

Reflect on the experience of learning of RAL

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Table of Contents

1. Introduction	2
2. Personal Experience.....	2
3. Learning Process.....	4
4. Challenges and Successes	8
5. Application of knowledge	12
6. Impact on my personal career plans / professional goals	13
7. Conclusion	16
8. References	18

1. Introduction

I decided to enrol in the Master of Coaching and Mentoring with UWSTD to streamline all my academical learning in this field that I am passionate about and to synthesize my practical experiences. I have always believed in continuous education and sharpening the inner capacities and skills to become the best version of myself and enhance my ability to serve both my professional and personal environments effectively.

2. Personal Experience

I have started the program with great enthusiasm, optimism and energy. My initial expectation has been that the Recognition of Accredited Learning (RAL) would be simple and swift. Having previously completed 18 months of intensive training in Integral Coaching with The Coaching Centre Integral Africa - and earning my credential as an Associate Certified Coach (ACC) with International Coaching Federation (ICF) - I assumed I would complete the program quickly through the RAL pathway. I believed that my prior learning, combined with the depth of my practical coaching experience, would be sufficient for formal recognition.

However, I soon realised that the university's expectations for RAL required a more structured and critically reflective approach than I anticipated. It was not enough to simply present a certificate or a list of completed modules. I needed to map my learning directly against the academic learning outcomes of the program, provide evidence of both theoretical understanding and practical application, and clearly demonstrate how my previous experiences aligned with UWSTD's academic standards.

This process invited me into a deeper level of reflection. Gathering and compiling the required evidence challenged me to revisit key moments with my training and coaching practice – not just to describe what I had done, but to analyse what I have learnt, how I had changed, and what impact these experiences had on my growth as a coach and mentor. Through this exercise, I became more aware of the richness of my journey, and the gaps that still existed in my learning. For example, while I had developed a strong intuitive and client-centred approach through my integral coaching practice. I came to appreciate the value of more formal reflective structures, such as those provided by Kolb's Experiential Learning Cycle (Kolb, 1984), Gibbs' Reflective Cycle (Gibbs, 1988), and Mezirow's Transformative Learning Theory (Mezirow, 1991)

I also became aware of the importance of academic rigour in articulating and evaluating my practice. The process of aligning my past learning with University standards pushed me to articulate my coaching approach with greater clarity and depth. It helped me move from being a confident practitioner to becoming a more reflective and grounded professional. Writing about my learning, aligning it with learning outcomes, and gathering tangible evidence made my competencies more visible – not only to the University, but also to myself.

Looking back, I realise that this process had significant development value. It sharpened my critical thinking, expanded my self-awareness and improved the quality of my coaching. It also thought me to appreciate the learning that comes from lived experience while recognising the importance of translating that learning into a shared academic and professional language.

Although I initially saw the RAL process as a challenge, I now recognise it is a transformative experience that helped integrate my past experiences into a stronger foundation for future growth.

During this period of my studies, I have experienced significant life events, including relocating from South Africa to India and back to Europe. The COVID -19 pandemic furthered added complexity, as I had to manage homeschooling for our three young children for two entire years, while being mobilized in a compound in India. This, combined with transitioning careers alongside my husband, created a highly challenging environment.

These challenges tested my perseverance, but my belief in personal growth and resilience kept me moving forward towards my dream. In retrospect, I also recognize that I experienced a certain level of procrastination that delayed my progress. Ultimately, the process took much longer than I initially expected.

However, I do not regret the extended timeframe, because there is value in the passing of time. Even when I was hanging by a thread, the fire continued to burn inside me. The extra time allowed for deeper learning, more practical application, and further refinement of my coaching approach. Despite the personal and professional stress, I continued to seek new clients, be a partner for change and remained committed to my coaching practice and journey. I learnt something new every single day.

I was deeply preoccupied with being officially recognized and accredited for my work. Initially, I thought that simply presenting the structure of my previous intensive coaching program, along with evidence of past learnings and accreditation, would be sufficient. However, I soon

realized that I needed to work more intentionally and present all the outcomes of my education and experience in a different structure.

Reflecting on this journey, I realize that the experience has had significant value and has strengthened my skills - both academically and, most importantly, has raised the quality of my coaching and mentoring practice. Revisiting each of my key learnings with a critical mindset, made me dig deeper into concepts and helped me develop a solid coaching framework that I now apply rigorously in my coaching practice.

3. Learning Process

Over the duration of the module, my learnings have been deeply rooted in the concept of **experiential learning** and **systemic reflection system**, guided by integral coaching philosophy. **Kolb's Experiential Learning Cycle** (Kolb, 1984) became a core framework in my development. I learnt to look at the world from multiple perspectives, both personally and in relation to others. By examining my core operating systems - beliefs, thoughts, feelings, and motives - I applied Kolb's theory both as a student and as a professional coach. I strongly believe it is a very effective model of adult learning, reinforcing the idea that learning is a continuous cycle: engaging in experiences, reflecting on it, learning from it in a structured way, and applying the new insights into new experiences. This formed the base of step-by-step approach, integrating the belief that change, and learning are processes that require time, dedication and inner engagement - just like muscles, they grow stronger through pressure and stretching over time.

Using the structure of the modules, I reflected about each theme of my coaching journey: my learnings, my challenges, what I could have done differently, and where I saw potential for improvement. This reflective practice empowered me to develop creative solutions and experiment with new techniques. It encouraged me to take full responsibility for my learning, while remaining grounded in a continuous learning journey.

By undertaking the RAL module and critically analysing the learning I have acquired in the TCC Diploma program, I had the chance to re-visit my course notes and reflections and key experiences from my studies. This process has been very useful and enlightening. It not only helped consolidate my learnings and insights I have acquired but also it had further reaffirmed how actively I am drawing on the learning as a coach. Moreover, it highlighted my continued commitment to growth and professional development as a coach.

One course that had a particularity profound impact on me was *Balancing Health*, led by Dr. Maria Christodoulou. In particular, the topic of *The Stress Response* topic and *Readiness for Change*, stood out as very useful in my coaching practice. I have integrated those topics into my work with clients, enabling me to support them more effectively as they navigate stress, uncertainty and transitions in both their personal and professional lives. The course content has reinforced my understanding of my relationship with my body and it strengthen this connection. By becoming more attuned to the body's cues, I am now better able to develop and apply effective stress management techniques that contribute to a greater sense of well-being. One such example is the *Body Scan* meditation, which I have found helpful both personally and professionally, to better understand the relationship between body, mind and emotions (van der Kolk, 2014).

Recognising and interpreting somatic signals has allowed me to support my clients in cultivating greater body awareness, unblocking energies, emotional regulation and resilience. I have realized the significant power of increasing the somatic awareness in situations when I feel drained of energy, for example during an emotional conversation, during or after a difficult meeting or when my body feels tired and/or sick. This information offers me valuable data to remain focused on being grounded and present and to be able to select my response after a stimulus, and not to simply react under emotion pressure.

While reflecting on my learning style preferences, I became aware that I experienced multiple kind of learnings during the duration of my learning. They all have brought many different layers and perspectives in my knowledge, comparing to the classical more academical way of learning that I experienced during my initial university studies. I feel I am particularly motivated by group discussions, reading books and articles on a particular subject, applying my knowledge in real situations and listening to various lectures by experts in the field. I appreciate these styles of learnings as they help me apply theory to practice in a hands-on and meaningful way. More challenging has been to take the time and reflect on my learnings in written, especially when I had to work individually. In those times I felt I missed the social context and I am mainly motivated by social interactions, since I draw energy and inspiration from exchanging ideas with others.

As my understanding evolved, I began to see the value of integrating a multitude of reflective models into my process. **Schön's (1983) Reflective Practice Model** which distinguishes between *reflection-in-action* (thinking and adapting during an event) and *reflection-on-action* (looking back afterward), helped me be more agile during coaching sessions. It brought a new

level to the quality of my presence. I started noticing subtle shifts in my thinking as I coached. Therefore, I started actively adjusting my approach in real time, connecting to my intuition, rather than waiting until after the coaching session to reflect. This real-time responsiveness became essential to my growth and strengthened my confidence as a professional coach.

One anonymised case to demonstrate this learning, has been while coaching a Senior Executive who was experiencing high levels of anxiety facing a Strategy Presentation in front of the Board of Directors. In that moment, I noticed an internal urge to move to action planning based on my performance-based earlier coaching style. But using **Schön's reflection in action** I managed to observe myself and my trigger, centre myself and invite the client to become present with his feelings. I invited to Somatic awareness, to connect to the body, using questions such as "*What are you feeling in your body right now?*" moving away from cognitive focus. Thus, the client identified tension in different parts of the body and became aware of the root cause of that tension to his deep fears of non-authenticity and under-performance. This awareness made the client become more compassionate of himself and become calmer and clearer in his goals. He became more grounded and was able to find a better solution for the meeting, from the position of being more emotionally regulated.

In parallel, **Mezirow's** (1991) **Transformative Learning Theory** offered a broader and deeper lens through which to view my journey. His focus on critical reflection as a way to transform one's frame of reference resonated deeply with me—especially during the challenges I faced while relocating across continents, homeschooling my children, and changing careers. These were not just obstacles; they were opportunities for deep reflection. I began to question long-held assumption, to re-evaluate my values and priorities. Gradually I began reshaping my identity, not only as a coach, but as a mother, wife and professional, I started navigating life with deeper awareness and clarity. If initially I thought that professional success was mainly measured by external achievements such as status, position title and financial remuneration, after experiencing different roles I realised that value comes also from presence, connection and contribution. I am now able to support my clients not only to achieve their goals, but also to reconnect with what truly matters for them.

Additionally, I explored **Gibbs' (1988) Reflective Cycle** as a practical and structured tool to guide my reflective process. Its six stages—Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan—offered me a clear method to work through complex or emotionally intensive experiences. Also, I used Gibbs to evaluate specific coaching interactions, allowing me to identify emotional bottlenecks and internal resistance, and move

towards thoughtful and concrete next steps. It allowed me to slow down and observe both myself and my practice with more compassion and precision.

While each of these models has brought value, I also experienced their limitations. **Kolb's model**, for example, could feel overly too cyclical at times lacked space for emotional complexity. **Schön's model** helped me adapt in the moment but lacked the structure I sometimes needed to for deeper post-session reflections. **Mezirow's theory** opened the door to transformative learning, but it felt difficult sometimes to apply to everyday coaching realities. Because of this, I found myself naturally combining these models—sometimes starting with **Gibbs** for clarity, applying **Schön** in the moment, and leaning into **Mezirow** when the need for deeper meaning surfaced.

This integrative and flexible approach helped me move beyond relying on one framework or structure. It allowed me to engage with learning in a more fluid, responsive, creative and transformative way. Most importantly, it cultivated in me a mindset of ongoing curiosity, responsibility and presence—qualities that now define not only my coaching practice but also how I navigate my life.

These reflective models also reshaped my coaching philosophy. Coming myself from a highly executive and highly achieving environment, I initially approached coaching with a strong focus on supporting my clients for goal setting, in order to enhance their performance. However, after discovering and engaging more with Mezirow's Transformative Learning and Schön's Reflective Practice, my practice evolved into becoming more holistic. I started considering coaching as a co-creative process, where deep transformation happens. Thus, I now see and honour my clients entirely, not just through the lens of what they want to achieve and their results, but holistically, with their inner world made of emotions, beliefs and somatic signals. I know that lasting growth comes not only from doing but from being – accessing awareness, presence and meaning.

Regarding the Learning Areas selected part of the module, I have focused on those that had the highest personal and professional impact. Learning to *be* a coach has been a long journey - not a linear path, but one lived across three continents, shaped by diverse contexts, and enriched by the collective intelligence of the communities I've been privileged to be part of and learn from.

4. Challenges and Successes

While navigating through my journey and trying to make sense of all life challenges I encountered, I came upon a book that I have been recommended many years ago, but which I never took the time to read - *Antifragile* by Nassim Nicholas Taleb (2012).

To my surprise, a new term has been introduced to me that profoundly shifted my perspective. Beyond resilience, where one becomes strong in front of challenges and shocks, Taleb describes *antifragility* – the capacity not only to survive adversity, but to grow and flourish from situations of uncertainty, challenges and setbacks. This became a mental shift for me, like putting on new lenses to view the world. For the first time, I began to redefine the word *challenge* as something positive and necessary.

This reminded me of my experience in India when wise business partners introduced the concept of being “happy” both when one is up and equally when down. I learnt to be gentler with myself and to stop labelling difficult life experiences in any negative way. Instead, I began to encourage flexibility, action, and learning from errors.

I now plan to integrate the concept of antifragility into my coaching practice. It offers the possibility to be more easily adaptable to change and to thrive under challenging situations, rather than just cope with them.

Another significant learning has been the need of letting go of the pressure to be right and the need to control outcomes. I learned to create healthy boundaries in my coaching practice by detaching myself from the results. I know now that my role is to actively listen and share observations without judgements - but that reaching the coaching goals is ultimately the client's responsibility.

I applied this concept in the process of self-coaching sessions. I articulate what I see, for example – that even though I have been saying how important was to complete the program, I continued to prioritise other responsibilities – at a cost to myself. This dual awareness of being both the “client” and the “coach”, allowed me to take responsibility for my actions and to accept that every individual needs to experience their own learning's journey. I now understand the benefits of allowing clients to process their own struggles without trying to “rescue” them. Instead, I trust in their capacities and long-term development and growth.

During a recent session with an ADHD specialist at school, I experienced a profound realisation about the shifts in my cognitive patterns. The specialist's personal account resonated with me, prompting me to reflect on the stressors in my life and the hormonal changes that are common in the life of women in their late 40s. This introspection helped me realise that some of my experiences could be linked to undiagnosed ADHD symptoms.

I began noticing a diminished ability to concentrate on tasks I have found uninteresting or repetitive, particularly those involving administrative duties. Planning and prioritising became increasingly challenging, resulting in procrastination across various areas, even those of significant personal importance. I found myself spending a significant amount of time reading and consuming news, which not only diverted my attention, but also left me emotionally overwhelmed by global political instabilities and conflicts, issues I could not control.

Another symptom that became apparent was a persistent inner restlessness, never being able to truly relax. I was multitasking constantly and often felt I was underperforming and not being able to reach my potential, irrespective of the time I have invested, and the progress made. No matter how much I have accomplished, I always felt behind my tasks and never ending "to do" list.

This reflection and realisation have drawn attention to the interconnectedness between stress, hormonal changes and cognitive function. Understanding these connections was my first step in developing strategies and regain a sense of control and balance in my life. From that insight, I began taking practical steps to improve my focus and productivity:

- I introduced the co-working sessions with a friend who also works from home. I realised that working alone has been a challenge, and having a partner nearby would improve my motivation and productivity. This helped me to develop a sense of accountability and not feel isolated.
- I allocated specific time in my calendar to work on specific tasks. While the system still needs refinement, I've already seen meaningful progress thanks to this more structured approach.
- I have shared my goals with the mentors from the Master program - Mrs. Sarah Loxdale and Mrs. Lowri Harris – and committed to regular check-ins for status updates and additional support.

Having a son in International Baccalaureate (IB) Diploma Program - an extremely rigorous academic program – added another layer of complexity. I felt responsible for supervising his studies, coordinating tutoring, and offering guidance in subjects like Economics and Business Management. I acted as both a coach and partner on his journey, used active listening, motivation techniques, and time-management strategies to help him succeed. I also encouraged him to seek support from the school counsellor when needed, while maintaining a positive, balanced family environment.

Living through these emotional challenging situation created the best environment to put into practice the **emotional intelligence** framework by Daniel Goleman (1995) and Susan Carver's (1998) **Theory of Resilience**—two essential dimensions of coaching and leadership.

When we relocated from South Africa to India and then back to Europe, I found myself navigating new cultural landscapes, unfamiliar systems, and logistical pressures—all while homeschooling our three children for two years during the COVID-19 pandemic. These circumstances demanded more than simple time management—they called for emotional agility, deep empathy, and the ability to remain centred amidst chaos. I started applying the learnings from Daniel Goleman's Emotional Intelligence framework. I started observing my own reactions to stress and have learnt how to choose more constructive responses rather than emotional reactions.

A key of success for this period of transition, to remain grounded and in line with my goals, has been the use of personal resilience strategies. I have practiced mindfulness, structured time management and journaling. Mindfulness allowed me to observe my thoughts during tensed times and gain additional perspectives. I block time during the day to practice mindfulness for couple of minutes and I find it extremely helpful to practice it in between the coaching sessions.

Carver's Theory of Resilience taught me that true resilience involves having a strong purpose, positive attitude and hope – even in face of challenges. My strong belief in continuous learning and development, my commitment to coaching, and my role as a mother and wife kept me focused on my goals.

Using Carol Dweck's (2006) growth mindset invited me to reflect on my delays in advancing in this process as learning opportunities rather than failures. Growth is a process that requires change and usually there are many obstacles part of the process. This realisation made me also understand that progress does not come in a straight line and sometimes is slow. This

allowed me as well to be more compassionate both with myself and my clients, not to expect perfect progress but rather appreciate the efforts and struggles.

As I advanced through the program and reflected on my development, I realised that resilience is not just a personal trait—it is a skill that can be learnt and cultivated. I began to introduce these ideas into my coaching practice, helping clients frame their own challenges not as obstacles but as opportunities for transformation. I also suggested the use of meditation, journaling and reflection practices as ways to support their growth.

The intense balance I had to strike between family, relocation, professional life, and academic work also taught me to honour boundaries and value sustainable effort. I learned to say no to non-essential tasks, delegate where possible, and schedule downtime. These were not just time-saving techniques—they were acts of self-respect and emotional preservation. I now bring this principle into my coaching model as well, encouraging clients to create boundaries that support their well-being and long-term vision.

This period of time has represented an opportunity to train myself, personally and as a coach. I have now increased knowledge about the interconnectedness between emotional awareness, resilience, and growth. At times, I noticed I was experiencing the imposter syndrome. However, through the process of evaluating the sum of my education, learnings, experiences and achievements over the past years in the field of Coaching and Mentoring, I came to realize that I am, in fact, already an expert in the field. I possess already more knowledge, insight and capacity that I initially gave myself credit for.

What helped me overcome many of the difficulties was shifting my perspectives – not seeing the entire program as a giant mountain to climb, but as a series of small, meaningful steps leading toward the summit. I began to celebrate progress in increments, and this made the journey much more manageable and motivating.

I deeply valued the opportunity for *self-coaching*. I often asked myself “How much can I support myself before asking for help from somebody else?” Engaging in regular self-coaching exercises allowed me to take ownership of my challenges, explore my patterns and make intentional changes. This has built not only my self-awareness, but also confidence in my own inner resources and problem-solving abilities.

5. Application of knowledge

Reflecting on my coaching practice has provided valuable insights into its application within professional setting. From the very beginning of my journey, I have continuously applied the knowledge I had been acquired in real-life coaching situations. *Learning by doing* has been a powerful motivator for my personal and professional development and has fuelled my drive to continually evolve as a coach.

The reflective process has helped me identify the techniques and approaches that work well – and which I would like to strengthen – and those that may require adjustment and change. These insights contributed directly to the refinement of my own Coaching model, which I have named “**NAVIGATOR**”.

This model integrates experiential learning principles (Kolb, 1984) and reflective practice (Schön, 1983) as core components. As a system, after each new coaching session, I have reflected on my experience in *integral* way. I have evaluated how I showed up during the coaching session, my use of active listening skills, the quality of my questioning and the effectiveness of feedback. I also examined my motives, thoughts and emotional triggers. This aligns with the concept of *reflection-on-action*, as outlined by Schön (1983), which allows practitioners to develop greater insight into their actions and improve future performance.

At the same time, I encouraged my clients to engage in experiential practices, helping them to reflect on what they wanted to change and then take steps to put that learning into action. In the follow-up sessions, we reflected on these real-life experiences together, building their self-awareness and reinforcing their insights.

I have also introduced journaling as a reflective tool. Clients would bring their notes to the sessions, and together we analysed the patterns, strengths and development areas that emerged. This aligns with adult learning theories, which suggest that reflection and metacognition are essential for deeper, transformational learning (Mezirow, 1991; Brookfield, 1995).

We used role-play extensively as part of this process, allowing them to test new behaviours and strengthen their confidence in a safe, structured environment. This experiential component helps to embed learning through practice and builds their emotional resilience and confidence, consistent with the action-reflection cycle of experiential learning (Kolb, 1984).

This step-by-step methodology has helped my clients develop essential skills more efficiently. Most importantly, it has significantly improved their motivation, self-confidence and overall resilience.

6. Impact on my personal career plans / professional goals

I would like to bring into attention a key milestone in applying my learnings from this module, which has been my recent experience with **Grant Thornton Czech Republic**. In April 2024 I initiated and implemented a **Pilot Leadership Program** to coach and mentor the Senior Leadership team and the Service Unit Leaders of the Advisory Department (consisting of a total of about 100 professionals). I have successfully led this program for the past year, with eight clients currently enrolled.

The learning from the module has empowered me to explore new territory, take initiative, and have the courage to launch such a pilot within an organisation that had no similar coaching experience previously. Initially joining the team as a consultant and advisor in auditing, Sarbanes-Oxley (SoX) compliance, and internal process improvements, I identified an opportunity to introduce leadership coaching.

With the support of senior leadership, I designed and implemented a structured program aimed at:

- Enhancing leadership effectiveness.
- Strengthening company culture and team interactions.
- Increasing employee motivation and retention.
- Encouraging experiential learning through structured coaching sessions.

Phase I of the program included eight one-to-one coaching sessions of 90 minutes each, incorporating **Kolb's Experiential Learning Cycle** (Kolb, 1984) and reflective methodologies. Initially, the design also included three triad meetings involving the client and their Managing Partner. However, based on feedback and personal reflection, I have adapted the format to include only two such meetings, which proved sufficient while maintaining program effectiveness.

At the end of each coaching session, I implemented a **systemic reflective practice** using the Integral Method. Each client received a session summary containing:

- Key lessons learnt,

- Main reflective areas and
- Action plans required for the next session.

Simultaneously, I conducted my own personal reflections – evaluating my own performance as a coach, my use of language and presence and my observations of the client’s motivation, emotional triggers, and developmental progress. These reflections informed my selection of the most appropriate coaching interventions for each client - an approach rooted in Schön’s *reflection-in-action* (Schön, 1983).

An important question I ask at the end of the session is: “**What is one thing you have learned from today’s session?**”. This question stretches the client’s reflective thinking and helps anchor the learning, which I believe is essential to successful experiential learning process. (Kolb, 1984).

The special value-added of my Coaching Method is the solid integration of the Reflective KOLB theory and Integral Practice – blending individual experience and structured reflection with social learning and collaborative processes.

My learning journey has significantly influenced my career trajectory. The integration of structured coaching methodologies, with my background in consulting and leadership development has positioned me as a more effective and intentional coach and mentor.

According to feedback from clients at Grant Thornton Czech Republic, one of the critical success factors of this program is the balance I bring between the roles of mentor and coach. The 25 years of consulting experience allow me to deeply understand my clients’ challenges while encouraging them to stretch beyond their comfort zones - where the development truly occurs (Dweck, 2006). I aim to create a supportive, adaptable and trusting space, adapting my coaching methods and approach to each client’s readiness level.

Being my first large-scale **Pilot Program** in a corporate environment, I also encountered several challenges and moments of self-doubt. However, using **Reflective methodology** and **Integral Coaching** approach, I was able to maintain clarity, learn from the process, and grow through it. Below are key reflections from my experience:

Actions: • Identified opportunities for Leadership Improvement Program in Corporate Environment. • Proposed and received approval to implement a Pilot Coaching Program. • Successfully expanded the program to include a broader group of leaders. • Sought supervision from Paddy Pampalis Paisley when the complexity of the system increased and I needed support in maintaining objectivity and healthy boundaries.	System: I have established a structured system that included: - clearly defined and signed contract conditions, including coach and client roles and responsibilities; - client readiness questionnaire - Coaching Objectives Tracking form - Post session summary with regular feedback and clearly defined SMART action steps (Specific, measurable, achievable, realistic and time bounded), (Doran, 1981). I have enforced a continuous learning system that encourages viewing challenges as learning opportunities and promotes reflective and experiential learning. I incorporated various tools and methodologies including e.g. role-playing, 360 feedbacks, GROW (Whitmore, 2002), KOLB (1984), INTEGRAL (Wilber, 2000), Somatic practices.
Motives: My motivation for initiating and leading this Program has been: - A desire to share knowledge and contribute to teams development to meet their full potential; - A commitment to sharpening my own coaching skills and developing as a professional; - An ongoing drive to learn from best practices and remained aligned with the latest coaching methodologies - A wish to improve the quality of my listening, concentration and	Culture: A significant part of the program was deepening the understanding of organisational culture. This included conducting a culture survey and identifying areas in need of reinforcement. The program has been developed integrating the organisation values (CLEAR – collaboration, leadership, excellence, agility, reasonability, respect). The program has been building a shared leadership language using common models such as KOLB, GROW and Integral Coaching.

presence to better support transformation. This aligns with <i>Deci and Ryan's Self-Determination Theory</i> (1985), which highlights intrinsic motivation as a key factor in sustained engagement and growth. Fears: During the process, I encountered and reflected upon several fears - Fear of overly influencing the organisational environment, given the number of clients I was coaching from the same department. - Fear of not setting and maintaining healthy boundaries, especially during sessions with the Senior Partner, that often extended beyond the planned duration. - Fears of not being able to adequately quantify the program's success and impact.	It promotes mutual respect, trust, resilience and accountability. It encourages leaders to embrace vulnerability and shift from competition to collaboration.
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This experience has been transformational, both for me and for the leaders I work with. It represents the powerful connection between structured reflection, coaching theory and practical application – bringing my professional goals into focus and reaffirming my progress in leadership development and organisational coaching.

7. Conclusion

Reflecting on my journey, I appreciate the value of the challenges and experiences that I encountered and which facilitated my growth. The extended learning timeline, though unexpected, enabled me to explore deeper and allowed for the real-life application of the

coaching methodologies. Moving forward, I will continue the reflective practices and experiential learning (Kolb, 1984; Mezirow, 1991) to enhance my coaching effectiveness, during both my personal development and the professional growth of those I mentor and coach.

By embracing adaptability, continuous learning and an antifragile mindset (Taleb, 2012), I am better equipped to navigate complexities of coaching and mentoring, that will add value to both individual and organisational environments.

Looking ahead, I intend to build on these learnings by contributing to future research in the field of coaching, particularly exploring the integration of experiential and reflective methods in leadership development. I am interested in investigating how individual transformation through coaching can cascade into systemic change within organizations. I also see a strong potential for developing customized coaching programs based on my signature NAVIGATOR model I have refined during my studies, focusing on leadership effectiveness, emotional intelligence (Goleman, 1995), and resilience (Carver, 1998).

My vision for coaching in corporate settings goes beyond individual performance. I see coaching as a catalyst for cultural transformation—shifting organizations toward more conscious, agile, and people-centred ways of working. I plan to continue to advocate for coaching not just as a performance tool but as a strategic function that builds healthier leadership pipelines and more adaptive teams. This involves promoting awareness among senior executives, offering measurable results through setting up SMART coaching objectives, reflective practice, and introducing coaching as part of long-term talent development strategies.

Ultimately, I believe that coaching—when grounded in reflective learning and supported by a solid theoretical foundation—has the power to create significant positive transformation. My role, as I move forward, is to continue being a bridge between insight and action, theory and real-life practice, individual growth and meaningful organizational impact. This program has not only strengthened my identity as a coach, but has also inspired a larger vision for what coaching can bring to the people, teams and the wider world of work.

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