

REFLECTIVE ESSAY

"We do not learn from experience...we learn from reflecting on experience."

John Dewey

My Introduction to the MA programme

I was first made aware of the MA in Coaching & Mentoring programme while I was completing my coach practitioner programme with The Coaching Centre (TCC) in 2019. Our class was informed that the TCC had a longstanding relationship with the University of Wales Trinity Saint David (UWTSD) and that the TCC coaching programme had previously been identified as the equivalent of level 7 studies. I was reminded of it again late in 2021 when I was sent an email by the TCC, inviting the alumni community to an orientation session hosted by the MA programme coordinators. I had, by now, successfully completed the TCC programme and, while I was aware that studying again would feel quite overwhelming while in full-time employment, I thought I would join the session to better understand.

I made the decision to proceed with the programme for a few reasons; the first being that while I was elated to have completed the practical TCC programme, I had always wanted to have an advanced academic qualification to my name that a Master's degree would offer me.

I was also aware that I would have my learning in the TCC programme accredited as prior learning. Considering how very demanding the TCC programme was, I believed that a great deal of the work had already been completed. It was a positive to me that I had achieved so much thus far, that it seemed like a wasted opportunity not to take up the Masters.

Very importantly, I was desperately looking for a career change having now spent a significant part of my career working in Human Resources (HR) and all my career in the corporate environment. It had started to feel quite cold and clinical to me and when I was completing the coaching programme, I knew that this was the kind of work I really wanted to do, and the MA degree would certainly help me in this regard.

I finally believed, through successfully fulfilling the many requirements of the TCC programme, that I had it in me to complete this degree. I use the word "finally" because I had previously started a Master's degree in 2012 and after completing the coursework, I dropped out of the degree during the dissertation stage due to the sheer lack of belief in myself that I could complete this challenging piece of work. After four years, I had still not completed it, with my anxiety at an all-time high. At that point, I did fully understand how my self-doubt was debilitating me; this came many years later when completing the TCC programme. In addition, I have come to understand the psychological phenomenon of "imposter syndrome" first

observed in very successful female college students and professionals who, despite the external evidence to prove so, could not believe that they were talented and highly competent. The imposter phenomenon or syndrome refers to an individual's feelings of incompetence and feeling like they are deceiving others about their abilities. (Langford and Clance, 1993) This described me perfectly but was not something I was aware of at the time of undertaking the first Master's degree.

I was so disappointed in myself when I gave up on my studies, and I have carried this with me for many years but here I was now, with a different perspective of myself having successfully completed the TCC programme and having great insight into myself, that I believed this time I could actually complete it. I dared to consider that perhaps I was not an imposter and now "smart enough" to have a degree at this level!

Through the TCC programme, I learned extensively about my level of self-doubt and not feeling quite good enough. While the programme interventions of being coached and completing the programme helped me start to see this differently, there was still lingering doubt in my mind. There was a very deep level of introspection required through the TCC programme, particularly emphasised through being extensively coached and completing the many reflective exercises, so I had greater understanding of this, however, the awareness itself was not enough to eliminate the self-doubt. Perhaps this had to do with not having completed the previous Master's degree and I wanted to prove something to myself. This was also motivation for me to start this degree because it feels that I can finally be an "expert" in my own right, and completing this specific RAL module would further prove to me that I now had the capability to reflect on and apply my learnings in the world of coaching and in my workplace.

The value of reflective learning models in shaping my learning

While it wasn't easy to follow what was being shared with me in the initial information session on reflective writing and deciding on learning areas, the discomfort of not knowing at the beginning was something I had already learned when completing the coaching programme. Learning something new conceptually is very different to when I am going through the experience myself. Hearing about the reflection of learning areas sounded simple, in theory, but it was also new to me, so I knew that I didn't fully understand what was being said. I would only really understand when I started to work on the learning areas for myself. While there was definite discomfort, I also felt consciously incompetent, referring to the Conscious Competence Learning Model (Robinson, 1974), because I knew what I didn't know.

The origin of the Conscious Competence Learning Model remains uncertain, but it has, in many instances been attributed to W.L. Robinson, who used it in his 1974 paper called

“Conscious Competency – The Mark of a Competent Instructor”. The model explains the different psychological states that a person goes through when developing competencies, which are Unconscious Incompetence, where the person is unaware of their own incompetence, Conscious Incompetence where the person is aware of their incompetence, Conscious Competence where the person has now acquired new skills and knowledge and Unconscious Competence where the person’s new skills are performed without conscious effort.

Being aware of this model has given me great comfort when I have felt uncomfortable with new learning. It has helped me understand that everyone goes through a similar experience when being exposed to something new and it has helped me better navigate the discomfort of not knowing how to do something.

The value of understanding this model and having the experience for myself meant that I could also understand what a coachee, newly exposed to the coaching intervention, was experiencing. Many of the individuals I coached when I was completing the programme had not previously been exposed to coaching and did not know what to expect. In many instances, it was difficult for them to even articulate their goals clearly because this was not something they had previously done. Understanding this model, I could guide them through the process and help bring to their awareness when they were becoming more competent at reflective practices that form such a key component of the coaching intervention. I could also make them more comfortable in their initial discomfort when they started to understand that they did not know something. Having empathy and experiencing this for myself made it easier to support them in what they were experiencing.

I had learned from previous learning experiences that most things become much clearer as I work more with them, and I immerse myself in the learning by doing things for myself. In the process of completing the RAL module, it was suggested that I complete the VARK questionnaire ([VARK Learning Styles \(vark-learn.com\)](http://vark-learn.com)), to better understand my learning style and preference. The VARK questionnaire was developed in 1987 by Neil Fleming, a teacher from New Zealand, to help learners better understand how they like information to come to them. VARK stands for Visual, Aural, Read/Write and Kinesthetic and after completing the questionnaire, my results emerged as predominantly kinesthetic. Based on the VARK model, this meant that I preferred learning through action, solving problems practically, recalling previous experiences, using real life examples, and having measurable outcomes. This was completely aligned to what I had thought my learning style was, but the VARK model articulated this perfectly so, while I knew that I didn’t fully understand what was being shared

with me about the MA programme of work, I knew that I would learn as I practically engaged in the work for myself.

The VARK model has also helped me to understand that my coachees have a specific learning preference that I need to consider, to create the most conducive coaching environment and experience for them. In my coaching programme, I learned that sometimes a change of environment would be very helpful for a coachee. We were encouraged to sometimes take our coachees for a walk instead of sitting in a room, having the session in the sunshine or under the trees if it was possible. I now understand that, as a coach and knowing that people have different ways of learning as I do via practical examples, I should find the way that best suits their learning in the coaching intervention.

Early in the TCC programme, we were introduced to David Kolb's Model of Reflection. (Kolb, 1984) The model describes an experiential cycle that enables sustainable adult learning. It focuses on four stages of learning in a cyclical manner which are concrete experience, reflective observation, abstract conceptualisation, and active experimentation. The concrete experience refers to the interaction with the new concepts or area of learning. For me, the concrete experience was when I was learning how to be a coach in the TCC programme.

Reflecting on this experience as I wrote about this in my learning areas represents the reflective observation stage of Kolb's model. This is where the learner reflects on their concrete and reflective experiences to better understand them. The model goes on to say that this stage requires a willingness to reflect on one's own experience and the ability to see the experience from multiple perspectives. This is where the challenge emerges with learning and what had proved difficult for me as well. I had focused so much on completing the TCC programme and the Enneagram practitioner programme so that I could have the certificates, that I had not spent sufficient time reflecting on what I had learned. This was why reflective writing did not come easily to me, despite having to do so much of it during the TCC programme. In the TCC reflection exercises, I was focused on how I felt and unpacking those emotions. This came much easier to me than in the RAL module, where the reflection is on what I have learned, how I have made sense of it and how it will be applied in my life, my coaching practice, or the workplace.

The next stage of Kolb's model focuses on abstract conceptualisation. More than merely reflecting on the learning, it talks to how the learner starts to understand the abstract concepts behind their observations, seeing connections between ideas and developing their own theories. In my learning, this refers to how I would process my reflections as I completed my learning areas and translate them into the relevance to me and the application in my world. In my reflective writing, I have had to think through how the learning areas and associated

outcomes have been of value to me and not merely an abstract concept that could not be applied.

In the final stage of the model, which is active experimentation, the learner applies their learnings to the world around them. In my reflective writing, I have had to show how the learning has been applied in my coaching practice or in the workplace. Considering that I have a predominantly kinesthetic learning preference, this stage is particularly important for a learner like me who requires the practical application to truly cement the learning. As I have been completing my writing in the RAL module, I have also been applying the learnings of coaching that have become clearer to me through this process.

A further model that resonated with me is Driscoll's Model of Reflection (Driscoll, 2007) that asks the three questions of "What?", which is a description of the event, "So What?", which is an analysis of the event and "Now What?", which looks at proposed actions after the event. This model has resonance because I often find myself asking the questions in the workplace of "What is the problem we are trying solve here?" and "How will we practically apply the solutions, so we have measurable outcomes?" This model helps the learner reflect on their learning but also to be clear on how they will now implement the learning, so it moves from purely conceptual to application. It also aligns well with my kinesthetic learning preference. This is very useful in the coaching world because it is insufficient for the coachee to merely describe their reflections; they must both analyse and apply these for the thinking and behavioural shifts to happen. I can see how this model can be incorporated into my approach to coaching, which is very goal-oriented and results-driven.

Introduction to the RAL Module and Interruption of Studies

The first induction session was on 19 October 2021. I was excited to be joining the session, but I was somewhat naïve as to what would be required of me. As I progressed through the programme, I realised that while I enjoyed learning new things through group discussion and through storytelling or examples, when I was asked to produce my own work, there was a significant spike in anxiety. This was not something I was aware of at this time and became clearer to me as I experienced the anxiety of creating my own learning areas.

Further to this, I was asked in December before going on leave, to take on an additional role as an acting Regional Head of HR, looking after seven countries in Southern Africa. This was a significantly more senior and complex role than my current role and a fantastic career opportunity for me which was meant to last for three months. I was still also performing my current role which meant little time for anything else. I made the decision to apply for the interruption of studies for this period, knowing that this would be kinder to me than trying to maintain studying while work was so demanding. At the end of March, I was asked to hold the

role for a further three months until the end of June, so I had to further extend my application with the university to interrupt my studies.

While I knew that I had made the correct decision to pause the studies, I also felt disappointed to be delaying my studies. The positive was that a Regional Head role not only taught me how to be a great technical HR lead, but it provided me with the opportunity to coach and mentor the Heads of HR in the various countries within my portfolio. These individuals were at a senior level in the organisation and had significant responsibilities in their countries. Admittedly, I was intimidated by their seniority, but I also held onto the knowledge that I would not have been invited into this role if my leaders did not believe I could do it. I did often feel that I was “faking it until I make it” but I was also able to now draw on my extensive learnings from my TCC programme on how to coach, irrespective of the level of seniority of the person.

One of the ways I was able to do this was with one of the country Heads of HR that was reporting to me during this secondment. The country business had been severely penalised by the industry regulator for certain incorrect practices. This had ramifications for many of the employees and the Head of HR, who needed to lead this work, was taking severe strain. She was dealing with both an intense workload and emotional responses from the affected employees. This led her to question her own abilities while it was clear she was also heading for burnout. I applied my coaching skills to allow her the space to share her concerns and to guide and support her through the difficult time. I was empathetic because I could fully understand why she had moved into the space of self-doubt, but I also allowed her to find the right solutions for herself and the team she led, while being a safe space for her to rely upon.

In receiving the good feedback from her and seeing that she would reach out to me when she had difficulties, it confirmed for me that I was being a supportive coach and that my approach was working for her. The positive feedback affirmed me and certainly increased my confidence. While I have, at times, lamented having to interrupt my studies, I have also realised that it provided me with a different opportunity to practically apply my learnings which led me to receive positive feedback that increased my belief that I was a competent coach.

In March 2022, I was awarded one of the coveted HR awards for my secondment work, as acting Head of HR for our Angola business in 2021 and again in the acting Regional Head role. It was an incredible achievement, but it had come at a cost – by the middle of 2022, I was severely stressed and dealing with burnout myself. I was planning on resigning from my job or taking a sabbatical. Dealing with the Master's degree felt like the last thing I wanted to do, but I also knew I needed to persevere because I refused to have another incomplete Master's degree attached to my name. I knew it was also a mechanism to help me in the next step in my career and I needed to focus on the end goal.

One of the most popular models cited to increase self-awareness is the Johari Window, developed by psychologists Joseph Luft and Harrington Ingham in 1955. (Luft and Harrington, 1955) The model helps develop both internal and external self-awareness and helps a person become aware of how others see them in contrast to how they see themselves. It is comprised of the elements of what is known or not known to self and what is known or not known to others, making up the four quadrants of open, blind, hidden, and unknown. One of the typical scenarios that leads to the blind spot is having strengths that others see but we are unaware of. As I reflected more about myself and my experiences through the RAL module, together with receiving the HR award, I was starting to become more aware of how others saw me which was more knowledgeable and accomplished than I was seeing myself. It was another fantastic learning for me.

Picking up the MA

By the start of August 2022, I had submitted the first version of my annotated CV and JD. I was also now aware that for me to complete the MA degree, I would need to complete a work-based project after completing the RAL and Research Methods modules. This was a motivator for to stay in the organization and persevere with my studies. Working in HR, I assumed I knew what was required of the JD, but I also started to learn differently through my discussions with Sarah Loxdale, my academic adviser. I thought I could take my standard JD that already existed for my role at work and use this in my submission, but I was soon to find out that there was a much deeper level of detail required and I would need to spend a great deal of time articulating this with actual examples and, in the process, reflect on the skills I have acquired that are pertinent to coaching and mentoring.

The same process applied to my CV where I had to expand on each of my roles in the last five years, detailing how I had also used my coaching skills in these roles. I had to think about how my learnings in my TCC programme were being practically applied in my job. My first reaction was to say it wasn't, because I was not working as a coach or in that kind of role. With greater probing from Sarah, I soon realised that coaching was happening in my role, particularly as a line manager with the team of people reporting to me. I had one team member not meeting the performance requirements of the job and I was able to use my coaching skills to assist in this sensitive process. I was also using my coaching skill in my one-on-one performance conversations with the rest of the team, so much so that one of the members of my team gave me fantastic feedback to say that they believed this kind of work was my calling and they believed it was what I was destined to do with my life. In addition, I had applied to be a mentor to one of our HR graduate trainees which meant guiding them through the dynamics of the organization, helping them to adjust to the workplace and learning how to build

relationships, a key component of thriving in the corporate environment. I was certainly putting my skills into practice despite me not working as a full-time coach.

As I started to reflect more on this realisation, I could feel my confidence growing. I didn't need a formal role and job title to confirm for me that I was a coach or that I was practicing my coaching skills. It was coming quite naturally to me now and I had ample opportunity to utilise the skill in the role I was in. I also started to notice how I would respectfully "coach" more senior members of my team, including my line manager. One of the ways I would do this is by asking gently probing questions when I could sense that they were struggling with an issue. The questions were coaching-type questions that would help them dig a little deeper to understand what was going on for them. This signified to me that I was also becoming more comfortable coaching senior people and I was no longer as intimidated and questioning my coaching capabilities as much as I had been doing it previously.

While I was learning about my new role, and trying to be more engaged in the work despite still not feeling myself, I continued to work on the JD and CV. I would send the updated version to Sarah and make changes as she provided feedback. In October, we started to discuss possible learning areas and I focused on the first one, which was my learning about the Enneagram and my journey to becoming an Enneagram practitioner. This process continued well into the start of the year and beyond, and into, at least, six different iterations of this learning area! While I had started 2023 in a focused manner, and as I reflect now while I feel the pressure of meeting the final submission deadline of the RAL module with still having a lot to complete, I reflect on why I was so unfocused on the deliverables and the deadlines. I did not ask for the plan upfront when I picked up the work again last year and was quite lackadaisical about the deliverables. This was unlike the structured and organised person I usually am.

On the one hand, it is incredibly challenging to be a full-time employee working in a high-pressured role to study at the same time. While I admired myself for committing to this, as I mentioned earlier in the essay, I believe I am attracted to the idea of learning passively, as in someone else in an expert role would share information with me. Active learning, as I am required to do in the reflective writing, meant creation of my own work – this was both time-consuming and severely anxiety-ridden, and I could tell that I needed to be in the right frame of mind when starting the work and allow for sufficient time because the anxiety led me to procrastination. While the demands of work often meant that I just could not get to the studying, I often wanted to push it aside and not deal with it at the time due to the level of anxiety.

As I continued working on my first learning area, I found myself vacillating between submitting a pure academic piece of work that referenced the literature and writing about my own

learnings. Sarah would say to me that she could not see me in the writing, and I would realise that I was not doing enough reflective writing. It felt deeply uncomfortable at the beginning, and I could sense my frustration because I was not getting it! This was me having a preconceived idea in my mind, probably due to my previous attempt at a Master's degree, that it was an academic piece of work, and everything had to be referenced against academic research because nothing was my own work. This required a significant shift in my thinking and something I struggled with through the various iterations of the first learning area.

Together with that, I knew I was also being challenged by the inner voice that was telling me my thoughts and reflections were not good enough, so I kept faltering and trying to add more academic literature to my learning area. I am now well-aware that academic underpinning is important, but my learning reflections are that much more important in this RAL module. It took me a very long time and various iterations of my learning areas to finally understand this. The constant coaching and feedback from Sarah on what to add, amend and remove, which resulted in the many iterations, helped me get to the other side of understanding. I learned through writing for myself and adjusting accordingly based on the feedback. I don't believe, however, that I would ever have understood reflective writing if I didn't just start somewhere and be comfortable with the discomfort of not initially understanding and having to receive the improvement feedback. I realised that, in previous experiences and particularly with the first Masters, I would dread the feedback, feeling that I had failed, which exacerbated my feeling of not good enough, and lead me to not try again. In other words, I would give up because it was too hard and too painful to continue. Now as I look back, and I believe the learning of reflection has happened, I wonder why I was so confused and why it sounded so abstract to me at the start. Isn't this how learning happens? I would like to think of myself as consciously competent now, but I'm sure I have a way to still go. This realisation makes me think of how coachees also experience coaching – it is initially messy and uncomfortable but through my own experience, I can share with them the value of sticking with it and sitting with the discomfort. It is so worth it at the end!

As challenging as getting through the first learning area was, I found the second one to be even more so. In my first learning area, I wrote about my exposure to the Enneagram personality profile, learning about it in the TCC coaching programme and within a team effectiveness session at work, which led me to complete the Enneagram practitioner programme and now being an accredited Enneagram practitioner. Because my engagement with the Enneagram felt somewhat limited in breadth, it almost made it easier to reflect on my learning in depth. For my second learning area, I chose to write about my self-development as a coach through the TCC programme. This programme was 12 modules long and went over a 14-month period. It was an intense programme that comprised classroom sessions,

supervision sessions, practical coaching hours of student coaching, being coached by our mentors, completing case studies and building our own coaching model for the final assessment. There was so much covered in this time that I struggled to isolate the learning areas that were most pertinent and what to leave out.

As I thought more about the learning area, I also realised that I had always just thought of the TCC programme as me learning to be a coach. I had started the programme because I wanted to be a coach, so I focused on the destination, and I hadn't spent as much time on the learning that I gained about myself through the programme. As I started to do this for my learning area, I found this challenging because of all that had happened through the programme. I was able to go through my submissions for the final assessment, which included all my reflections through the module reflection forms, but it still felt very wide and diverse. It also reminded me of some of the more painful experiences during the programme which I have written about in my second learning area. The benefit of being reminded of this, however, is that I can now reflect on how I have grown as a coach, how I would handle the experience differently if it happened now and how my confidence in coaching has increased since I completed the programme. This is a significant learning for me which would not have happened if I were not reflecting on my learning areas in this RAL module.

While I have written extensively here on the challenges of reflective writing, I can safely say that I have now acquired a new skill that I didn't previously have. I am now feeling consciously competent! I had to learn through a challenging trial and error process but with every iteration, I was learning how to do it better and to use academic theory as an underpinning to my reflections and not as the core component of my work.

In the article titled "Work-based learning at higher education level: Value, practice and critique" (Lester and Costley, 2010), the researchers set out to investigate the value of the higher education sector in workplace learning and workforce development. Their conclusions indicate that there is increasing evidence that the involvement of universities in work-based learning is having a very positive impact in the development of self-managing practitioners and self-directed learners in line with what they call the "knowledge economy". They go on to say that the value to learners that are already in the workplace is significant at an immediate practical level and, in addition, enhancing personal development. In my personal experience, I can certainly support the findings of the research. While I am not yet in a full-time coaching role, I was able to take my learnings immediately into the workplace, being in a Human Resources role, and I could certainly process the information in a different way compared to when I went straight to university after school. Having the practical work experience meant that I could take theoretical concepts and immediately apply these in my work.

Reflective writing is also a key skill that I will take forward in my professional practice. It helps me stay self-aware when I reflect on my own thoughts, feelings and actions and will ensure I “get out of the way” when I am coaching others, which means being clear on what are my thoughts and emotions in the coaching intervention and what belongs to the coachee. Having the skill of reflective writing is also something that would be strongly encouraged to all my future coachees, particularly through journalling. It would be their way of reflecting and I learned through the TCC programme and through my own experience that journalling brings about a great deal of self-awareness.

Summary

In this year (2023), I have felt great anxiety about my life and my future. I have chosen to talk to a professional about this because I could sense that coming out of the pandemic had made me question many things about what was important to me – an existential crisis of sorts. In unpacking my fears and doubts, I have come to understand how my self-doubt has played out while completing this module. I have learned about myself that I love to learn new things but always holding others in my mind as experts and believing that they have more valuable insights to offer to me than any expert knowledge that I could share. While I can recognise that I have learned a great deal through my coaching programme, coaching others and my Enneagram learnings as written about in my learning areas, having to create something new and produce work of my own thoughts is a terrifying consideration. This is where I have found the RAL module most challenging but also most rewarding. Reflecting on one’s learnings is much more challenging than I would have thought, more so for someone like me who struggles to believe that my reflections, or original thoughts, are of any real value. Yet, as I write this, and can look back at what I have produced, I feel a deep sense of pride and accomplishment at my own “creations”, irrespective of what mark I may be given from the final assessment.

I now realise that I feel similarly about my role in the workplace. My job often feels like I am checking or providing feedback on the original work of others, particularly in the very painful aspect of reporting which is very common in my industry of financial services. I know now that I am now enjoying this kind of work because it is not my creation but, at the same time, I have unconsciously taken on these types of roles because I didn’t feel confident enough to be in a role where I was developing the material or bringing new knowledge to the organisation. Now that I have become aware of this, I have put up my hand to join projects where new work is being developed. Another very significant realisation that has emerged through the completion of the RAL module.

One of the most significant reasons for me getting this far in the RAL module and believing that I will complete this MA degree is due to the very kind and understanding support from

Sarah. This is not me merely providing a compliment to my academic adviser but genuinely acknowledging the part this has played in my learning and continuation of the programme, despite the many work and emotional challenges I have faced. I remember an experience of many years ago when I was trying to obtain my driver's licence. I was 25 years old, so quite late in life, and living in a new city far away from my home, travelling to work with someone else and was often arriving late to work. I felt great pressure to have my driver's licence and my own car. I took five attempts before I finally passed the driving test! On my fifth attempt, I had a very different driving test inspector from the previous tests. She was a kind and encouraging woman with a calm demeanour. She sounded like she truly wanted me to pass the test and coached me to take my time, and to believe that I could pass. This sounds like an emotional story, but I believe wholeheartedly that she was the reason I finally passed my test and helped open the door to my independence. I relay this story because it has felt similar having Sarah as my academic adviser. Being so critical of my own work, it has been the most valuable experience having an adviser who always provided feedback with kindness and encouragement, even when I'm sure the work was not always of great quality! She has been instrumental in ensuring I stay the course and I persevere through the challenges. She has afforded me kindness when I have had none for myself and I would never have gotten this far without her approach to teaching and guiding with what appears to be unlimited compassion and empathy. Understanding now the environment in which I learn and thrive, I was very fortunate to have a person as Sarah who seemed to understand what I needed to succeed in my learning.

As I write this essay and reflect on my learnings from the last two years, I can safely say that the learnings achieved in the RAL module have extended far beyond just my coaching practice, which I hope to continue full-time in the future. In this year, I am also mentoring another HR graduate, one who has a similar profile to mine in how she processes information and her sensitivity to her environment. I am constantly drawing on my own experiences and learnings in how I provide the support she requires. By coincidence, she is also completing her Master's degree and facing similar anxieties. In addition to having the requisite coaching skill to guide her, I am also sharing the learnings I have acquired through my studies and the life lessons I have gained through this time. While I still have a way to go to complete the full degree, I have already used my reflective learnings to help others.

Developing my skills in reflective writing and practice through the RAL module, which at the same time has allowed me to reflect on the learnings I acquired through my TCC programme and my Enneagram development, has had a significant positive impact on my level of confidence and self-belief I now have as a qualified coach. One of the key aspects to the reflective writing has been me identifying how I was using my coaching skills in so many ways

around me that I wasn't acknowledging. This would not have come into my awareness if I had not undertaken this module and without doubt, I feel very confident now to take my unique professional practice forward with the belief that I am truly an empathetic and competent coach.

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