we understand ourselves and the world (and the relationship between the world and ourselves) that we do not see as mental constructions. Instead, we see them as truths, incontrovertible facts, and accurate representations of how we and the world are. **You will have 15 minutes.**

Remember to the participant that the assumptions keep the IS in play.

This table shows how the process thru questions will weave together and the specific help from the researcher:

Process	1	2	3	4
<p><i>ITC</i></p>	<p>What would be most important for you to get better at – to perform any or all of these aspects significantly better?</p> <p>Is this goal something you could not accomplish by learning some new skill?</p> <p>Is the goal something that can positively impact your surroundings?</p> <p>Why is this goal important to you?</p> <p>Judith: summarize the goal</p>	<p>Are these behaviors and avoidances so tangible to describe something you do?</p> <p>Judith: summarize and paraphrase the behaviors/avoidances</p> <p>Judith: don't forget to breathe and check your position and body.</p> <p>Judith: See how the people react to these behaviors/avoidances. Bring compassion and encouragement.</p>	<p>Worry box:</p> <div data-bbox="1240 341 1684 657" style="border: 1px solid black; height: 198px; width: 198px; margin: 10px 0;"></div> <p>If I imagine myself trying to do the opposite of this, what is the most uncomfortable, worrisome, or outright scary feeling that comes up for me?</p> <p>These commitments needed to be understood as the source of the behaviors you named. Also, they are competing with column 1.</p> <p>Judith: One or several focusing moments.</p> <p>Judith: don't forget to breathe and check your position and body.</p> <p>Judith: double-check the quality of the input</p>	<p>Do the big assumptions make one or more of the third-column commitments inevitable?</p> <p>Judith: Test out the big assumptions</p>

Process	1	2	3	4
			<p><b>Hidden competing commitments</b></p> <p>Does it feel coherent with the input of your second column with the competing commitments?</p> <p>Compare columns 1 and 3 =immune system, challenge the status quo They served you very well, but maybe not anymore...</p> <p>Judith: Run the focusing process</p>	
<i>Focusing</i>	<p>Write it down if it comes with a sensation, feeling, or emotion.</p> <p>How are you?</p>	<p>Write it down if it comes with a sensation, feeling, or emotion. Don't try to go into it. Just identify it.</p> <p>How are you?</p>		<p>Write it down if it comes with a sensation, feeling, or emotion. Don't try to go into it. Just identify it.</p> <p>How are you now?</p>
<i>Collage</i>	<p>Just write it down if it comes with an image or a color.</p>	<p>Just write it down if it comes with an image or a color.</p>	<p>Just write it down if it comes with an image or a color.</p>	<p>Just write it down if it comes with an image or a color.</p>

## Appendix 3: Participant's consent

### CONSENT

#### Vil du delta i forskningsprosjektet

#### **"Embodiment, creativity, and Immunity to change in adult leadership development"?**

Dette er et spørsmål til deg om å delta i et forskningsprosjekt som har som formål å utforske metoder som embodiment og kollasj i forhold til opplevelser og meninger fra Immunity to Change (ITC)-prosessen. I dette skrivet gir vi deg informasjon om prosjektmålene og hva deltakelse vil innebære for deg.

#### **Formål**

Min masterforskningsprosjekt har som mål å undersøke hvordan deltakerne opplever og gir mening til kroppslige og kognitive responser fra Immunity to Change (ITC)-prosessen, med fokus på kroppslig oppmerksomhet og kreative prosesser som en del av lederutvikling. Forskningen vil bli utført innenfor en kunstbasert forskningstilnærming, og vil også inkludere spørsmål om muligheten for å kombinere embodiment og kunstbasert lederutvikling og forskningsmetoder i coachings aktiviteter knyttet til ITC-prosessen, for å øke selvbevisstheten i voksen lederutvikling.

Prosjektet vil utvikle en coaching-sesjon som kombinerer ITC-skjemaet med meditasjon som involverer kroppslige responser, samt en kollasj. Til slutt vil deltakerne bli intervjuet i en semistrukturert samtale om prosessen. Alt vil bli tatt opp på lyd.

#### **Hvem er ansvarlig for forskningsprosjektet?**

NTNU, Institutt for pedagogikk og livslang læring, er ansvarlig for prosjektet.

#### **Hvorfor får du spørsmål om å delta?**

Du blir spurt om å delta fordi du oppfyller visse utvalgsriterier. Kriteriene er som følger: frivillige personer som ønsker å oppleve denne prosessen og har en formell eller uformell lederstilling innen gründerfeltet i Inderøy, Levanger, Steinkjer, Trondheim og Verdal. De første som viser interesse vil bli invitert til å delta.

#### **Hva innebærer det for deg å delta?**

Du blir invitert til å delta på et møte der det kun vil være oss to til stede. Prosessen vil starte med at vi leser dette dokumentet og besvarer noen generelle informasjonsspørsmål og instruksjoner. Deretter vil vi sammen utvikle prosessen, og til slutt vil intervjuet inneholde noen planlagte spørsmål, samt noen som vil bli utviklet basert på svarene dine. Hele prosessen vil vare omtrent 2 timer og 45 minutter, med +/- 15 minutter for å avrunde sesjonen. Alt vil foregå på norsk bokmål.



Som nevnt tidligere vil samtalen bli tatt opp ved hjelp av appen Nettskjema-Diktafon. Denne appen vil sende informasjon til NICE-1 som er NTNUs fillagringsområde for sikker datahåndtering. Etter at opptaket av samtalen er transkribert, vil opptaket bli slettet fra NICE-1.

Din personlig informasjon vil bli anonymisert i alle publikasjoner, slik at det vil være umulig å identifisere deg.

### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

### **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrevet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Det er meg, Judith Longoria Gomez og min veileder Dr. Jonathan Reams, som vil ha tilgang til dine opplysninger.
- Dine personopplysninger vil bli anonymisert ved bruk av en kode så snart opptaket blir transkribert.
- Opplysningene dine vil også bli lagret på NICE-1 for å styrke sikkerheten.
- Opptaket av intervjuene skal aldri spilles av for noen andre enn meg selv for å sikre dine opplysninger.
- Elektroniske filer vil bli kryptert.
- Bildene av din produksjon vil bli publisert med din tillatelse. Etter at prosjektet er ferdig, vil bildene bli slettet.
- I den ferdigstilte oppgaven vil dine opplysninger ikke bli gjenkjent.

### **Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?**

Prosjektet skal etter planen avsluttes i mai 2023. Opptak blir slettet før, etter transkriberingen. Etter at oppgaven er godkjent, vil resten av dataene bli slettet.

### **Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra NTNU har Sikt – Kunnskapssektorens tjenesteleverandørs personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

## Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:

- NTNU ved Judith Longoria Gomez, epost: [judithl@stud.ntnu.no](mailto:judithl@stud.ntnu.no), tel: +4794781705
- Masterveileder ved NTNU Dr. Jonathan Reams, epost: [jonathan.reams@ntnu.no](mailto:jonathan.reams@ntnu.no), tel: +4748148900
- NTNUs personvernombud: Thomas Helgesen, epost: [thomas.helgesen@ntnu.no](mailto:thomas.helgesen@ntnu.no), tel: 93 079 038,
- Sikts personverntjenester, epost: [personverntjenester@sikt.no](mailto:personverntjenester@sikt.no), tel: +47 53 21 15 00.

Med vennlig hilsen,

Judith Longoria Gomez  
Masterstudent

Dr. Jonathan Reams  
Veileder

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### **Samtykkeerklæring**

Jeg har mottatt og forstått informasjon om prosjektet «Embodiment, creativity, and Immunity to change in adult leadership development» og har fått anledning til å stille spørsmål. Jeg samtykker til:

- Å delta i prosjektet
- Å delta i å intervju og oppfølgingsintervju
- Å godkjenne at det kan tas lydopptak av hele prosessen
- Å godkjenne at det kan tas lydopptak av intervjuer
- Å godkjenne at det kan tas bilder av din produksjon (skjema og collage)
- Å godkjenne at delvis eller hele anonymiserte bilder av produksjonen din publiseres i ferdigstilt oppgaven (digitalt og papir)

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

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(Signert av prosjektdeltaker, dato)

#### **Appendix 4:** Final procedure

Generelle instruksjoner: Takk for at du deltar i denne forskningen om å kombinere kreative metoder med coaching for å utvikle voksenledere. Det er ingen riktige eller gale måter å utføre disse øvelsene på. Du kan stille så mange spørsmål du trenger i løpet av prosessen. I tillegg kan du ta pauser som du vil. Likevel vil jeg spørre deg om du trenger en pause. Koble til pusten og kroppen og pause for å jobbe med collagen er viktig. Du kan grave så dypt du vil og bare dele det du velger.

#### MEDITASJON

Tid: 15 minutter

Bruksanvisning: Sette godt til rette slik at du sitter komfortabel med en oppreis stilling. La skuldrene slappe av og hendene kan du hvile på lårene eller i fanget ditt. La ryggraden være rett, men ikke overdriv. Prov å finne en balanse mellom å være avslappet og oppmerksom. Det er viktig at føttene er godt plantet i underlaget. Hvis du føler deg komfortabel med åpne øyne, kan du prøve å fokusere blikket på ett punkt nær deg. Du kan godt meditere med øynene åpne, men jeg anbefaler deg at du lukker dem. Med øynene lukket forsterkes din oppmerksomhet på det som skjer inni deg. Vi har ankommet et relativt stille sted. Invitasjonen er å skape rom for deg selv og legge merke til hva som skjer rundt og inni deg. Dette er en mulighet til å søke bevisst tilstedeværelse i det som skjer her og nå. Vær oppmerksom på tanker og lyder som oppstår og la dem være en del av øyeblikket. Legg også merke til sanseintrykk og følelser som dukker opp. Observerer det du legger merke til med nøytral og vennlig blikk. Prøv å innkommemøte det som skjer med en åpen, varm og nysgjerrig holdning. Tanker, sanser og følelser er en naturlig del av den menneskelige opplevelsen. Med oppmerksomhet velger vi bevisst noe som vi venner vår oppmerksomhet mot. Prøv å rette oppmerksomheten mot pusten din (1-2 minutter). Bli oppmerksom på pustens rytme. Du skal ikke påvirke deg for å pust annerledes. Du kan trygt gi slipp på kontroll. Du skal kun følge pusten din akkurat som det er akkurat nå. Ta en pause mellom hver inn- og utpusting og legg merke til hva som skjer der. Det finnes ikke en riktig eller gal måte å puste på. Å venne oppmerksomhet til det som skjer som det er, er det godt nok i seg selv. Pusten er en del av din kropp og kroppen er alltid til stede i rommet. Så vi skal ta bevisst kontakt med kroppen nå.

Du vil begynne med føttene. Kjenn av begge føtter er i kontakt med gulvet.

Deretter vil du bevege deg oppover til knærne. Kjenn hva det som skjer der. Deretter vil du bevege deg opp og få beina. Legg merke til fornemmelser og hvordan rumpa når stoloverflaten.

Nå sender du oppmerksomheten til følelsene fra beina, og du vil ha til side og ta vare på pusten. Hvis du har problemer med å sende oppmerksomhet til kroppen din, kom forsiktig tilbake til å puste. Om oppmerksomhet vandrer beket fra pusten, prøv å møte det som kommer med åpenhet og nysgjerrighet. Føl støtten fra stolen og ta kontakt med din stilling.

Nå vil du sende videre oppmerksomheten til magen. Legg merke til hvordan kjennes ut magen når du puster inn og ut. Kanskje kan du kjenner at brystkasse utvider og større seg når du puster inn og krymper og trekker seg sammen når du puster ut. Observer med nøytral og vennlig blick det som skjer. Så du er oppmerksom.

Deretter vil du gå opp og kontakte brystet. Legg merke til hvordan det kjennes ut brystkasse bevege seg ifølge pusten din. Hevdes og senkes seg? Kanskje kan du kjenner at brystkasse utvider og større seg når du puster inn og krymper og trekker seg sammen når du puster ut. Observer med nøytral og vennlig blick det som skjer og prøv å ta kontakt med brystkassen og vend oppmerksomhet tilbake til pusten igjen.

Nå skal du flytte oppmerksomhet til skuldrene dine. Prøv å dekke skuldrene dine med den varme oppmerksomheten din. Legg merke til hva det som skjer da.

Til slutt vil vi fokusere på ansiktet og hodet som helhet. Føler temperaturen og dens opplevelser. Ta 4 store pust. Vi vil nå velkommen til våre bevegelser og åpne øynene forsiktig. (SLUTT).

## PRESENTATION ITC

Hvordan presentere prosessen: For å nå et mål, trenger vi en plan og strategi selv om hindringer kan stå i veien. Selv om vi vet hva som må gjøres, kan det være vanskelig å ta grep når hindringene føles for store. Hvis du opplever at du ikke klarer å gjøre fremskritt mot et mål som er essensielt for deg, kan det være på tide å vurdere konseptet «immunitet mot endring».

Dette konseptet har blitt studert globalt og er utformet for å hjelpe enkeltpersoner å forstå de usynlige kreftene som hindrer dem i å bevege seg utenfor sin komfortsonen. Prosessen tar sikte på å avdekke disse usynlige hindringene og utstyre enkeltpersoner med verktøy for å håndtere dem.

Ved å undersøke din egen immuniteten mot endringer, kan du få innsikt i hva som holder deg tilbake og identifisere disse hindringene. Dette vil hjelpe deg med å overvinne hindringene og ta skritt mot å nå målet ditt.

## FØRSTE KOLONNE

Tid: 15 minutter

Ta et ark og del det inn i fire kolonner og to rader. Begynn med den første kolonnen fra venstre. I den første raden skriver du "Forbedringsmål". Deretter, i kolonnen i den andre

raden, skriver du et mål eller noe du ønsker å endre. Dette målet bør oppfylle følgende kriterier:

- Det er sant og viktig for deg.
- Det impliserer deg; det vil si at du er ansvarlig for å oppnå det.
- Det er et mål som gir rom for forbedringen på deg.
- Det er noe som er betydningsfullt for ditt arbeid eller personlige liv.
- Det skal beskrives i en affirmativ setning.

Skriv den første setningen "Jeg forplikter meg til..." og deretter målet på en bekreftende måte. Du bør skrive hva du vil oppnå. Hvis du har flere mål, kan du skrive dem alle ned. Du kan velge bare ett senere. Du har 15 minutter til å fullføre dette.

Spørsmål:

- Hvilket av disse aspektene ville være det viktigste for deg å forbedre - å kunne utføre noen eller alle av dem betydelig bedre?
- Er dette et mål som krever at du lærer nye ferdigheter for å oppnå det?
- Vil å oppnå dette målet ha en positiv innvirkning på omgivelsene dine?
- Hvorfor er dette målet viktig for deg?

Oppsummere målet sammen

## PRESENTATION COLLAGE

En collage er en sammensetning av ulike materialer eller gjenstander. For å lage en collage trenger du noen materialer som aviser, bilder, og annet papir eller ting som du ønsker å inkludere i collage. En collage kan representere noe på forskjellige måter. For eksempel, hvis du vil inkludere ordet "banan" i din collage, er det mange måter å gjøre det på. Du kan bruke gule farger som maling eller farget papir med prikker, finne et bilde av en banan, skrive ordet selv, tegne bananen og danne ordet med separate bokstaver, eller bruke et objekt og si "dette er en banan". Du kan også eksperimentere med å klippe materialet med en kutter eller saks for å rive papiret på en måte som gir mening for deg. Målet er å bruke former og teknikker som passer din kreative visjon og personlige preferanser.

Parallelt med prosessen du har startet allerede, kan du prøve å finne bilder og ord med ulike skifter, objekter, teksturer og farger som resonerer med deg og kan hjelpe deg med å utforske ulike aspekter av målet ditt, for eksempel følelser og opplevelser. Du vil ha en bestemt tid til å gjøre hvert trinn, men hvis du kommer på en ny idé, farge eller bilde, kan du prøve å finne det eller bruke maling eller papir. Jeg vil gi deg spesifikk guide senere, men det er viktig å ha collage-delen av prosjektet ditt på en annen side. Jeg anbefaler at du lager et utkast først uten å bruke lim eller tape, slik at du kan leke med plasseringen av elementene og få en følelse av hvordan de fungerer sammen.

Husk at målet med en collage er å skape en visuell representasjon av dine refleksjoner som er meningsfulle og personlige for deg. Du vil ha mer tid til slutten for å fullføre collagen din. Men du kan begynne nå med å bli kjent med materialer og redskap.

## COLLAGE

Tid: 10 minutter

Jeg anbefaler at du begynner med å utforske bakgrunnen din og reflektere over disposisjonen, formene og teksturene i collageprosessen. La dette danne grunnlaget for ditt arbeid. Du trenger ikke å ha en klar visjon fra starten av og følge strenge rettlinjler. I stedet kan du spørre deg selv hva som ville være gøy å prøve. En stor del av moroa er å oppdage nye ting underveis, å oppleve "lykkelige uhell" og å se hva som skjer videre. Du kan også prøve å la arbeidet "fortelle" deg hvor det vil gå videre. Slapp av og ha det gøy! Du har 10 minutter (totalt 25 minutter).

## ANDRE KOLONNE

Tid: 15 minutter

I den andre kolonnen, bruk tittelen "Dette gjør jeg/ gjør jeg ikke ". Ideen er å lage en oversikt over atferd som svarer på spørsmålet: "Hva gjør du og hva gjør du ikke som fungerer mot målet ditt?" Beskriv alt du gjør og eller ikke gjør som er motstridende til oppnåelsen av ditt mål. Vær så konkret, presis og ærlig som mulig. Du har 15 minutter til å fullføre denne oppgaven.

Observasjoner:

- Oppsummer og omskriv deltakerens atferd og unngåelser.
- Ikke glem å puste og sjekk din egen posisjon og kroppsholdning.
- Observer hvordan menneskene rundt deg reagerer på denne atferden eller unngåelsen.

Vær medfølende og oppmuntrende.

- Etter å ha gjennomgått atferdene, husk å fortelle deltakeren at det kan være mer hensiktsmessig å vente med å løse problemet og heller fokusere på å utvikle seg videre.
- Velg en atferd å jobbe med i neste fase.

## COLLAGE

Tid: 15 minutter

Nå kan du prøve å finne noen figurer, bilder og objekter som du vil inkludere i collagen din. Hvis du ikke ser noe som passer, er det helt greit. Prøv å slappe av, puste og finne noen ord eller uttrykk i stedet. Du har 15 minutter (30 minutter som maks). Husk å ha det gøy og utforske kreativiteten din!

## FOCUSING + BEKYMRINGSBOKS

Tid: 45 minutter

1. Clearing a space: Finn en stilling som er ukjent for deg, men samtidig fysisk komfortabelt. Deretter vil jeg be deg om å være stille og være alene med deg selv. Hvis du ønsker, kan du lukke øynene for å skape mer ro. Vær nå oppmerksom på kroppen din og pusten din (HUSK meditasjonen). Aksepter hver bekymring som dukker opp, men legg den så til side en stund og la den være der mens du fokuserer på pusten din.

Gå tilbake til atferden du ønsker å endre og forestill deg at du gjør det motsatte. Visualiser det med så mange detaljer som mulig og gi deg selv noen minutter til å puste. Prøv å ha som avstand og se problemet, men ikke gå inn det. Prøv å holde deg litt distansert eller prøv å ikke bli for knyttet til det.

2. Felt sense: Spør deg selv: "Hva er min største bekymring akkurat nå?" og "Hva føler jeg i kroppen min når jeg tenker på denne situasjonen?" Hva er kvaliteten på følelsen som dette problemet gir deg? Hva gir dette problemet den følelsen? La svarene komme sakte fra kroppens sansninger, selv om det kan føles ubehagelig eller utydelig. Kjenn på problemet helt, føl alle følelsene det gir deg. Ikke tenk, bare føl med kroppen.

Når en bekymring oppstår, bør du ikke bli fanget opp i den. Stå heller tilbake og anerkjenn at den er der. Si til deg selv: "Ja, jeg kan føle den." Om det kommer ord eller tanker, bare stå dem ved siden med vennlighet. Skap en avstand mellom deg selv og bekymringen. Deretter kan du spørre deg selv hva annet du føler. Gi deg tid til å vente og kjenne etter. Det er vanligvis flere følelser som dukker opp. Hvordan føler du deg på denne måten akkurat nå?

Hold deg tilbake fra å analysere følelsene og bare la dem være der. Vær oppmerksom på hvor du føler dem i kroppen din. Tillat deg selv å kjenne på alle de diffuse følelsene og bare la dem komme og gå. Hvordan føles alt dette for deg?

3. Handle: Hva er kjennemerket på denne uklare følelsen du opplever? La et ord, en setning eller et bilde dukke opp som hjelper deg med å navngi bekymringen eller frykten. Det kan være et ord som beskriver egenskaper på følelsen, for eksempel stramt, klissete, skummelt, tungt eller hoppende. Du kan også velge å bruke en setning eller et bilde som beskriver følelsen. Farger eller temperaturen. Hold deg til attributtet på følelsen til noe passer den akkurat.



Forsøk å unngå å presse ord inn i den intenderte betydningen. La heller ordene komme til deg med sin egen essens. Alternativt kan du prøve å eksperimentere forsiktig med ulike ord.

I denne tredje fasen kan du begynne å identifisere problemet ditt i endringen. Det kan føles annerledes enn hva du forventet før du begynte å fokusere - ulikt alt du kanskje har erkjent rasjonelt. Forskjellen kan være subtil og forvirrende i begynnelsen, men dette er det du leter etter: noe som følger med en forandring i kroppen. Kast alt annet til side.

For å kunne fornemme om et ord, uttrykk eller bilde er riktig for deg, må du rette oppmerksomheten din mot kroppen din og kjenne etter om det gir en liten lettelse inni deg. Dette signaliserer at det føles riktig og passer.

4. Resonating: Gå frem og tilbake mellom den føyte sansen og ordet (setning eller bilde) som dukker opp og se hvordan de resonnerer med hverandre. Legg merke til om det er noen små kroppslige signaler som indikerer at de passer sammen. For å gjøre dette må du ha den føyte sansen tilbake igjen og deretter prøve ordet eller bildet. Hvis de passer sammen, vil du føle det flere ganger. La den føyte sansen endre seg, og hvis den gjør det, prøv også å endre ordet eller bildet til det føles riktig for å fange egenskaper på den føyte sansen. Fokuser bare på endringen av oppmerksomheten din.

Når du endelig finner et ord (bilde) som er en perfekt match for den føyte sansen, ta et øyeblikk for å føle på det. La deg virkelig kjenne på det og la det synke inn.

5. Asking now: Hva er det ved dette problemet som gjør denne egenskapen (som du nettopp har identifisert eller beskrevet)? Sørg for å oppleve kvaliteten på nytt, frisk og levende, i stedet for bare å huske den fra tidligere. Når du har egenskapen foran deg igjen, ta på den, utforsk den og spør deg selv: "Hva gjør hele problemet så ---?" Alternativt, spør: "Hva er til stede her?" Hvis du får et raskt svar uten at det skjer en forandring i kroppen din, kan du la svaret passere. Deretter vender du oppmerksomheten mot kroppen din og gjenopplever den føyte følelsen. Spør deretter igjen og vær med den føyte følelsen til du opplever en forandring, en liten "gi" eller frigjørelse. Spør og vent.

6. Receiving: Møt det som skjer med vennlighet og aksept, spesielt hvis du kjenner på en forandring eller en liten utgivelse. Ta deg tid til å være til stede i øyeblikket og hold ut litt, selv om det bare er en kortvarig opplevelse. Husk at uansett hva som skjer, er dette bare ett skifte, og du vil sannsynligvis oppleve flere etter hvert. Men for nå, bli her en stund og vær til stede i øyeblikket. Åpne øynene.

Når du føler deg mer til stede i kroppen din, vil jeg be deg om å huske de følelsene, tanker og inntrykkene du har nådd, og skrive dem ned i bekymringsboksen. Var det en bestemt følelse eller et bilde som dukket opp? Er det noe som dukker opp nå? Skriv ned alle disse opplevelsene i boksen. Du har 10 minutter til å gjøre dette.

Hvis mulig, kan du nå prøve å jobbe med en annen oppførsel eller utfordring, og fortsett å bruke teknikken vi har snakket om.

### TREDJE KOLONNE

Tid: 10 minutter

Tanken bak immunitet mot endring er at vi ikke bare har en frykt, men vi beskytter oss fornuftig og til og med kunstnerisk mot den. Vi utvikler måter å håndtere angsten som disse fryktene provoserer på. Vi er ikke bare redde; vi iverksetter tiltak for å bekjempe vår frykt og forsvare oss mot det som skremmer oss. Vi er aktivt forpliktet til å sørge for at de tingene vi er redde for, ikke skjer.

Etter fokusering vil deltakeren skrive ned de konkurrerende forpliktelsene sine. Hver av disse forpliktelsene vil hjelpe deg med å unngå det du frykter mest. Her er et eksempel: hvis jeg skrev i bekymringsboksen min at jeg er redd eller urolig og gjør det motsatte av hva jeg burde gjøre, ville jeg skrive en forpliktelse som "Jeg forplikter meg til å ikke føle ubehagelige følelser." Som du kan se, bruker vi den samme setningen, "Jeg forplikter meg til..." Du vil ha 10 minutter til å skrive ned dine konkurrerende forpliktelser.

### COLLAGE

Tid: 10 minutter

Forsøk å identifisere noen detaljer for å fullføre kollasjen din, inkludert former, farger og gjenstander. Prøv deretter å komponere disse elementene sammen, men ikke lim dem fast enda. Lukk øynene i ti sekunder og åpne dem igjen. Nå, ta en titt på sammensetningen. Hva er det første du legger merke til? Hvor går øynene dine først? Hva vil du gjøre først for å forbedre den? Når du vurderer å legge til et element i kollasjen din, still deg selv spørsmålet om det er nødvendig. Vær oppmerksom på at du kan prøve å legge til noe fordi det er interessant, men pass også på at det vil passe inn med de andre elementene som allerede er der. Du har 10 minutter.

Sjekk følgende:

- Har du ett eller flere fokuseringsøyeblikk? Husk å puste og sjekk kroppens posisjon.
- Dobbeltsjekk kvaliteten på inngangen. Disse forpliktelsene må forstås som kilden til den atferden du har identifisert. De konkurrerer også med kolonne 1.
- Er det en sammenheng mellom innspillene fra din andre kolonne og de konkurrerende forpliktelsene i kolonne 3?

- Sammenlign kolonne 1 og 3 for å se etter mønstre i ditt immunsystem og utfordre status quo.
- Disse forpliktelsene har tjent deg bra tidligere, men kanskje ikke lenger. Det kan være på tide å utfordre dem.

#### FJERDE KOLONNE

Tid: 15 minutter

I den siste kolonnen vil du skrive "Store antagelser". Den mest pålitelige ruten for å til slutt forstyrre immunforsvaret begynner med å identifisere kjerneantagelsene som opprettholder det. Vi bruker begrepet store antagelser for å signalisere at det er måter vi forstår oss selv og verden (og forholdet mellom verden og oss selv) som vi ikke ser som mentale konstruksjoner. I stedet ser vi dem som sannheter, uomtvistelige fakta og nøyaktige representasjoner av hvordan vi og verden er. Her skal du brainstorme og skrive ned alle mulige antagelser som ligger til grunn for dine skjulte konkurrerende forpliktelser.

Du har 15 minutter.

Spørsmål og observasjoner:

- Bidrar de store antagelsene til å opprettholde noen av de konkurrerende forpliktelsene i tredje kolonne?
- Test ut de store antagelsene.
- Les dem baklengs for å få et nytt perspektiv.
- Husk å påpeke overfor deltakeren at antagelsene holder immunforsvaret i spill.

#### COLLAGE

Tid: 10 minutter

#### COLLAGE - SLUTNING

Ta deg nå litt tid til å fullføre collagen din. Deretter kan du begynne å ordne bitene av collagen din. Du kan lime dem fast med lim, tape eller andre typer lim. Du kan også legge til detaljer som skisser, tegninger eller sitater som du finner meningsfulle. Du kan bruke markører, maling eller andre materialer for å forbedre collagen. Faktisk kan du bruke alle materialene her for å gjøre collagen din best mulig.

Når du er ferdig, spør deg selv hvorfor du liker en bestemt farge, mønster eller struktur. Hvorfor valgte jeg dette stykket og ikke det andre? Collagen trives på tilfeldige funn. Deretter kan du se på arbeidet ditt på avstand for å få et annet perspektiv på det. Å myse kan også være en utmerket måte å se på kunstverket ditt med nye øyne.

Når du er fornøyd med collagen, skriv ned refleksjoner om prosessen og det endelige stykket.

Du har 15 minutter.

Eksempel på norsk

<b>1</b> <b>Forbedringsmål jeg er dedikert til</b>	<b>2</b> <b>Dette gjør jeg/ dette gjør jeg ikke</b>	<b>3</b> <b>Skjulte motstridende dedikasjon</b>	<b>4</b> <b>Din store antagelse</b>
<p>Jeg er forpliktet til å ha en sunn vekt.</p> <p><i>Dette målet er viktig for meg fordi helsen min ikke er så god, og det er spennende for meg å gjøre en betydelig endring i livet mitt.</i></p> <p><i>Jeg føler meg spent og litt redd for dette målet.</i></p>	<p>Jeg handler og spiser søppelmat.</p> <p>Jeg spiser ofte og mye.</p> <p>Jeg har ingen rutine for å spise. Så jeg spiser når jeg vil.</p> <p>Når jeg er alene, prioriterer jeg ikke å lage mat hjemme – jeg må spise hurtigmat med mange ingredienser jeg ikke kan kontrollere (for eksempel sukker og salt)</p>	<p>Bekymrings boks:</p> <p>Føl deg redd for å være så forutsigbar i å ha en matrutine. Det føles urolig som om noe ikke passer sammen.</p> <p>Jeg føler meg fri, men merkelig nok.</p> <p>Dine skjulte konkurrerende dedikasjoner:</p> <p>Jeg er dedikert til å ikke være forutsigbar.</p> <p>Jeg er dedikert til å ikke føle ubehagelige og ukjente følelser.</p> <p>Jeg er dedikert til å ikke miste kontrollen ved å ha en rutine (slik at jeg kan spise når jeg vil)</p> <p>Jeg er dedikert til å spise mat som smaker godt</p>	<p>En rutine kommer utenfor meg, og jeg kan ikke kontrollere den.</p> <p>Tapere føler negative eller ukjente følelser</p>

**Appendix 5: Immunity to Change scheme blank**

<b>Forbedringsmål jeg er dedikert til</b>	<b>Dette gjør jeg/ dette gjør jeg ikke</b>	<b>Skjulte motstridende dedikasjon</b>	<b>Din store antagelse</b>
		Worry box/ bekymringsboks	
		Dine skjulte konkurrerende dedikasjoner:	

**Appendix 6:** Immunity to change process and filled example provided by Jonathan Reams (2011)

**1**

**Commitment  
(Improvement Goal)**

**I commit to being courageous when it is needed to address difficult conversations and or conflicts.**

<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>Commitment (Improvement Goal)</b></p>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Doing / Not Doing</b></p>
<p><b>I commit to being courageous when it is needed to address difficult conversations and or conflicts.</b></p>	<ul style="list-style-type: none"> <li><b>1. I avoid difficult conversations.</b></li> <li><b>2. I go along with others' beliefs.</b></li> <li><b>3. I agree with others' perspectives.</b></li> <li><b>4. I diffuse tension.</b></li> <li><b>5. I do not share what I really think, feel or believe.</b></li> <li><b>6. I don't stand up for what is important for me</b></li> </ul>



1 Commitment (Improvement Goal)	2 Doing / Not Doing	3 Hidden Competing Commitment
<p>I commit to being courageous when it is needed to address difficult conversations and or conflicts.</p>	<ol style="list-style-type: none"> <li>1. I avoid difficult conversations.</li> <li>2. I go along with others' beliefs.</li> <li>3. I agree with others' perspectives.</li> <li>4. I diffuse tension.</li> <li>5. I do not share what I really think, feel or believe.</li> <li>6. I don't stand up for what is important for me.</li> </ol>	<p>Worry Box</p> <ol style="list-style-type: none"> <li>1. I fear I won't get my own way (#6 column 2).</li> <li>2. I fear that people will think I am crazy (#s 2, 3 &amp; 5 column 2).</li> </ol> <p>I fear that things will blow up and get out of control, and that I will get hurt (#s 1 &amp; 4 column 2).</p>

1 Commitment (Improvement Goal)	2 Doing / Not Doing	3 Hidden Competing Commitment
<p>I commit to being courageous when it is needed to address difficult conversations and or conflicts.</p>	<ol style="list-style-type: none"> <li>1. I avoid difficult conversations.</li> <li>2. I go along with others' beliefs.</li> <li>3. I agree with others' perspectives.</li> <li>4. I diffuse tension.</li> <li>5. I do not share what I really think, feel or believe.</li> <li>6. I don't stand up for what is important for me.</li> </ol>	<p>Worry Box</p> <ol style="list-style-type: none"> <li>1. I fear I won't get my own way (#6 column 2).</li> <li>2. I fear that people will think I am crazy (#s 2, 3 &amp; 5 column 2).</li> </ol> <p>I fear that things will blow up and get out of control, and that I will get hurt (#s 1 &amp; 4 column 2).</p> <p>Hidden Competing Commitments</p> <ol style="list-style-type: none"> <li>1. I am committed to [not not] getting my own way.</li> <li>2. I am committed to not having people think I'm crazy.</li> <li>3. I am committed to not having things blow up and not getting hurt.</li> </ol>


1 Commitment (Improvement Goal)	2 Doing / Not Doing	3 Hidden Competing Commitment	4 Big Assumption
<p>I commit to being courageous when it is needed to address difficult conversations and or conflicts.</p>	<ol style="list-style-type: none"> <li>1. I avoid difficult conversations.</li> <li>2. I go along with others' beliefs.</li> <li>3. I agree with others' perspectives.</li> <li>4. I diffuse tension.</li> <li>5. I do not share what I really think, feel or believe.</li> <li>6. I don't stand up for what is important for me.</li> </ol>	<p>Worry Box</p> <ol style="list-style-type: none"> <li>1. I fear I won't get my own way (#6 column 2).</li> <li>2. I fear that people will think I am crazy (#s 2, 3 &amp; 5 column 2).</li> </ol> <p>I fear that things will blow up and get out of control, and that I will get hurt (#s 1 &amp; 4 column 2).</p> <p>Hidden Competing Commitments</p> <ol style="list-style-type: none"> <li>1. I am committed to [not not] getting my own way.</li> <li>2. I am committed to not having people think I'm crazy.</li> <li>3. I am committed to not having things blow up and not getting hurt.</li> </ol>	<ol style="list-style-type: none"> <li>1. If I don't get my own way, then my life will not be worthwhile or a failure.</li> <li>2. I assume that I need others to validate my views to feel sane and safe.</li> <li>3. I assume that if things get tense and out of control, then I will be hurt or not survive.</li> </ol>

**Appendix 7:** Immunity to change scheme filled by participant Trud

FORBEDRINGSMÅL	DETTE GJØR JEG / GJØR JEG IKKE	SKJULTE KONKURERENDE FORPLIKTELSE	STORE ANTASSELSE
Utnytte en felles målstøtte for bruk av lokaler	Jeg utsettes å skrive tar for mange prosjekter Jeg <del>forplikter meg</del> utsettes å skrive samarbeidsplaner.	Belønning Uro Likegyldighet Påvirkningskraft Slaperkraft	Jeg for Hvis jeg ikke er ferdig måtte jeg påtvinges kraft
Bedre aktivitet som kunstner utstilling / salg	Jeg utsetter sjelden av innhold	Jeg forplikter meg til ikke å være så flink	Jeg må ha kontroll Hvis jeg tar mindre ansvar prosjektet er jeg redd for å miste kontroll over resultatet.
Klar kommunikasjon i konfliktsituasjoner	Jeg skriver Jeg snakker med fagfellet	Jeg forplikter meg til å ta mindre ansvar i elevene prosjekter (skrive mindre samarbeidsplaner)	Hvis jeg unngår å ta prosjekter på ansvar er jeg redd for at de ikke blir gjennomført.
Holde en jevn aktivitet i kommunikasjon utad		Jeg forplikter meg til å unngå å ta prosjekter på ansvar	
Utnytte plan for innhold med kulturråd drift			

## Appendix 8: SIKT approval for the ethical treatment of personal information

14/02/23, 23:59 Meldeskjema for behandling av personopplysninger

 Sikt

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[Meldeskjema](#) / [Body and creativity awareness through ITC and collage processes in adult...](#) / Eksport

# Meldeskjema

Referansenummer  
226231

### Hvilke personopplysninger skal du behandle?

- Navn (også ved signatur/samtykke)
- Fødselsdato
- Adresse eller telefonnummer
- E-postadresse, IP-adresse eller annen nettidifikator
- Bilder eller videoopptak av personer
- Lydopptak av personer

### Prosjektinformasjon

**Prosjekttittel**  
Body and creativity awareness through ITC and collage processes in adult leadership development

**Prosjektbeskrivelse**  
The research intends to articulate embodiment and art-based activities and research methods for gathering experiences and opinions from the Immunity to Change (ITC) process.

**Begrunn hvorfor det er nødvendig å behandle personopplysningene**  
The data is relevant for the purposes of the research since it is important to identify the flow of information and later, present some in the final report (images, for example).

**Prosjektbeskrivelse**  
[Proyect description 22.01.2023 JLG.docx](#)

**Ekstern finansiering**  
Ikke utfyllt

**Type prosjekt**  
Studentprosjekt, masterstudium

**Kontaktinformasjon, student**  
Judith Longoria Gomez, judithlongoria@gmail.com, tlf. +4794781705

### Behandlingsansvar

**Behandlingsansvarlig institusjon**  
Norges teknisk-naturvitenskapelige universitet / Fakultet for samfunns- og utdanningsvitenskap (SU) / Institutt for pedagogikk og livslang læring

**Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)**  
Jonathan Reams, jonathan.reams@ntnu.no, tlf. +4748148900

**Skal behandlingsansvaret deles med andre institusjoner (felles behandlingsansvarlige)?**  
Nei

### Utvalg 1

**Beskriv utvalget**

<https://meldeskjema.sikt.no/03ca6d20-800b-4ddb-bec9-167a175bac59/eksport/70> 1/3

The inclusion criteria for participating is that voluntary persons have a formal or informal leadership role in Inderøy, Verdal, Levanger, and Trondheim creative entrepreneur or academic community.

Beskriv hvordan rekruttering eller trekking av utvalget skjer

I will recruit the sample through Tindved kulturhager in Inderøy, Levanger og Verdal.

Alder

18 - 70

Personopplysninger for utvalg 1

- Navn (også ved signatur/samtykke)
- Fødselsdato
- Adresse eller telefonnummer
- E-postadresse, IP-adresse eller annen nettidifikator
- Bilder eller videoopptak av personer
- Lydopptak av personer

Hvordan samler du inn data fra utvalg 1?

Personlig intervju

Vedlegg

[SKETCH OF THE INTERVIEW QUESTIONS.docx](#)

Grunnlag for å behandle alminnelige kategorier av personopplysninger

Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Informasjon for utvalg 1

Informerer du utvalget om behandlingen av personopplysningene?

Ja

Hvordan?

Skriftlig informasjon (papir eller elektronisk)

Informasjonsskriv

[information\\_letter-2 \(1\) sketch.doc](#)

Tredjepersoner

Skal du behandle personopplysninger om tredjepersoner?

Nei

Dokumentasjon

Hvordan dokumenteres samtykkene?

- Manuelt (papir)

Hvordan kan samtykket trekkes tilbake?

The participants needs to give a written message about the withdrawal.

Hvordan kan de registrerte få innsyn, rettet eller slettet personopplysninger om seg selv?

They asked to the researcher/student about their personal data and they can say anytime to delete or being excluded of the study.

Totalt antall registrerte i prosjektet

1-99

Tillatelser

Skal du innhente følgende godkjenninger eller tillatelser for prosjektet?

Ikke utfyllt

## Behandling

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Hvor behandles personopplysningene?

- Fysisk isolert maskinvare tilhørende behandlingsansvarlig institusjon
- Mobile enheter tilhørende behandlingsansvarlig institusjon

Hvem behandler/har tilgang til personopplysningene?

- Student (studentprosjekt)
- Prosjektansvarlig

Tilgjengeliggjøres personopplysningene utenfor EU/EØS til en tredjestat eller internasjonal organisasjon?

Nei

## Sikkerhet

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Oppbevares personopplysningene atskilt fra øvrige data (koblingsnøkkel)?

Ja

Hvilke tekniske og fysiske tiltak sikrer personopplysningene?

- Personopplysningene anonymiseres fortløpende
- Opplysningene krypteres under forsendelse
- Opplysningene krypteres under lagring

## Varighet

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Prosjektperiode

01.02.2023 - 30.06.2023

Hva skjer med dataene ved prosjektslutt?

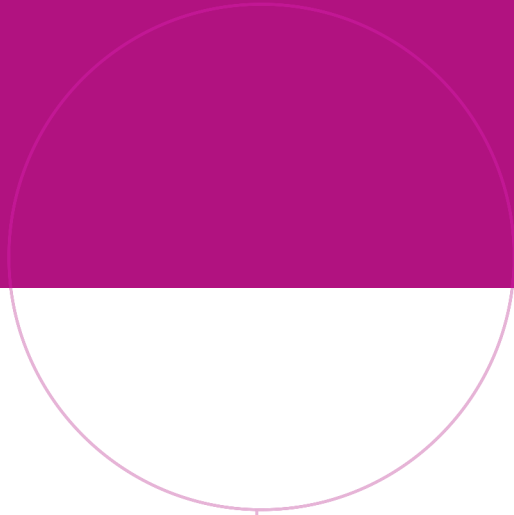
Data slettes (sletter rådataene)

Vil de registrerte kunne identifiseres (direkte eller indirekte) i oppgave/avhandling/øvrige publikasjoner fra prosjektet?

Nei

## Tilleggsopplysninger

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Norwegian University of  
Science and Technology