

Appendices

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References

The Transcripts referenced here can be accessed digitally by Markers/Assessors using this link:

[Marker Access Raw Data](#)

Millisecond (2024) *Summary of Improved Scoring Algorithm*. Available at:

<https://faculty.washington.edu/agg/IATmaterials/Summary%20of%20Improved%20Scoring%20Algorithm.pdf>.

(Accessed: 18 October 2024).

Participant 1 (2024a) *Transcript of Coaching Session 1 (Coached by G. Minton)*. Confidential (anonymised).

Participant 1 (2024b) *Transcript of Coaching Session 2 (Coached by G. Minton)*. Confidential (anonymised).

Participant 1 (2024c) *Transcript of Coaching Session 3 (Coached by G. Minton)*. Confidential (anonymised).

Participant 1 (2024d) *Transcript of Coaching Session 4 (Coached by G. Minton)*. Confidential (anonymised).

Participant 2 (2024a) *Transcript of Coaching Session 1 (Coached by G. Minton)*. Confidential (anonymised).

Participant 2 (2024b) *Transcript of Coaching Session 2 (Coaching by G. Minton)*. Confidential (anonymised).

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Participant 3 (2024a) *Transcript of Coaching Session 1 (Coached by G. Minton)*. Confidential (anonymised).

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Participant 6 (2024a) *Transcript of Coaching Session 1 (Coached by G. Minton)*. Confidential (anonymised).

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Participant 6 (2024d) *Transcript of Coaching Session 4 (Coached by G. Minton)*. Confidential (anonymised).

Participant 7 (2024a) *Transcript of Coaching Session 1 (Coached by G. Minton)*. Confidential (anonymised).

Participant 7 (2024b) *Transcript of Coaching Session 2 (Coached by G. Minton)*. Confidential (anonymised).

Participant 7 (2024c) *Transcript of Coaching Session 3 (Coached by G. Minton)*. Confidential (anonymised).

Participant 8 (2024a) *Transcript of Coaching Session 1 (Coached by G. Minton)*. Confidential (anonymised).

Participant 8 (2024b) *Transcript of Coaching Session 2 (Coached by G. Minton)*. Confidential (anonymised).

Participant 8 (2024c) *Transcript of Coaching Session 3 (Coached by G. Minton)*. Confidential (anonymised).

Participant 8 (2024d) *Transcript of Coaching Session 4 (Coached by G. Minton)*. Confidential (anonymised).

Appendix 1

Participant Survey Designs (pre, mid and post-coaching)

Pre-coaching Survey

Can Neuro Coaching change Unconscious Bias?

This form has two sections: Preparation for Coaching and Participant Questionnaire 1

* Required

Preparation for Coaching

As you complete this, your responses will be automatically provided to your Coach, Grace Minton. The Form includes basic information as part of a standard Coaching Agreement along with specific questions relating to your participation in the study. You will only be asked these questions at the beginning of the coaching journey. All information provided on this form will be treated as private and confidential. You may also opt to save a copy of your responses for your own record.

1.Name *

2.Current Work/Occupation *

3.Background about yourself, to help your Coach get to know you

The following questions are to help the coaching to be effective as quickly as possible, **please only answer questions that you feel comfortable responding to at this stage, some may not be relevant for you right now.** Please answer as truthfully and specifically as possible.

List five words that describe you at your best:

4.What are the five most positive things in your work and life right now?

5.What sometimes prevents you from being at your best?

6.What major transitions have you had in the past two years? (e.g. new residence, new relationship, children, or work changes)

7. Identifying Ways of Working

If you worked with a coach before, or a similar one-on-one adult relationship (e.g. sports coach, or therapist), please share what worked well for you?

8. Is there anything else that you would like Grace to know?

9. Coaching Agreement

Please select the statements that you agree with: *

- ☐ Yes, I understand it is my responsibility to advise my Coach of any medical background, any medication or anything else that may affect the coaching process.
- ☐ I also understand that I am responsible for my own results. My decisions are my own. I do not hold my Coach accountable or liable at any time for my decisions or my results.
- ☐ I agree to my Coach logging total hours of the coaching in her Coaching Log, for the purposes of recognition of experience by the International Coaching Federation. I understand that this will include my full name, email and total hours only (nothing re content of coaching). If audited, these details would only be used to confirm claims.

10. Emergency Contact: *please provide a name and phone number of a contact that could be used in case of an emergency, should the Coach have any concerns for your wellbeing, under her duty of care* *

Participant Questionnaire 1

This is the first of 3 questionnaires that are used to gather data regarding your perceptions as an input into the research. This questionnaire will seek to provide a voice for the participants regarding the experience of coaching on changing an unconscious bias, the usefulness of working on 'allyship' as a personal development goal and any other activities that could contribute to change outcomes. Your responses will be read by the Coach/Researcher, however in the final research paper, all data relating to you, including these responses is anonymized.

Questions will **not** be exactly the same each time this survey is issued. It is to be issued pre, mid and post coaching.

Please answer honestly as there are no correct answers.

11. Your Name: *

21. I have reflected outside of coaching on how my interactions with members of this group in the past have reinforced systemic inequality: *

- ☐ 1 – never
- ☐ 2 – rarely
- ☐ 3 – sometimes
- ☐ 4 – often
- ☐ 5 – always

22. I feel that I make genuine efforts to be an ally towards members of this group: *

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 – neither agree nor disagree
- ☐ 4 – agree
- ☐ 5 – strongly agree

23. Please share what allyship means for you:

24. I feel that, through reflection, I am *capable of noticing a bias operating in my own thinking and behaviours, even if it is only after the fact*: *

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 – neither agree nor disagree
- ☐ 4 – agree
- ☐ 5 – strongly agree

25. Please share your perception of this from recent experience:

26. I feel that I am capable of noticing a bias operating in my own *thinking in the moment and preventing it from influencing my behaviour/decisions*: *

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 – neither agree nor disagree
- ☐ 4 – agree
- ☐ 5 – strongly agree

27.If you chose agree, please share an example of a time when you did this:

28.**Please choose the option that best describes your opportunity for meaningful contact over an extended period (months) with at least one member of this group.** Meaningful contact is defined as an opportunity for contact and conversations that have made you feel that you genuinely 'know' each other.

I have had opportunities for meaningful contact with members of this group **at work:** *

- ☐ Yes, currently
- ☐ Yes, in the past
- ☐ No, neither

29.I have had opportunities for meaningful contact with members of this group **outside of work:** *

- ☐ Yes, currently
- ☐ Yes, in the past
- ☐ No, neither

30.Because there are multiple theories about the origin of unconscious bias, could you please share your own beliefs about the drivers of unconscious bias in general?

Choose as many of the answers below that reflect your current opinion: *

- ☐ Messages in the dominant culture that we are immersed in as a child (as described in the participant recruitment video)
- ☐ Biological drives towards sameness and away from difference, as a survival mechanism (another theory that biases are based in fears of difference)
- ☐ Both
- ☐ Neither

31.Feel free to add anything else regarding your experience of allyship and being aware of, or other efforts to change unconscious bias:

Thank you for completing this survey.

Mid-coaching Survey

Participant Questionnaire 2

This is the second of 3 questionnaires that are used to gather data regarding your perceptions as an input into the research. This questionnaire will seek to provide a voice for the participants regarding the experience of coaching on changing an unconscious bias, the usefulness of working on 'allyship' as a personal development goal and any other activities that could contribute to change outcomes. Your responses will be read by the Coach/Researcher, however in the final research paper, all data relating to you, including these responses is anonymized.

Questions will **not** be exactly the same each time this survey is issued. It is to be issued pre, mid and post coaching.

Please answer honestly as there are no correct answers.

* Required

1. Your Name: *

2. Please indicate the group that you are working on being an ally for, by changing your own unconscious bias: *

- ☐ Age ('Young - Old')
- ☐ Arab - Muslim ('Arab Muslim - Other People')
- ☐ Disability ('Physically Disabled - Physically Abled')
- ☐ Gender - Career
- ☐ Gender - Science
- ☐ Race ('Black' - 'White')
- ☐ Sexuality ('Gay' - 'Straight')
- ☐ Skin-tone ('Light Skin - Dark Skin')
- ☐ Transgender ('Transgender People - Cisgender People')
- ☐ Weight ('Fat - Thin')

3. Reflections on internal changes:

Because change at a deeper level, like unconscious beliefs and associations, is not all about action, your reflections on your own learning or change are very valuable to help understand what this may feel like for you as an individual.

Anything you have noticed, including dreams, feelings in the moment, or thoughts that cross your mind about yourself or others, are all welcomed here as useful for understanding this process. Please take a moment to **share anything you have noticed between coaching sessions** that you believe is relevant.

4.Any other reflections:

Is there is anything you have noticed that is more outward-directed, such as behaviours or actions that you feel have come about as a result of the coaching so far? This is not a requirement of the coaching, so only if this has occurred as part of your own learning and change:

5.Your experience of the coaching sessions

Please share how you have found the online coaching process so far. Please share freely, knowing that this can be both feedback for the coach, and also information for the study to understand the participant experience of the neuro coaching approach to creating change with coachees.

Post-coaching Survey

Participant Questionnaire 3

* Required

1. Your Name: *

2. Please think about **the timeframe between your first contact with the coaching study and the present time as you answer these questions.**

I have reflected outside of coaching on how my interactions with members of this group in the past have reinforced systemic inequality: *

- ☐ 1 – never
- ☐ 2 – rarely
- ☐ 3 – sometimes
- ☐ 4 – often
- ☐ 5 – always

3. I feel that I make genuine efforts to be an ally towards members of this group: *

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 – neither agree nor disagree
- ☐ 4 – agree
- ☐ 5 – strongly agree

4. Please share what allyship means for you:

5. I feel that, through reflection, I am *capable of noticing a bias operating in my own thinking and behaviours, even if it is only after the fact*: *

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 – neither agree nor disagree
- ☐ 4 – agree
- ☐ 5 – strongly agree

6. Please share your perception of this from recent experience:

7. I feel that I am capable of noticing a bias operating in my own *thinking in the moment* and preventing it from influencing my behaviour/decisions: *

- ☐ 1 – strongly disagree
- ☐ 2 – disagree
- ☐ 3 – neither agree nor disagree
- ☐ 4 – agree
- ☐ 5 – strongly agree

8. If you chose agree, please share an example of a time when you did this:

9. **As you think about it now**, please share your own beliefs about the drivers of unconscious bias in general? *

- ☐ Messages in the dominant culture that we are immersed in as a child (as described in the participant recruitment video)
- ☐ Biological drives towards sameness and away from difference, as a survival mechanism (another theory that biases are based in fears of difference)
- ☐ Both
- ☐ Neither

10. **Please describe your experience of any change in your own awareness of responses (internal or behavioural) that you believe relate to unconscious bias:** *

11. **Please describe your experience of any change in your own awareness of responses (internal or behavioural) that you believe relate to unconscious bias.**

Do you believe that there has been a noticeable change in your internal process (thoughts or feelings) about the group you were working on being an ally for? *

- ☐ Yes
- ☐ No

12. If yes, how does this change reflect your original coaching goal for creating a change?:

- ☐ A. It is less of a change than I had hoped to achieve
- ☐ B. It is the level of change that I had hoped to achieve
- ☐ C. It is more of a change than I had hoped to achieve

13. Please describe one, or more examples of the changes you have noticed internally (in thinking and feelings) and/or externally (in your behaviour): *

14. Please take a moment to share your experience inside the coaching sessions.

Neuro Coaching includes a toolkit that works with creating change at an unconscious level. When the Coach uses tools to create changes in beliefs or feelings (other than through conversation), this can be an unusual experience for Coachees. Help us to understand how you experienced what the Coach described as 'Change Processes' (anything she proposed, explained and got your permission to try).

Please respond by indicating agreement to the following statements: *

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
A. I felt safe in the change processes inside the coaching sessions.	☐	☐	☐	☐	☐
B. At the time, I felt that the purpose of doing the change processes was relevant to my coaching goal.	☐	☐	☐	☐	☐
C. I felt OK after the coaching sessions that included a 'change process'.	☐	☐	☐	☐	☐

15. Do you have any comments about this element of the coaching?

16. The coaching included lots of conversations that involved powerful questions, the coach being curious about the nature of the bias you were working to change and sometimes sharing what she knew about the history or situation for people in that social identity. Please share your perception of the conversational side of the process. *

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
A. I felt safe from judgement in the conversations.	☐	☐	☐	☐	☐
B. At the time, I felt that the conversations were relevant to my goal.	☐	☐	☐	☐	☐
C. I felt OK after the coaching sessions where there was a conversation like this.	☐	☐	☐	☐	☐

17. Do you have any comments about this element of the coaching?

18. On balance, do you feel that the time you invested to create a change was worth the effort for you personally (outside of the contribution to research)? *

- ☐ Yes
☐ No

19. Any final comment you would like to add overall?

20. Would you like to be invited to a final meeting online of all participants to discover the findings of the research project, following marking in early 2025: *

- ☐ Yes
☐ No

Thank you for taking the time to complete this survey. Your experience is a very important part of this experiment.

You have one more step to completed: taking the IAT. The email you received with the link to this form contains the link to the IAT assessment. You will need at least 10 minutes to take this.

Thank you!

Appendix 2

Participant 1 Case Study

<i>Bias Chosen:</i>	Gender-Career
<i>Client Background:</i>	35-year-old, heterosexual, Latino male, speaking English as a second language. He did not identify with any religion.
<i>Client Context:</i>	Coachee approached this bias in the context of being an ally for women in his workplace and in thinking about the future of having a family with his current partner. The latter reason was where the greatest focus occurred within the coaching. Works as a lecturer at tertiary level.

Coaching Goal

Description of Goal as 'Well-formed Outcome':

Current state:

Already feel that I would like to be the primary parent taking care of the children and that current partner be the main income earner. But I also feel like we both need to work hard for what we want to achieve. I feel like I NEED to be the one to go and work hard and she needs to stay at home for at least some time and I do not want her career to be affected.

Instead of this:

The way I would feel without this bias, there would not be as big a conflict in my mind with either this or this. There could be a balance of a mix of two inputs. Would be able to resolve this between my partner and I and it would not be as big a problem.

Sensory-based Evidence Criteria:

I will be able to spot more examples of bias in my context. I will have even more awareness of the bias against women at work when I see it in my boss. The statement: "nobody is going to take care of the kids as good as the mum" would not feel true.

Results

IAT Result: One level increase in bias from 'slight' to 'moderate'

Mid-coaching Questionnaire (after 2 sessions):

3. Reflections on internal changes:

... Please take a moment to share anything you have noticed between coaching sessions that you believe is relevant.

Feelings in the moment (1): I evidenced internal conflicts and inconsistencies in my point of view/thoughts when explaining ideas during the session.

Feelings in the moment (2): I could feel how my point of view would become "unstable" or "weak" as soon as the explanation about the origin of beliefs is clarified

4. Any other reflections on more outward-directed behaviours or actions as a result of the coaching... only if this has occurred as part of your own learning and change:

Respondent did not answer

Post-Coaching Questionnaire:

10. Please describe your experience of any change in your own awareness of responses (internal or behavioural) that you believe relate to unconscious bias:

Respondent did not answer

11. 'Do you believe there has been a noticeable change in your internal process (thoughts or feelings) about the group you were working on being a better ally for?':

Yes

12. If yes, how does this change reflect your original coaching goal for creating a change?

C. It is more than I had hoped to achieve

Please describe one, or more examples of the changes you have noticed internally (in thinking and feelings) and/or externally (in your behaviour):

"Every time I think about a biased believe (sic), I feel a fair amount of anxiousness, but when I realise from where this belief (sic) is coming from, I can feel that anxiousness going away and the feeling of calmness overtakes my mood."

Self-Described Changes in coaching sessions:

1. Coaching Session 4, Timestamp: 12:34 - 13:44

Coachee: "Now that I remember, I brought up this topic with my girlfriend. We haven't gone into deep detail or thoroughly discussed it, but it's something we know we need to address. This session helped me bring up and explore these situations—moving them from my mind to actual discussion—and to see what's really on the other side, not just what I assume."

2. Coaching Session 4, Timestamp: 16:07 – 17:22

Coachee: "Somehow I feel that with all the exercises we've done, it's like a knot that is no longer tangled."

Coach: "Untangled."

Coachee: "Yes, untangled. It's not as tangled as before, but more straight. I don't know if that answers the question."

Coach: "Yes, that's a beautiful metaphor. It felt tangled, and now it feels straight."

Coachee: "Less tangled? Yeah, way less."

Coach: "Way less. Beautiful."

Coachee: "Actually, I feel a little relief as well."

Coach: "Beautiful. Let's stay with that untangled feeling. When untangled, what can happen next?"

Coachee: "I think when I say untangled, I mean it's a subject that's now open to be discussed."

Summary of Key Moments

- Experienced an "ah-ha" moment in Session 1, identifying the need to core belief to change and an intention for the goal that came from the deep structure and was a surprise.
- Shifted gender-based assumptions about caregiving and initiated discussions with his partner by the final session.
- Future pacing and timeline exercises revealed increased confidence in caregiving, supported by tailored theoretical components.

Coaching Session Summaries

Coaching Sessions Total number - 4 Time in coaching - 4.25 hrs Frequency - weekly

Coaching tools utilized

Refer to list of implicit tools and techniques used with majority of coachees in the body of the Report. Implicit tools listed below were noticeable from coach's recall/journal:

Implicit Tools: Psychoeducation about NLP and working theory of bias	Explicitly Proposed Tools: NLP Belief Change with Sub-Modalities, Timeline Visual Goal Alignment
--	--

Session 1 – Surfacing Positive Intention and Limiting Belief

During the Well-Formed Outcome exercise, the Coachee identified an "away-from motivation"—preventing his children from experiencing a broken family, influenced by his own upbringing with a single mother. A limiting belief, "nobody is going to take care of the kids as well as the mum," surfaced, revealing bias about parenting roles. The session ended with plans for a belief change exercise.

Session 2 – Exploring Gender and Parenting Bias

After the first session the Coachee revealed he consulted his therapist on the topic, the Coachee agreed to pause discussing the same topic with his therapist to focus on coaching. Discussions explored how gender and career bias influence parenting decisions, with examples of couples choosing caregivers based on factors beyond gender. The Coach revisited the question, “How would you know who would make the best primary parent in a same-sex couple?” to challenge automatic assumptions.

Session 3 – Belief Change and Future Pacing

The Coach introduced a discussion on stereotypes as “maps” and facilitated a Sub-Modality Belief Change exercise, reducing the Coachee’s belief in the old assumption from a 6 to a 1. Future pacing exercises helped the Coachee envision himself as a confident and knowledgeable father, guiding his children through positive scenarios and reinforcing a “move-towards” goal.

Session 4 – Reflection and Visual Goal Alignment

The Coachee revisited the internal conflict from Session 1, describing his journey as moving from “tangled” to “straight” thinking. Clean language questions revealed a collaborative vision for parenting with his partner. The coaching concluded with a Visual Goal Alignment exercise, reinforcing confidence and clarity in his envisioned role as a father.

P1 Transcript Analysis

Session 1 (2024a)

1. Segment 1: Setting the Context and Exploring Gender Dynamics in Upbringing

Timestamp: 0:00 - 7:30

Context:

The discussion begins with introductions and an overview of the coaching study. The coachee provides background on his family dynamics, highlighting the influence of his upbringing with strong female role models, notably his mother.

Detailed Exchanges:

- **Coach:** *"What will this mean for you to change this unconscious bias?"*
- **Coachee:** *"I was brought up in a family of three...my mother played both parental roles."*
- **Coach:** *"Yes. That must have shaped your perspectives deeply."*
- **Coachee:** *"Yes, but I want to ensure that I don't carry forward a strong gender bias."*

Key Insights:

The coachee recognizes that despite being raised by a strong mother figure, cultural influences may still impact his unconscious perceptions. He acknowledges the potential presence of internalized gender roles and expresses a desire for conscious change.

2. Segment 2: Professional Role Models and Gender Beliefs

Timestamp: 7:30 - 15:00

Context:

The coachee discusses his academic and professional experiences, mentioning that women have influenced his growth, particularly in academic settings.

Detailed Exchanges:

- **Coach:** *"Do you have any female mentors or role models in your career?"*
- **Coachee:** *"Yes, some of my most important mentors in academia were women."*
- **Coach:** *"That's great to hear. How did their mentorship shape your views?"*

Key Insights:

The coachee values female mentorship but acknowledges a broader societal bias associating men with career success and women with domestic roles.

3. Segment 3: Personal Aspirations for Family Life and Gender Roles

Timestamp: 30:00 - 40:00

Context:

The conversation shifts to the coachee's future aspirations for family life and his envisioned parenting role.

Detailed Exchanges:

- **Coachee:** *"I wouldn't mind staying at home while my partner pursues her career."*
- **Coach:** *"That's a strong indication of your willingness to challenge traditional roles."*
- **Coachee:** *"Yes, but I also feel a responsibility to be the breadwinner...I don't want my children to have the experience I had of it being hard with money."*

Key Insights:

The coachee expresses an internal conflict between adopting a non-traditional role as a stay-at-home parent and fulfilling a perceived duty to be the financial provider. His reflections reveal a struggle between progressive ideals and ingrained societal expectations. This duality may be seen in his coaching goal to seek balance without compromising his or his partner's aspirations.

4. Segment 4: Cultural Conditioning and Belief Examination

Timestamp: 40:00 - 51:00

Context:

The coach introduces the idea of unconscious beliefs shaping behaviour and encourages the coachee to identify and question such beliefs.

Detailed Exchange:

- **Coach:** *"You mentioned that 'no one can care for children better than a mum.' What makes you believe that?"*
- **Coachee:** *"It's something I've observed, but now I realize this belief may be biased."*

Key Insights:

The coachee identifies a deep-rooted belief about gender and caregiving, rooted in personal experiences and social constructs about gender roles.

5. Segment 5: Broader Implications and Professional Goals

Timestamp: 55:00 - 1:05:00

Context:

The coachee expands the conversation to professional settings and the broader goal of promoting diversity and inclusion.

Detailed Exchanges:

- **Coachee:** *"In my role, I want to bridge gaps in equality, not just in gender but across other biases."*
- **Coach:** *"That's a great vision. How do you plan to act as an ally in these spaces?"*

Key Insights:

The coachee's commitment extends beyond personal growth to influencing institutional and cultural change, particularly in the field of education where he works.

Session 2 (2024b)

1. Segment 1: Context and Relationship Check-In

Timestamp: 3:45 – 5:24

Context:

The session begins with casual conversation, establishing rapport. The coach asks if anything significant happened since their last meeting.

Detailed Exchanges:

- **Coachee:** *"I restarted my therapy... it was just coincidental after our conversation."*
- **Coach:** *"Does the therapist know you're in coaching at the same time?"*
- **Coachee:** *"Yes, but it's short-term to address some doubts."*

Key Insights:

The coachee's simultaneous participation in therapy and coaching shows active reflection. The coach is mindful of ensuring coaching goals remain distinct from therapeutic reflections. The coach discusses the impact on the research project of discussing exactly the same goal with the therapist and asks if the coachee would prefer to only work with the therapist on this as the dual process may make it unclear what influenced a change in his bias at the end of the coaching. The coachee states he will park discussing this further with the therapist until after the coaching is completed.

2. Segment 2: Belief on Gender Roles and Parental Roles

Timestamp: 7:24 – 18:00

Context:

The coach reintroduces the belief they aim to challenge: *"Nobody's going to take care of the kids as well as the mum."* They discuss the cultural origins of this belief and propose a belief change process.

Detailed Exchanges:

- **Coach:** *"What belief would you prefer instead?"*
- **Coachee:** *"I worry about the labour market gap and assume it will affect me as it does in Chile."*
- **Coach:** *"This makes sense, but the dynamics here might be different."*

Key Insights:

The coachee is highly aware of societal expectations and economic pressures. Despite this, he reflects on how assumptions may be tied to past experiences rather than current realities. The coach highlights the unconscious bias rooted in cultural norms.

3. Segment 3: Career vs. Parenting Roles

Timestamp: 18:01 – 31:00

Context:

The discussion shifts to examples of different family arrangements. The coach provides stories of non-traditional roles where men or women swap primary parenting duties based on financial and emotional readiness.

Detailed Exchanges:

- **Coachee:** *"I've seen examples where couples swap roles... It's possible to negotiate and not have a fixed structure."*
- **Coach:** *"Companies offering paternity leave options make space for flexibility. Do you believe men deserve the same deep connection with their children?"*

Key Insights:

The coachee acknowledges that financial security is still a key factor but shows curiosity about the emotional significance of parental roles for men.

4. Segment 4: Cultural Conditioning and the Mental Load

Timestamp: 31:01 – 41:00

Context:

The coach explains the concept of the "mental load" of parenting and how gender expectations reinforce it.

Detailed Exchanges:

- **Coach:** *"Mothers often carry the mental load of managing the household."*
- **Coachee:** *"I've been trained to handle household chores, so I don't feel entirely out of my depth."*

Key Insights:

The coachee reflects on his upbringing, which included being taught household responsibilities, thus challenging typical gender norms. The coachee already has lived experiences that can mitigate societal expectations.

5. Segment 5: Addressing Fear and Bias in Parenting

Timestamp: 41:01 – 55:00

Context:

The coach and coachee explore fears related to inadequacy in parenting roles.

Detailed Exchanges:

- **Coachee:** *"What if I'm scared when I see the baby for the first time?"*
- **Coach:** *"Fear is normal when facing something new. It doesn't indicate incapability."*

Key Insights:

The coachee demonstrates a growing understanding of the emotional complexities involved in parenting.

6. Segment 6: Shifting Belief Systems

Timestamp: 55:01 – End

Context:

The conversation concludes with a focus on the impact of biases and the process of "not knowing" as a step toward openness.

Detailed Exchanges:

- **Coach:** *"Bias often fills gaps in information with generalisations. Letting go of assumptions allows us to be present and gather real data."*
- **Coachee:** *"This makes me feel more comfortable... I don't need to control everything."*
- **Coach:** *"Curiosity instead of certainty can open up more possibilities."*

Key Insights:

The coachee expresses a sense of relief at the idea of releasing control and being more curious. He acknowledges the role of cultural generalisations in shaping his beliefs and expresses willingness to embrace flexibility.

Session 3 (2024c)

1. Segment 1: Initial Reflections and Emotional Clarity

Timestamp: 00:00 - 07:27

Context:

The coachee shares reflections on internal conflicts related to personal beliefs about financial stability and family.

Detailed Exchanges:

- **Coach:** *"Any reflections or thoughts on your coaching goal around this bias?"*
- **Coachee:** *"I reflected after our last session... I was impressed by the lack of clarity I have about the real reason behind my concerns regarding financial stability and family."*

Key Insights:

The coachee demonstrates increased introspection, acknowledging contradictions in his thought patterns. The coach affirms the coachee's awareness and highlights the value of surfacing unconscious conflicts.

2. Segment 2: Meaning-Making and Unconscious Bias

Timestamp: 07:28 - 20:39

Context:

The coach explains how humans create meaning through mental frameworks and unconscious biases, using anecdotes to illustrate this concept.

Detailed Exchanges:

- **Coach:** *"Our left hemisphere rapidly creates meaning to navigate the world... often based on generalizations."*
- **Coachee:** *"It's like we need an answer for the sake of answering, not for understanding."*
- **Coach:** *"Yes, sometimes we project assumptions, which can distort what we see as truth."*

Key Insights:

The coachee actively engages with the coach's explanation, relating it to personal experiences. He acknowledges the tendency to make assumptions and fills gaps with potentially inaccurate narratives. This indicates a shift from automatic meaning-making to a more mindful observation of his thoughts.

3. Segment 3: Cultural Biases and Stereotypes

Timestamp: 20:40 - 28:07

Context:

The conversation shifts to societal biases, particularly related to race, gender, and public perceptions.

Detailed Exchanges:

- **Coach:** *"Stereotypes can have both positive and negative impacts, often based on flawed generalizations."*

- **Coachee:** *"In Chile, the media coverage of male versus female athletes is so different—it's noticeable and disappointing."*

Key Insights:

The coachee demonstrates an understanding of societal-level biases and reflects on gender inequality in media representation.

4. Segment 4: Belief Change Process

Timestamp: 28:08 - 46:22

Context:

The coach guides the coachee through an NLP-based belief re-coding process focused on shifting the belief: "Nobody will take care of the kids as well as a mum."

Detailed Exchanges:

- **Coach:** *"How true does this belief feel on a scale of 0 to 10?"*
- **Coachee:** *"A six."*
- **Coach:** *"Let's change how the unconscious codes this belief... now, how true does it feel?"*
- **Coachee:** *"It's down to two."*

Key Insights:

The coachee initially holds a strong belief about traditional caregiving roles. The belief change process helps reduce its intensity, as evidenced by the decreasing scale rating.

5. Segment 5: Future Vision and Confidence

Timestamp: 46:23 - 54:18

Context:

The coach guides the coachee through a mental rehearsal, imagining future scenarios where the belief may have influenced his behaviour in the past.

Detailed Exchanges:

- **Coachee:** *"I see myself holding my child and feeling confident about what I'm doing."*
- **Coach:** *"That's a powerful image—feeling capable."*

Key Insights:

The mental rehearsal reinforces the belief change, strengthening the coachee's positive self-image as a capable future parent. He reports feeling a sense of calm and confidence, suggesting a shift in self-perception.

Session 4 (2024d)

1. Segment 1: Teaching and Facilitating Adult Learning

Timestamp: 2:57 - 7:40

Context:

The coachee reflects on his challenges as a lecturer, particularly in motivating adult learners and making complex topics engaging.

Detailed Exchanges:

- **Coachee:** *"I am finding a lot of challenge in these lecturing roles to explain concepts... in a manner that students... are not that keen to study."*
- **Coach:** *"Adults only learn what they're motivated to learn... You have to start with the 'why' before you get into what they have to learn."*
- **Coachee:** *"Yes, yes."*

Key Insights:

The coachee demonstrates a growing awareness of how adult learners' motivations impact engagement. The coach's guidance on adult learning frameworks helps the coachee connect his role as a facilitator to fostering intrinsic motivation.

2. Segment 2: Personal Reflection on Purpose and Alignment

Timestamp: 5:45 - 6:45

Context:

The coachee transitions into a discussion on life choices and their alignment with his career path.

Detailed Exchanges:

- **Coachee:** *"Every little step that I have taken... is taking me to something."*
 - **Coach:** *"Coaching is developmental... not therapy, but developmental."*
-

3. Segment 3: Belief Change and Coaching as Self-Empowerment

Timestamp: 8:11 - 11:08

Context:

The coachee revisits an earlier session involving belief change and reflects on its impact.

Detailed Exchanges:

- **Coachee:** *"I was thinking about this coding... and this other thing... It's incredible how that happened just by decoding."*
- **Coach:** *"We've taken on so many beliefs when we're children... This opens a choice to rethink and create new beliefs."*

Key Insights:

The coachee experiences a shift from passive acceptance of beliefs to recognizing his ability to choose empowering beliefs.

4. Segment 4: Family Roles and Bias in Parenting

Timestamp: 12:49 - 21:26

Context:

The discussion shifts to the coachee's thoughts on traditional gender roles in parenting and how these beliefs are evolving.

Detailed Exchanges:

- **Coachee:** *"Maybe the mother is not always going to be the best carer?"*
- **Coach:** *"Sometimes in a couple, the man is the better person for the job... an incredibly important role."*
- **Coachee:** *"I think that conversation can reinforce... that the statement was not as strong as I thought."*

Key Insights:

The coachee demonstrates a shift from rigid gender norms at a deep level, to a more flexible and partnership-based approach to parenting.

5. Segment 5: Future Visioning and Peace of Mind

Timestamp: 36:03 - 40:16

Context:

The coach guides the coachee through a future visualization exercise, helping him imagine a confident parenting role.

Detailed Exchanges:

- **Coachee:** *"I feel confident that I am providing the guidance... and making decisions for their well-being."*
- **Coach:** *"When you feel that confidence... What does that give you?"*
- **Coachee:** *"Peace of mind."*

Key Insights:

The coachee envisions a future where he shares equal responsibility in parenting, emphasizing confidence and peace of mind as key outcomes.

6. Segment 6: Reflections and Commitment to Personal Growth

Timestamp: 26:31 - 31:33

Context:

The coachee expresses a desire to internalize the questioning techniques learned during coaching to self-challenge future biases.

Detailed Exchanges:

- **Coachee:** *"I would love to be able to question myself the way you question me... so I can spot other kinds of biases."*

- **Coach:** *"Some methods are more suited to doing on your own... but this belief change method needs someone else."*

Key Insights:

The coachee shows a proactive attitude toward independent learning and continuous improvement, highlighting a desire for lasting self-awareness.

Appendix 3

Participant 2 Case Study

<i>Bias Chosen:</i>	Gender-Career
<i>Client Background:</i>	54-year-old, heterosexual, Caucasian/Maori female, speaking English as a first language. She is a non-practicing Catholic.
<i>Client Context:</i>	Coachee approached this bias in the context of being an ally for both men and women. As a senior leader, she frequently had conversations about career with younger people in which having children and the role of the primary parent were discussed.

Coaching Goal

Description of Goal as 'Well-formed Outcome':

To be a stronger advocate for male or female for whatever career decision they are making. Breakdown my own personal perceptions and barriers that may lead to unconsciously forming a wall when talking with someone (male or female) re what they want to do from a career perspective. Not having their gender influence my thinking. And help them facilitate their own personal goals. And know that I am not directing it based on my own beliefs.

Change the reaction of having a pause when someone says they want to take a break to do something else, not just parental. May be more than just gender informing this response.

Learning new ways of thinking and becoming more supportive. It is about understanding why you have a certain way of thinking in a certain situation.

Sensory-based Evidence Criteria:

There would be less of a pause and more of a 'that's OK let's talk about that' I would be able to be more proactive in discussing it with a male or female. There would be less of a feeling of 'weird' and more natural – there would be more of an everyday feeling.

I have lots of career discussions with friends and past colleagues and some still bring up gender-based questions that get asked.

Results

IAT Result: Three levels decrease in bias from "strong" to "little to no"

Mid-coaching Questionnaire (after 2 sessions):

3. Reflections on internal changes:

... Please take a moment to share anything you have noticed between coaching sessions that you believe is relevant.

Other than noting conversations that are related or on topic, I do not have any other reflections.

4. Any other reflections on more outward-directed behaviours or actions as a result of the coaching... only if this has occurred as part of your own learning and change:

Not anything of note

Post-Coaching Questionnaire:

10. Please describe your experience of any change in your own awareness of responses (internal or behavioural) that you believe relate to unconscious bias:

I am internally aware and now believe I am more aware of the my bias (and others). I do not 'react' in the same manner and feel more confident to be support and challenge other's position if adverse. I am calmer in my thinking and less inclined to be defensive.

11. 'Do you believe there has been a noticeable change in your internal process (thoughts or feelings) about the group you were working on being a better ally for?':

Yes

12. If yes, how does this change reflect your original coaching goal for creating a change?

C. It is more than I had hoped to achieve

Please describe one, or more examples of the changes you have noticed internally (in thinking and feelings) and/or externally (in your behaviour):

I do not take a pause or feel I do [when a male asks about a career gap to be the primary parent].

I am more open in discussions and less reactive.

I am prepared for not knowing and am ok with not knowing - there is not preconceived idea that a person based on gender should automatically be the one to be home vs. a career

Self-Described Changes in coaching session/s:

1. Coaching Session 4, Timestamp: 21:09 - 23:43

Coachee: I've found the past eight weeks really helpful to understand things better. First of all, I knew I had some level of bias—I'd even say prejudice—when it came to male and female gender issues. I used to fight against it, and I still do, but I didn't realise how much of an internal struggle it was for me. There was this push-pull about what it all meant.

It wasn't just about reacting to the external biases and prejudices coming through; it was more about how I was reacting to my own reactions. That was a big moment for me. I realised I don't have to immediately respond to what's being said. Instead, I can let the other person own it and focus on how I can influence change. That shift in perspective is much clearer to me now than it was eight weeks ago.

I feel I'm not going to react as much as I used to when I'm hearing or having conversations. It's going to be cleaner and clearer—more like, "OK, let's talk about what this means for you or what's happening around you." Before, I might have interjected my own experiences, saying, "Oh, this happened to me," and personalising the conversation. Now, I don't feel the need to do that. Instead, I can focus on the other person without projecting my own experiences, avoiding that tendency to say, "Let's make sure this doesn't happen to you because it happened to me."

Coach Summary of Key Moments

- The question, "How would you identify the better primary parent in a same-sex couple?" prompted an "ah-ha" moment, shifting the Belief Change process to embrace uncertainty over binary thinking.
- A tree metaphor, identified via Clean Language, symbolised growth, with the Coachee noting its pervasive impact by the final session.
- Explored emotions relating to internalised gender-related oppression tied to career, motherhood, and frustration in conversations with her husband, leading to reduced frustration in discussions about parenting with others in the present.
- By the final session, the Coachee resolved internal conflict within the bias, without a parts integration process.

Coaching Session Summaries

Coaching Sessions Total number - 4 Time in coaching - 4.10 hrs Frequency - fortnightly

Coaching tools utilized

Refer to list of implicit tools and techniques used with majority of coachees in the body of the Report. Implicit tools listed below were noticeable from coach's recall/journal:

Implicit Tools	Explicitly Proposed Tools:
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Clean Language with Metaphor Anchoring positive states	Belief Change with Sub Modalities, Integral Eye Movement Therapy
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Session 1 – WFO and Visual Anchor

Coaching clarified allyship for men as well as women in Gender/Career bias, relevant to the Coachee’s role as a senior leader mentoring younger people. A tree metaphor, accessed during the Well-formed Outcome process, was developed as a visual anchor for positive intention. Two concerns emerged under secondary gain: holding onto prejudices based on past limitations experienced herself, and managing reactions while staying connected to personal strength.

Session 2 – Reflection and Belief Change

(Minton, 2024b, p. 9)
The Coachee reflected on two conversations about careers and parenting decisions, surfacing the internalised belief: *“Women are expected to care for the family; men are expected to earn the money.”* A key question emerged: *“If a same-sex couple discussed this, how would you know who’s best?”* The answer, *“I don’t know,”* marked a shift to the belief: *“I don’t know who is best suited.”* Sub-modalities were used to solidify the change, recoding the old belief as untrue.

Session 3 – Clearing Emotions with IEMT

(Minton, 2024b, p. 15)
The Coachee addressed feelings of resentment tied to past limitations as a working mother, using Integral Eye Movement Therapy (IEMT) to clear emotions from memories at ages 9 and 5. A metaphor of a container with a lid and tap symbolised controlling information flow, creating an anchor called ‘flow.’ The Coachee reflected, *“This is how you change unconscious bias.”*

Session 4 – Closing and Review

(Minton, 2024b, p. 26)
The Coachee reflected on a conversation about gender/career bias as part of a larger gender bias map. She recognised teaching her son’s life skills as she would daughters, noticing existing flexibility in her perspective. She described feeling less intense and more detached in career conversations, observing herself in them without being emotionally attached.

P2 Transcript Analysis
Session 1 (2024a)

1. Segment 1: Introduction, Rapport Building, Coaching Agreement

Timestamp: 0:00 – 10:00

2. Segment 2: Coaching Goal and Bias Awareness

Timestamp: 15:00 – 32:00

Context:
The discussion focuses on identifying the coachee’s coaching goal, which is related to unconscious gender bias in career roles. The coachee highlights her internal reactions when encountering situations where men or women make non-stereotypical career choices (e.g., men taking parental leave).

- Detailed Exchanges:**
- **Coachee:** *“I find myself pausing when men talk about taking career breaks for family reasons.”*
 - **Coach:** *“That pause could be an important area to explore—what it represents.”*

Key Insights:
The coachee reflects on ingrained stereotypes and the need to reframe her perception. A key shift occurs as she articulates her desire to treat career decisions neutrally, regardless of gender. The pause in her response to non-traditional choices is identified as a target for change.

3. Segment 3: Broader Social Context and Role Models

Timestamp: 33:00 – 50:00

Context:

The conversation expands to include observations of societal expectations and personal anecdotes about gender roles. The coachee mentions a family member excelling in a traditionally male-dominated field and describes aspirations for her grandchildren.

Detailed Exchanges:

- **Coachee:** *“My sister-in-law is in construction, and I’ve seen how she faces bias despite being one of the best.”*

Key Insights:

The coachee acknowledges role models within her personal life and reflects on how these examples challenge societal norms. This reinforces her commitment to fostering inclusive thinking both at home and professionally.

4. Segment 4: Intention for the Goal

Timestamp: 51:00 – 1:05:00

Context:

The coachee delves into the emotional significance of becoming a supportive figure for her grandchildren and peers. She described wanting to create open conversations free from bias, ensuring others feel empowered to make decisions without societal constraints.

Detailed Exchanges:

- **Coachee:** *“I want to support my grandchildren to pursue whatever they want without limits based on gender.”*
- **Coach:** (re the goal about ways of listening) *“You’re aiming for clean listening—interacting without the influence of bias.”*

Key Insights:

The coachee expresses a deep emotional connection to her goal, using metaphors like a growing tree. The coach introduces the concept of “clean listening,” reinforcing the importance of unbiased engagement.

5. Segment 5: Identifying Internal Conflicts

Timestamp: 1:06:00 – 1:15:00

Context:

The coach prompts the coachee to identify any concerns. The coachee mentions the potential challenge of navigating external criticism and maintaining confidence in their new approach.

Sounded like:

- **Coachee:** *“I worry about managing others’ reactions when I challenge their views.”*
-

Session 2 (2024b)

1. Segment 1: Career and Gender Expectations

Timestamp: 03:15–08:00

Context:

The coachee reflects on conversations about work-life balance and gender roles observed during a holiday, comparing conversations with two different couples.

Detailed Exchanges:

- **Coach:** *"What did you notice in your own responses in those conversations?"*
- **Coachee:** *"There wasn't any pause—it was just a natural conversation. I made some jokes about traditional roles, but it led to a genuine discussion about shared responsibilities."*

The coachee describes how an Italian couple's traditional expectations contrasted with another couple's discussion of more flexible roles.

Key Insights:

The coachee is aware of cultural norms shaping gender roles in family dynamics. There is a shift toward curiosity and openness rather than judgment in the conversations she reflects on.

2. Segment 2: Reflections on Implicit Beliefs

Timestamp: 08:00–17:00

Context:

The discussion focuses on internalized beliefs about responsibility for family and income, shaped during childhood.

Detailed Exchanges:

- **Coach:** *"What resonates with you as the meaning of a simple version of this?"*
- **Coachee:** *"Women's responsibility is family; men's responsibility is income."*
- **Coach:** *"Is it about the word 'responsibility'? Could it be more about 'need' or 'expectation'?"*

The coachee emphasizes that societal expectations, rather than personal necessity, drive these roles.

Key Insights:

The coachee distinguishes between "responsibility" and "expectation," recognizing that social norms influence career paths. A strong emotional response arises.

3. Segment 3: Rewriting Beliefs

Timestamp: 17:00–36:00

Context:

The coachee and coach collaborate on crafting new belief statements to challenge the old associations.

Detailed Exchanges:

- **Coach:** *"How would you phrase a belief that reflects flexibility and freedom of choice?"*

- **Coachee:** *"I want to remove the words 'women' and 'men.' Anyone can take care of the family and have a career."*

The coachee constructs a belief emphasizing equality and dissolving gendered expectations.

Key Insights:

The process of replacing binary language with inclusive terms reinforces the idea of shared responsibility.

4. Segment 4: Testing and Reinforcement of New Beliefs

Timestamp: 36:00–1:07:00

Context:

The coach uses neuro-linguistic programming techniques to help the coachee internalize the new belief through visual and sensory metaphors.

Detailed Exchanges:

- **Coach:** *"Women are expected to take care of the family—how true does this feel on a scale of 0 to 10?"*
- **Coachee:** *"It was a 6, but now it's a 2 after the exercise."*

Through guided exercises involving sensory metaphor (sub-modalities), the belief's perceived truth diminishes.

Key Insights:

The coachee reports reduced belief in traditional expectations and increased acceptance of non-binary roles. Emotional responses highlight the coachee's access to meanings in the 'deep structure' (below conscious awareness).

Session 3 (2024c)

1. Segment 1: Initial Check-In and Rapport Building

Timestamp: 01:16 - 03:50

This segment sets a relaxed and open atmosphere, building rapport.

2. Segment 2: Reflection on Changes in Beliefs and Opportunities for Bias Awareness

Timestamp: 03:50 - 08:50

Context:

The coach prompts the coachee to reflect on changes in her belief system since the last session, focusing on her experiences of conversations about gender roles in careers.

Detailed Exchanges:

- **Coach:** *"Just wondering if anything, if there'd been another opportunity like that."*
- **Coachee:** *"It was a conversation I didn't expect to happen... she was explaining how her career was put on hold during parental leave."*

Key Insights:

The coachee recognizes everyday conversations as opportunities to reflect on biases, particularly around gendered career progression.

3. Segment 3: Exploring Internal Concerns and Responses to Change

Timestamp: 10:17 - 14:58

Context:

The coach revisits concerns the coachee has about internalized experiences of unfairness and potential judgment when discussing career-related issues, from the Well-Formed Outcome in session

Detailed Exchanges:

- **Coach:** *"Would you be open to exploring it a bit more and potentially doing a change process if it's relevant?"*
- **Coachee:** *"Sure, yeah."*

Key Insights:

The coachee is willing to confront deep-seated feelings about fairness and comparison. The discussion focuses on navigating the perception of others and learning to separate one's experience from other people's situation.

4. Segment 4: Eye Movement Desensitization and Reintegration (IEMT) Process

Timestamp: 25:00 - 46:00

Context:

The coach leads the coachee through an eye movement exercise to address emotional responses associated with past memories of frustration and lack of control.

Detailed Exchanges:

- **Coachee:** *"It's like a white noise... it's not as intense."*
- **Coach:** *"That's a great change from 9 to 5..." (measure of intensity of the emotion)*

Key Insights:

The exercise helps the coachee reduce emotional intensity tied to past experiences, reframing them as situational rather than personal. The use of metaphors like "white noise" and "flow" signifies progress in emotional regulation.

5. Segment 5: Shift Toward Self-Compassion and Strength

Timestamp: 46:00 - 55:00

Context:

The coach reinforces the coachee's recognition of her resilience and ability to manage emotional triggers in conversations about fairness and domestic responsibilities.

Detailed Exchanges:

- **Coach:** *"What do you notice about the emotion now?"*
- **Coachee:** *"It's strength... recognizing my strengths, not the frustration of the situation."*

Key Insights:

The coachee moves from feelings of helplessness to acknowledging her capacity for managing emotional responses, highlighting self-compassion and empowerment.

6. Segment 6: Future Focus and Visualization Exercise

Timestamp: 55:00 - 64:00

Context:

The coach guides the coachee through a future visualization exercise to test the changes using mental rehearsal (future pace).

Detailed Exchanges:

- **Coachee:** *"The word that came to mind was 'flow'... it's about controlling what I take in and letting things pass."*
- **Coach:** *"That's perfect—controlling the valve is your choice."*

Key Insights:

The coachee internalizes "flow" as a calming, practical metaphor to prevent emotional overload, fostering confidence in maintaining balance and detachment in discussions.

Session 4 (2024d)

1. Segment 1: Initial Reflections and Session Setup

Timestamp: 0:00–6:00

Context:

This section focuses on the opening exchange, where the coachee reflects on the eight-week coaching journey. Both the coach and coachee discuss the session's objectives and expectations. The coachee's awareness of time passing demonstrates engagement. The coach prompts the coachee to reflect on her coaching goal to set the tone for the session.

2. Segment 2: Coaching Goal and Unconscious Bias Reflections

Timestamp: 6:01–15:00

Context:

The conversation focuses on the coachee's well-formed outcome and reflections on gender-based career roles.

Detailed Exchanges:

- **Coach:** "Your goal involved being your best self when listening to and interacting with people about career paths without gender-based assumptions."
- **Coachee:** "I had a moment when I realized it doesn't matter what gender you are—I taught my sons to be self-sufficient without reinforcing gender roles."

Key Insights:

The coachee describes a significant moment of realization about breaking gender norms in parenting in the past. This segment indicates a shift up from gender/career to 'gender bias' in a larger sense and discovering that she has had flexibility from rigid gender role assumptions in the past. This may indicate an integration at identity level of being more flexible about gendered roles and their restrictions.

3. Segment 3: Metaphors and Deeper Learning

Timestamp: 15:01–20:00

Context:

The coach and coachee discuss the influence of metaphors in shaping unconscious associations and bias.

Detailed Exchanges:

- **Coach:** *"Metaphors like 'hard' and 'soft' are often linked to gender stereotypes."*
- **Coachee:** *"I've noticed that some of my past judgments were shaped by these unconscious metaphors."*

Key Insights:

The discussion shows how metaphors unconsciously reinforce biases. The coachee acknowledges this influence and describes a more neutral approach to interpreting career-related conversations.

4. Segment 4: Internal Conflict and Emotional Shifts

Timestamp: 20:01–27:00

Context:

The focus shifts to internal push-pull dynamics and how the coachee's emotional responses have evolved.

Detailed Exchanges:

- **Coach:** *"You mentioned a push-and-pull feeling—do you feel aligned now?"*
- **Coachee:** *"It feels calmer now. I used to have internal turmoil, but now it feels like I've stepped back."*

Key Insights:

The coachee describes feeling more detached from reactive emotions, indicating a sense of calm and control. This aligns with the coaching outcome of practicing non-judgmental, present listening.

5. Segment 5: Symbolism of "The Tree" and Anchoring Techniques

Timestamp: 27:01–30:00

Context:

The coachee reflects on symbolic anchors, particularly "the tree" metaphor, as a grounding tool.

Detailed Exchanges:

- **Coachee:** *"I see the tree everywhere—it has become a calming representation for me."*

Key Insights:

The coachee's use of the tree as a visual anchor demonstrates the effectiveness of symbolic imagery in supporting her emotional regulation. This highlights the coachee's growing ability to remain centered.

6. Segment 6: Anticipating Future Interactions

Timestamp: 30:01–38:00

Context:

The conversation concludes with plans for the coachee to apply her learning in future interactions.

Detailed Exchanges:

- **Coachee:** *"I'll be meeting new people soon, and I'm excited to see how I apply what I've learned."*

Key Insights:

The session ends with mutual appreciation and acknowledgment of growth.

Summary:

The coachee demonstrates significant progress in shifting her internal narrative, recognizing and reducing gender biases, and using symbolic anchors to stay present. The journey reflects alignment with the coachee's well-formed outcome, marked by increased mindfulness, reduced emotional reactivity, and openness to new perspectives. The session closes with a future-oriented focus, ensuring continued reflection and growth in broader contexts.

Appendix 4

Participant 3 Case Study

<i>Bias Chosen:</i>	Disability
<i>Client Background:</i>	54-year-old, heterosexual, Caucasian/Australian female, speaking English as a first language. She did not identify with any religion.
<i>Client Context:</i>	Coachee approached being an ally for differently abled people, across any context. Coachee had stories from past experiences that suggested she was already an active ally for this group, with memories of intergroup contact across public transport, parties, as well as meetings and conferences. Coachee worked in the field of adult education.

Coaching Goal

Description of Goal as 'Well-formed Outcome':

Someone who treats disabled people with the same respect as able-bodied people yet being conscious of support that they may need and providing that as discretely as possible, with an awareness of dignity. Don't make a fuss, don't draw attention to me as a 'good person' who is helping 'this poor person'. Could follow and share information on social media. For example, on LI. Some self-education, go and find out what the green lanyard means on Victorian public transport.

Sensory-based Evidence Criteria:

Better understand the lived experience. In an authentic way.

Results

IAT Result: No change in bias

Mid-coaching Questionnaire (after 2 sessions):

3. Reflections on internal changes:

... Please take a moment to share anything you have noticed between coaching sessions that you believe is relevant.

I am much more aware at a conscious level of my reactions to people with a physical disability. I am also aware of my reaction to people who wear the Hidden Disability lanyard, and am noticing ads for this more.

4. Any other reflections on more outward-directed behaviours or actions as a result of the coaching... only if this has occurred as part of your own learning and change:

I'm still conscious that my reactions may not always be appropriate.

Post-Coaching Questionnaire:

10. Please describe your experience of any change in your own awareness of responses (internal or behavioural) that you believe relate to unconscious bias:

I'm less likely to feel sorry for people with a disability, rather respect for this other human being who (like me) has challenges to deal with. I watched some of the Paralympics - extraordinary..

11. 'Do you believe there has been a noticeable change in your internal process (thoughts or feelings) about the group you were working on being a better ally for?':

Yes

12. If yes, how does this change reflect your original coaching goal for creating a change?

C. It is more than I had hoped to achieve

Please describe one, or more examples of the changes you have noticed internally (in thinking and feelings) and/or externally (in your behaviour):

I've only said "more of a change" for Q12, because the outcome has been quite unexpected, and I could not have "hoped to achieve" it. The main change is greater awareness of the strength of people with physical disabilities, rather than the initial perception of "weakness".

Self-Described Changes in coaching session/s:

1. Coaching Session 3, Timestamp: 36:21 – 36:40

Coachee: You know the guy I talked about who often gets the bus and he has no control over his body, his body movements, but he goes to work and the first time I saw him, I'm like, oh, shit, that poor guy like imagine having to live your life like that. But then over time it just you know, he's just doing what he does and he's capable of doing it. He's just doing it in a different way to people who are able bodied.

Summary of Key Moments

- Despite extensive evidence of allyship experience, the Coachee advanced to 'the next level' by exploring subtle feelings of pity for those with limited physical freedom, supported by discussions on resilience and happiness post-severe injury.
- Addressed guilt tied to a past reaction to a severely disabled individual, recognising it as a natural unconscious process, not bias, involving mirror neurons and pacing.
- Introduced strategies like 'kind curiosity' and 'cross-matching' to foster unconscious rapport.
- Shifted perspective from a binary view of physical fitness to understanding it as a continuum.

Coaching Session Summaries

Coaching Sessions Total number - 4 Time in coaching - 3.83 hrs Frequency - fortnightly

Coaching tools utilized

Refer to list of implicit tools and techniques used with majority of coachees in the body of the Report. Implicit tools listed below were noticeable from coach's recall/journal:

Implicit Tools: Meta Model questions on core assumptions Reframing of past memories of intergroup contact	Explicitly Proposed Tools: None.
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Session 1 – WFO and 'concern' identified

Identified authenticity as a key value in allyship, with a concern about offending others. Strongly motivated by learning and sharing knowledge. Noted no current opportunities to practice allyship and excluded her elderly mother as an example due to the nature of their relationship.

Session 2 – Curiosity About Being in a Different Body

Explored bias through a memory that evoked shame, where she believed she had dehumanized someone. The Coach questioned whether shock and curiosity about another body's functioning equated to dehumanization, emphasizing that curiosity differs from judgment and requires self-compassion. Discussed the show *You Can't Ask That* as an example of insightful curiosity. Coachee distinguished 'kind curiosity' and explored challenges in matching with someone physically different, noting unconscious processes like pacing and cross-matching. Connected curiosity to rapport-building, 'micro-affirmations,' and 'micro-aggressions.'

Session 3 – Exploring Bias (Help, Freedom, and Carefulness)

Discussed asking for help as a perceived loss of autonomy. Referred to resilience research showing that individuals who become wheelchair-bound often return to previous happiness levels. Recalled a paraplegic acquaintance who exemplified happiness as a choice. The Coach expressed uncertainty about the presence of bias and suggested the Coachee may already have an accessibility-focused perspective. The Coachee noted a shift in perception about a person on public transport due to their discussions. (See Transcript P3.3, timestamp: 51:25.)

Session 4 – ‘Differently Abled’ vs. ‘Disabled’

The Coachee took the IAT between sessions to measure bias and discussed its implications. With no further reflections on internal responses or behaviours, the session transitioned to review. The Coach reflected on assumptions of lack in the term ‘disabled’ and discussed reframing it as ‘differently abled.’ The Coachee mentioned media, such as *The Assembly* and an advert reframing Down syndrome, that challenged stereotypes. Closed with gratitude for the process, which she found ‘fascinating.’

P3 Transcript Analysis

Session 1 (2024a)

1. Segment 1: Introduction, Coaching Setup and Agreement

Timestamp: 0:30 - 11:00

2. Segment 2: Implicit Association Test (IAT) and Bias Discussion

Timestamp: 11:00 - 19:30

Content

Discussion shifts to the coachee's IAT results, which indicate a moderate automatic preference. The coachee reflects on her internalized bias and choice to explore disability, acknowledging a lack of previous focus on this topic. A shift toward increased awareness of her biases begins to emerge.

3. Segment 3: Reflections on Past Interactions with Disabled Individuals

Timestamp: 19:30 - 27:00

Context:

The coachee shares anecdotes about past experiences with individuals with physical disabilities.

Detailed Exchanges:

- **Coachee:** *"I remember an incident where a man in a wheelchair had to crawl up bus steps... I felt horrified and ashamed."*
- **Coach:** *"You described a loss of dignity in that moment."*
- **Coachee:** *"Yes, maintaining dignity is crucial."*

Key Insights:

The coachee's reflections highlight her empathy and discomfort with systemic oversight. She begins identifying dignity and discreet support as core values for allyship.

4. Segment 4: Defining Allyship and Values

Timestamp: 27:00 - 43:00

Context:

The coachee defines her interpretation of allyship and emphasizes authenticity, respect, and discretion.

Detailed Exchanges:

- **Coach:** *"How would you define being a good ally?"*
- **Coachee:** *"Treat disabled people with the same respect as able-bodied people... provide support discreetly to avoid drawing unwanted attention."*

Key Insights:

A clear definition of allyship emerges: supporting individuals in a way that preserves their dignity and autonomy, while avoiding virtue signalling. This is captured in the coaching goal.

5. Segment 5: Challenges and Hesitations

Timestamp: 43:00 - 55:00

Context:

The coachee discusses her hesitation about initiating conversations due to fear of causing offense.

Detailed Exchanges:

- **Coachee:** *"I'm conscious of not wanting to offend when asking questions about someone's experience."*
- **Coach:** *"What conditions would make you feel comfortable sharing your own experience?"*
- **Coachee:** *"If I knew someone was genuinely interested, without judgment."*

Key Insights:

The coachee's fear of offending serves as a potential barrier to deeper engagement, but she identifies genuine curiosity and non-judgment as factors that foster safe conversations.

6. Segment 6: Goal-Setting and Action Steps

Timestamp: 55:00 - End

Context:

The session concludes with goal-setting and identifying next steps.

Key Exchanges:

- **Coach:** *"What would be your first steps toward achieving your goal?"*
- **Coachee:** *"Research what the green lanyard means... follow blogs or websites sharing lived experiences... share relevant information on social media."*

Key Insights:

The coachee commits to proactive learning and authentic engagement. Her emphasis on self-education and sharing knowledge reflects her educator identity and desire to contribute meaningfully.

Session 2 (2024b)

1. Segment 1: Opening and Contextual Check-In

Timestamp: 0:00 - 3:00

Content:

The session opens with greetings and the coachee discussing her morning and routine activities. The coach checks in, asking for updates on reflections or actions from the previous session. The coachee demonstrates follow-through by researching the topic of hidden disabilities. She notes curiosity about the purpose and context of the lanyard system, which reflects her engagement with the coaching goal. The coachee is transitioning into active inquiry.

2. Segment 2: Exploration of Hidden Disabilities

Timestamp: 3:00 - 8:00

Context:

The coachee elaborates on findings about disability symbols like the hidden disability lanyard. The coach and coachee reflect on public awareness efforts.

Detailed Exchanges:

- **Coachee:** *"The staff at the station wear a sunflower badge... I watched videos of people sharing their stories."*
- **Coach:** *"That's really interesting. How did that impact your thoughts on support and care?"*

Key Insights:

The coachee's engagement with real-life stories is a small shift toward recognizing individual experiences and avoiding assumptions.

3. Segment 3: Reflection on Personal Experiences

Timestamp: 8:00 - 19:00

Context:

The coachee recounts personal encounters with people with disabilities and reflects on her emotional responses.

Detailed Exchanges:

- **Coachee:** *"I remember seeing a man in a wheelchair at work... I felt embarrassed for him, but he wasn't embarrassed at all."*
- **Coach:** *"What belief might be driving that response of pity or discomfort?"*

Key Insights:

The coachee does not accept the word 'pity' in her own feelings, but recognizes that pity can arise from assumptions rather than genuine understanding.

4. Segment 4: Confrontation with Unfamiliar Physicality

Timestamp: 19:00 - 29:00

Context:

The coachee shares an impactful memory of encountering a person with a highly visible physical difference and her reaction to the situation.

Detailed Exchanges:

- **Coachee:** *"I was shocked... I thought, 'How does that body even work?'"*
- **Coach:** *"Your curiosity is natural—what matters is how you respond next."*

Key Insights:

The coachee distinguishes between initial shock and respectful curiosity.

5. Segment 5: Rapport and Matching

Timestamp: 29:00 - 46:00

Context:

The discussion shifts to the concept of "matching" behaviours and how unconscious mirroring builds rapport. The coachee reflects on her ability to relate to others physically and emotionally.

Detailed Exchanges:

- **Coach:** *"We unconsciously match others to feel connected. How do you think this applies to your interactions?"*
- **Coachee:** *"It hadn't occurred to me... I could match someone's posture or eye contact, even if they're non-verbal."*

Key Insights:

The coach introduces the neuroscience of mirror neurons and rapport-building. The coachee identifies an actionable strategy to increase comfort and connection during interactions.

6. Segment 6: Curiosity as a Strength

Timestamp: 46:00 - 1:02:00

Context:

The coachee discusses how curiosity can be seen as both intrusive and positive. The conversation touches on managing respectful curiosity and micro-affirmations versus micro-aggressions.

Detailed Exchanges:

- **Coach:** *"Curiosity is the attitude of rapport."*
- **Coachee:** *"I love that phrase... It reframes curiosity in a way that feels constructive."*

Key Insights:

The coachee commits to reframing curiosity as a tool for connection rather than a source of discomfort. The coach and coachee reflect on the power of small affirmations to break down social barriers. This is in alignment with her goal of coaching goal of authentic and respectful interactions.

Session 3 (2024c)

1. Segment 1: Reflection on Recent Experiences and Initial Survey Review

Timestamp: 0:27 - 1:56

Content:

The conversation begins with casual greetings, followed by a review of the coachee's reflections from the midpoint survey.

2. Segment 2: Building Awareness of Physical Disability and Implicit Associations

Timestamp: 1:56 - 7:13

Context:

The coach reintroduces the topic of disability and implicit associations, specifically focusing on how able-bodied and disabled people are perceived.

Detailed Exchanges:

- **Coach:** *"We talked about being curious about what it's like to be in a different body... Have you noticed people matching between sessions?"*
- **Coachee:** *"I haven't noticed anyone with a visible disability... just someone wearing a hidden disability lanyard."*

Key Insights:

The discussion pivots toward societal associations of disability with negative descriptors.

3. Segment 3: Able-bodied Identity and Perceptions of Disability

Timestamp: 7:13 - 14:06

Context:

The coach prompts the coachee to articulate her perception of 'able-bodiedness' and what she believes are the disadvantages of being disabled.

Detailed Exchanges:

- **Coach:** *"What's good about being able-bodied?"*
- **Coachee:** *"Freedom of movement, independence... People don't look at me with pity."*
- **Coach:** *"What's bad about being disabled?"*
- **Coachee:** *"There was a woman... an Olympic athlete who used a wheelchair and had to rely on others to get up the steps because the lift was broken."*

Key Insights:

The coachee reflects on systemic limitations rather than personal flaws in people with disabilities. A pivotal

memory of the Olympic athlete reinforces frustration with inadequate accessibility rather than the individual's capacity.

4. Segment 4: Dependence, Asking for Help, and Internalized Comparisons

Timestamp: 14:06 - 23:16

Context:

The discussion shifts to exploring the concept of independence and whether asking for help signals vulnerability or weakness.

Detailed Exchanges:

- **Coachee:** *"People were always asking, 'Can I help you?' when I had wrist braces... but I didn't have to ask."*
- **Coach:** *"Is there a different perception of people in wheelchairs versus temporary injuries?"*

Key Insights:

The coachee acknowledges that temporary visible limitations often elicit offers of assistance without the need for a request, whereas assumptions about people in wheelchairs may carry stigma.

5. Segment 5: Personal Stories and Realizations

Timestamp: 23:16 - 41:09

Context:

The coachee shares several anecdotes about people with disabilities, emphasizing resilience and contentment despite physical limitations.

Detailed Exchanges:

- **Coachee:** *"I met a guy who became a paraplegic after a plane crash... He's the happiest guy you'll meet at a party."*
- **Coach:** *"That's interesting... Research shows people's happiness level often bounces back to baseline after significant events leading to being wheelchair-bound."*

Key Insights:

The coachee's perspective evolves from pity to admiration for the resilience of individuals with disabilities. She also reflected on assumptions about happiness and limitations, reinforcing the idea that contentment is often a choice.

6. Segment 6: Internal Barriers to Connection and Curiosity in Conversations

Timestamp: 41:09 - 55:32

Context:

The coach explores how the coachee's curiosity impacts interactions, especially in sensitive conversations about disabilities or health conditions.

Detailed Exchanges:

- **Coachee:** *"I asked someone why they left their career, and they seemed awkward... I felt bad for bringing up bad memories."*

- **Coach:** *"It's about curiosity and using linguistic softeners... Like 'Would it be OK if I ask?'"*

Key Insights:

The coachee is highly conscious of maintaining respect and avoiding discomfort. The coach introduces strategies for framing questions with empathy, highlighting how 'linguistic softeners can foster safer open dialogue.

7. Segment 7: Reflections on Implicit Assumptions and Allyship

Timestamp: 55:32 - 59:25

Context:

The session concludes with reflections on allyship and whether the coachee feels she progressed toward her coaching goals.

Detailed Exchanges:

- **Coach:** *"Do you feel there's still a bias impacting your connections?"*
- **Coachee:** *"No, it's more about the system..."*

Key Insights:

The coachee demonstrates a shift in mindset, recognizing external barriers as the primary issue rather than assuming inherent limitations in people with disabilities. The coachee's growing awareness aligns with the coaching goal of fostering respect and dignity.

Session 4 (2024d)

1. Segment 1: Understanding the IAT and Its Role

Timestamp Range: 2:21 - 7:50

Context:

The coachee expresses confusion about the mechanics and reliability of the Implicit Association Test (IAT). The coach explains its latency-based measurement and addresses its limitations, emphasizing the importance of subjective assessments.

Detailed Exchanges:

- **Coachee:** *"I did the IAT again and have questions... how is it determining that I am biased?"*
 - **Coach:** *"It's the latency... measuring unconscious associations... but it's not the only assessment in this research."*
 - **Coachee:** *"I don't see any connection between the test and what we've been talking about."*
 - **Coach:** *"The IAT is not a reliable measure... subjective assessment of the coachee is also important."*
-

2. Segment 2: Reflections on Disability Perception

Timestamp: 7:51 - 17:06

Context:

Discussion transitions into the coachee's reflections on people with disabilities, including personal anecdotes and broader perceptions.

Detailed Exchanges:

- **Coach:** *"You remembered real people rather than some generic figure... a sign of internal process shift."*
- **Coachee:** *"I'm not into categories of people; I'm into people."*
- **Coach:** *"That oversimplification into categories can be a barrier."*

Key Insights:

Coachee expresses a strong inclination to view individuals beyond stereotypes (but not as a new development for her). The Coachee already identified as someone who did not think about people according to social categories.

3. Segment 3: Exploring Linguistic Shifts

Timestamp: 22:28 - 30:57

Context:

The conversation delves into the terminology around disability, with an emphasis on the impact of words like "disabled" versus "differently abled."

Detailed Exchanges:

- **Coachee:** *"I like differently abled... Stephen Hawking was so much smarter than you and I together times 100."*
- **Coach:** *"The term 'disabled' carries an assumption of lack... differently abled opens up what that really means."*

Key Insights:

Coachee shows a preference for empowering language, recognizing its potential to reshape perceptions of disability. The dialogue reflects an ongoing shift toward celebrating abilities and dismantling the assumptions tied to traditional labels.

Segment 4: Neurodiversity and Broader Implications

Timestamp: 29:13 - 36:43

Context:

The discussion broadens to include neurodiversity and workplace inclusion, emphasizing the need for tailored approaches to recognize diverse talents.

Detailed Exchanges:

- **Coachee:** *"Experiments that have a good purpose, like helping people build skills and confidence, are fascinating."*
- **Coach:** *"Practical approaches can help place neurodiverse individuals in roles they'd enjoy."*

Key Insights:

Coachee demonstrates enthusiasm for experimental approaches that foster inclusion and skill-building.
Coach reinforces the value of identifying and leveraging individual strengths to combat workplace biases.

Appendix 5

Participant 4 Case Study

<i>Bias Chosen:</i>	Body Image
<i>Client Background:</i>	53-year-old, heterosexual, Caucasian/Australian female, speaking English as a first language. Identifies herself as an Atheist.
<i>Client Context:</i>	Coachee approached change as something she wanted for herself, she noticed and did not like her existing reaction to meeting someone new who was overweight as she was not able to be 'present' to them as a person.

Coaching Goal

Description of Goal as 'Well-formed Outcome':

To not have any bias at all. I already recognise and try to adjust the behaviour. Outcome would be to no longer have a physical reaction and judgement (lazy, undisciplined). A neutral reaction would be better. They are just a person that I have no reaction to—I don't know them—judgement to be based purely on our interaction (being present to what I learn about this person).

Sensory-based Evidence Criteria:

No longer feel physical response, just neutral.

I will be open to noticing if they are 'my kind of person'. Finding the connections and mutual interests, and if we click on more than a superficial level.

No longer feeling 'compassion or pity' for the overweight person.

Results

IAT Result: One level decrease in bias from "strong" to "moderate"

Mid-coaching Questionnaire (after 2 sessions):

3. Reflections on internal changes:

... Please take a moment to share anything you have noticed between coaching sessions that you believe is relevant.

Since my second coaching session I don't recall any negative reactions to overweight people because I don't seem to have noticed any. I'm not sure if this is because I'm especially not paying attention when I'm out and about, or whether I am not as conscious of overweight people.

4. Any other reflections on more outward-directed behaviours or actions as a result of the coaching... only if this has occurred as part of your own learning and change:

Respondent did not answer

Post-Coaching Questionnaire:

10. Please describe your experience of any change in your own awareness of responses (internal or behavioural) that you believe relate to unconscious bias:

I think I am becoming less aware of overweight people as overweight, that is it's not necessarily the first thing I notice about them.

11. 'Do you believe there has been a noticeable change in your internal process (thoughts or feelings) about the group you were working on being a better ally for?':

Yes

12. If yes, how does this change reflect your original coaching goal for creating a change?

B. It is the level of change that I had hoped to achieve

Please describe one, or more examples of the changes you have noticed internally (in thinking and feelings) and/or externally (in your behaviour):

I no longer have a strong physical reaction to overweight people in person or when viewing them in media (photos or videos).

Self-Described Changes in coaching session/s:

1. Coaching Session 4, Timestamp: 18:30 – 19:28

Coachee: So I had a couple of instances and so one was I was at a let's call it an exercise class and I noticed a woman was overweight, but it was just a noticing that she was overweight, there was no judgment or anything.... It was just a recognition, and then another one. I was at the bus station sort of walking to catch my bus and I noticed a fellow, an overweight fellow sitting. So again it was a notice of him and the notice that he was overweight, but no other, no sort of negative or otherwise reaction, but what it made me think of is like, well, what do I notice about non-overweight people?

Summary of Key Moments

- Early recognition of benefit for self in connection to own relationship to food and exercise (body image). In the first session described a negative visceral response to the out group.
- Worked with emotion and with a remaining sensation in the gut using mBIT in a moving session that included 'an internal hug' at the end. This was possibly an experience of self-compassion and alignment.

Coaching Session Summaries

Coaching Sessions Total number - 4 Time in coaching - 3.88 hrs Frequency - fortnightly

Coaching tools utilized

Refer to list of implicit tools and techniques used with majority of coachees in the body of the Report. Implicit tools listed below were noticeable from coach's recall/journal:

Implicit Tools:	Explicitly Proposed Tools: Integral Eye Movement Therapy Multiple Brain Integration Technique Clean Language (in mBIT) Visual Prompt (photo-based trigger)
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Session 1 – Benefits to Own Body Image and Response to Out-Group

The Coachee was highly vulnerable, describing a visceral disgust toward overweight people and linking it to her lifelong struggles with food and exercise. She discussed the mental effort of avoiding offense while striving for authenticity in interactions with overweight individuals. Interested in understanding the origins of bias, coach suggested listening to Jennifer Nordell's ABC podcast interview.

Session 2 – Initial Attempt to Clear Disgust Using IEMT

The Coachee prepared for the session by reflecting on a somatic response triggered by an overweight woman in an advertisement, identifying the thought, *"Fat people are gross and make me feel uncomfortable."* She also noted awareness of overweight individuals at a hockey game. Using IEMT, she linked the response to a childhood memory involving uncomfortable physical contact, unrelated to weight. After two rounds of eye movements, the memory felt distant. Testing with new images allowed specificity between "normal" and "extreme" overweight. As the aversion persisted, the Coach proposed revisiting the issue with a gut-focused method (based on mBIT theory), identifying the emotion as a barrier rather than a belief.

Session 3 – Clearing Disgust Using mBIT

The session began with confirmation that she hadn't dwelt on past memories and noted she no longer noticed overweight people as frequently. Using mBIT, the Coachee experienced a constricted sensation in her throat when viewing certain images, which the Coach addressed with a K interrupt and balanced breathing. Accessing heart, gut, and head brains, self-compassion resolved the negative response. The

heart brain expressed hopefulness, and she described a sensation of her system providing a “hug,” accompanied by tears of feeling moved. Closing discussions covered the process, and the Coach shared a reference to the mBIT method book, reflecting on her curiosity and courage in the process.

Session 4 – Reflecting on Changes in Cognitive Filters

The session opened with a discussion of the Coachee’s research on AI and parallels in how gaps in data lead to constructed narratives. Reflection on post-session changes included recognizing it’s okay to notice someone is overweight without judgment. The Coach introduced cultural theory framing, explaining that the “norm” tends to go unnoticed. Through reflection, the Coachee accepted that noticing unusual traits like height or size without judgment is acceptable, aligning with the desired outcome.

P4 Transcript Analysis

Session 1 (2024a)

1. Segment 1: Introduction and Establishing Rapport

Timestamp: 0:08 – 6:18

Context:

The coach establishes rapport, checks the pronunciation of the coachee's name, and confirms the logistics and goals of the study. The session begins with the verbal agreement for the coaching process.

Detailed Exchanges:

- **Coach:** *"This is our first of four sessions... my understanding is you'd like to change your internal responses and filters... when it comes to overweight people versus thin people."*
- **Coachee:** *"The actual ultimate goal would be to not have it at all... I do think I recognize it in myself and then try and adjust the behaviour..."*

Key Insights:

The coachee is highly aware of her unconscious bias and seeks a shift toward neutrality rather than suppression of feelings. The coachee's introspection indicates a motivation to reflect honestly on her internal reactions.

2. Segment 2: Defining the Coaching Goal

Timestamp: 12:18 – 18:30

Context:

The coach guides the coachee to clarify her goals, moving from broad aspirations to more specific outcomes related to internal reactions and behaviour.

Detailed Exchanges:

- **Coach:** *"What would you want as an outcome... if you could achieve it?"*
- **Coachee:** *"To have no bias at all would be ideal... but at least a neutral reaction... they're just a person that I have no reaction to, positive or negative."*

Key Insights:

The coachee describes her bias as "visceral" and linked to feelings of judgment about discipline and laziness. The desired outcome is described as neutrality—being able to engage with people without preconceptions based on body weight.

3. Segment 3: Exploring the Impact of Neutral Reactions

Timestamp: 19:14 – 24:04

Context:

The coachee reflects on what a neutral response to others would allow them to experience in social and professional interactions.

Detailed Exchanges:

- **Coachee:** *"I would feel less polite or reserved... a relationship independent of their weight."*
- **Coach:** *"That openness to noticing deeper connections... how would that change your interactions?"*

Key Insights:

The coachee aspires to form authentic connections without the influence of weight-related assumptions. This shift is perceived as leading to "more real" connections, less self-monitoring, and less emotional labour.

4. Segment 4: Self-Perception and Motivation

Timestamp: 24:15 – 31:59

Context:

The coachee discusses her self-perception, linking the coaching goal to her internalized feelings about her own body weight.

Detailed Exchanges:

- **Coachee:** *"I've been overweight for a long time... learning BMI has no scientific basis made me cry... I want to focus on health, not weight."*
- **Coach:** *"There's a beautiful motivation here—your own self-compassion and health rather than judgment."*

Key Insights:

The coachee reveals that her bias toward others stems, in part, from her personal struggle with body image. There is a shift from external judgment to a desire for self-compassion and a healthier focus.

5. Segment 5: Addressing Emotional Responses and Strategies

Timestamp: 32:00 – 48:34

Context:

The coach introduces potential strategies for addressing the emotional component of bias, such as eye-movement techniques for clearing feelings.

Detailed Exchanges:

- **Coach:** *"We don't need to know where the feeling comes from... we can clear the emotional response directly."*
- **Coachee:** *"That sounds intriguing... I'm open to trying that."*

Key Insights:

The coachee is open to exploring techniques for emotional regulation, signalling readiness for deeper change. The emotional charge linked to weight is acknowledged as a powerful influence on beliefs.

6. Segment 6: Practical Steps and Journaling

Timestamp: 48:40 – 55:05

Context:

The coach recommends journaling as a method to capture unconscious thoughts and reflections. The coachee is encouraged to document exact wording of thoughts that cross her mind to help identify unfiltered beliefs.

Detailed Exchanges:

- **Coach:** *"Journaling doesn't need to be daily... just capture exact wording when something crosses your mind."*
- **Coachee:** *"I like that idea... I tend to jot things down rather than keep a formal diary."*

Key Insights:

The coachee's curiosity and introspective habits are identified as strengths that can support the coaching process. The journaling activity is framed as a tool for observing and working with unconscious beliefs rather than as a burdensome task.

Session 2 (2024b)

1. Segment 1: Initial Check-In

Timestamp: 4:00–5:00

Context:

The coachee apologizes for the late start and explains technical issues. They discuss health updates, with the coachee sharing that they've been sick but are recovering. This segment demonstrates rapport-building and ensuring the coachee is comfortable to proceed, reinforcing the supportive environment necessary for an emotional exploration.

2. Segment 2: Reflection on Weight-Related Bias

Timestamp: 5:29–7:30

Context:

The coach prompts the coachee to reflect on internalized beliefs about weight. The coachee recalls discomfort from a TV ad featuring an overweight character.

Detailed Exchanges:

- **Coach:** *"Thoughts cross your mind that might be your own unique version of beliefs...?"*
- **Coachee:** *"Fat people are gross and make me feel uncomfortable."*

Key Insights:

The coachee shows self-awareness by acknowledging a strong emotional response, illustrating recognition of how her own unconscious bias operates.

3. Segment 3: Ice Hockey Experience

Timestamp: 7:30–9:10

Context:

The coachee shares another observation at a public event, noticing the presence of overweight individuals, more than she would normally notice.

Detailed Exchange:

- **Coachee:** *"I noticed overweight people...."*
-

4. Segment 4: Emotional Exploration of Early Beliefs

Timestamp: 9:20–16:00

Context:

The coach introduces a method to explore emotional triggers related to the coachee's visceral reaction to certain imagery and memories.

Detailed Exchanges:

- **Coach:** *"Can you think of a typical time when you had that visceral response?"*
- **Coachee:** *"This ad made me uncomfortable... she was just wearing normal work clothes, but her top was tucked in and I felt uncomfortable."*

Key Insights:

The session reveals that discomfort was linked not only to the character's weight but also to a sense that her appearance was "unhidden." This suggests a theme around visibility and exposure.

5. Segment 5: Eye Movement Desensitization and Reprocessing (IEMT)

Timestamp: 19:00–30:00

Context:

The coach guides the coachee through eye movement exercises aimed at decreasing emotional intensity related to a distressing memory from childhood.

Detailed Exchanges:

- **Coach:** *"Notice the feeling in your chest. What's the earliest time you've felt this?"*
- **Coachee:** *"When I was 10 or 11, an older neighbour touched me on my thigh. I felt gross."*

Key Insights:

This powerful segment links the coachee's aversion to a significant emotional event. The IEMT process visibly reduces the intensity of the emotional response, marking progress.

6. Segment 6: Revisiting the Advert Context

Timestamp: 30:00–38:00

Context:

The coachee revisits her initial discomfort related to the TV ad after the IEMT exercise.

Key Exchange:

- **Coachee:** *"I'm still aware she's overweight, but I don't feel as uncomfortable about it."*

Summary:

This segment indicates a reduction in emotional intensity, with the coachee describing a shift from discomfort to detached observation.

7. Segment 7: Real-Time Experiment with Images

Timestamp: 32:00–38:00

Context:

The coach asks the coachee to browse images of overweight people to gauge her real-time reactions.

Detailed Exchange:

- **Coachee:** *"My reaction depends on how overweight they are... and if the belly is visible."*

Key Insights:

The coachee identifies that her aversion is specific to exposed stomachs.

8. Segment 8: Emotional Freedom Technique (Tapping) Discussion

Timestamp: 50:00–57:00

Context:

When the coachee asks if it is possible to do the IEMT by herself, the coach responds that it is not and recommends looking into the Emotional Freedom Technique (EFT) as a tool for managing residual emotional responses that can safely be used alone.

Detailed Exchanges:

- **Coach:** *"EFT works by tapping acupressure points to release emotional blockages."*
- **Coachee:** *"I'm interested—what's the harm in trying?"*

Key Insights:

This exchange reinforces the coachee's openness to explore further interventions, demonstrating growing trust in the coaching process.

Session 3 (2024c)

1. Segment 1: General Check-in and Initial Reflections on Mid-Coaching Survey

Timestamp: 0:22 – 3:02

Context:

The session begins with a friendly check-in, discussing how the coachee's past two weeks have been. Coach acknowledges the coachee's effort in completing the form and revisits previous observations.

Key Exchanges:

- **Coach:** *"One thing I noticed from your survey was that you said you haven't been noticing overweight people as much."*
- **Coachee:** *"I don't know if I'm just focused on whatever it is that I'm doing."*

Key Insights:

The coachee notices a reduction in her automatic observations of overweight individuals, suggesting potential desensitization or a cognitive shift. The coach probes whether this change is due to external focus or internal cognitive recalibration.

2. Segment 2: Emotional Depth and Expectations of Coaching

Timestamp: 3:02 – 4:42

Context:

The discussion shifts to the emotional impact of previous sessions, as the coachee reflects on how unexpectedly deep the sessions have been.

Detailed Exchanges:

- **Coachee:** *"I hadn't actually expected it to go that deep or to evoke those feelings."*

Key Insights:

The coachee acknowledges emotional responses she hasn't anticipated. The coach normalizes emotional depth, reinforcing that reflective exploration is integral to change.

3. Segment 3: Exploring Physical Sensations and Symbolism

Timestamp: 4:42 – 17:04

Context:

The session transitions into somatic exploration, focusing on the coachee's reaction to visual stimuli (images of people). The coachee describes physical sensations linked to her perceptions.

Detailed Exchanges:

- **Coach:** *"Notice as you look at the pictures—what do you think and feel?"*
- **Coachee:** *"The rainbow makes me happy. The woman's size is the last thing I noticed."*
- **Coachee (about a different picture):** *"There's a feeling in my throat—constricted."*

Key Insights:

The coach leads the coachee through an exercise to externalize and describe the sensation ("solid," "black," "rubbery").

4. Segment 4: Kinaesthetic Interrupt and Self-Compassion

Timestamp: 17:04 – 35:13

Context:

The coach guides the coachee through a K Interrupt, asking them to "remove" the constriction and visualize it externally.

Detailed Exchanges:

- **Coach:** *"Imagine you can pull it out of your throat and onto your hand."*
- **Coachee:** *"I literally feel like I would gag on it."*
- **Coach:** *"Stop it!"*
- **Coachee:** *"It feels gross, but now it's separate."*

Key Insights:

The coachee's visceral response (gagging, discomfort) highlights the physical embodiment of emotional discomfort. Through visualization and sensory-based language, the coachee achieves symbolic detachment from the constricting emotion.

5. Segment 5: Integration of the Heart, Gut, and Head

Timestamp: 35:13 – 49:42

Context:

The coach prompts the coachee to reflect on the wisdom of her heart, gut, and head to address her response to individuals with different body types.

Detailed Exchanges:

- **Coach:** *"What does the heart want from this change?"*
- **Coachee:** *"To be friendly." (a positive response)*
- **Coach:** *"What does the gut want?"*
- **Coachee:** *"To shake their hand and smile—pleased."*
- **Coach:** *"What does the head think?"*
- **Coachee:** *"It's puzzled—surprised by the heart's reaction."*

Summary of Insights:

Each "brain" (heart, gut, head) presents different but complementary intentions: friendliness (heart), respectful connection (gut), and neutral, an observer of self (head). The exercise reinforces alignment and coherence among the coachee's emotional, intuitive, and rational responses.

6. Segment 6: Reflection and Future Application

Timestamp: 49:42 – 56:14

Context:

The coachee reflects on the experience, noting its strangeness yet positive impact.

Detailed Exchanges:

- **Coachee:** *"It's weird, but in a good way."*
- **Coach:** *"That's common—it's accessing the deep structure of the unconscious."*
- **Coachee:** *"I'm usually only asking my 'blue square' [head brain]. Now I know to check in somewhere else."*

Key Insights:

The coachee recognizes her usual over-reliance on rational analysis and expresses curiosity about using other internal resources (e.g., intuition, embodied wisdom). The coach encourages trust in the unconscious processing and reassures the coachee about the positive outcomes of reflective exercises.

Session 4 (2024d)

1. Segment 1: Career Aspirations and Analytics in Healthcare and AI and Bias

Timestamp Range: 0:45–13:15

Content:

The discussion begins with the coachee updating the coach on her career progress, particularly her application to a graduate program in the health department. The conversation explores the coachee's current role in health analytics and aspirations to transition into predictive analytics.

The conversation pivots to AI's role in healthcare and broader applications, focusing on bias and ethical considerations in machine learning. The discussion broadens to reflect on the ethics of AI, such as its misuse in justice systems (e.g., racial bias in facial recognition). The coachee highlights AI's potential for misuse if left unchecked by human oversight.

2. Segment 2: Perceptions of Body Image and Judgment

Timestamp Range: 17:04–27:36

Context:

This segment focuses on the coachee's goal to shift from biased judgments of others based on body size to

neutral recognition. Specific instances of observing overweight individuals are shared to explore internal reactions.

Detailed Exchanges:

- **Coachee:** *"I noticed an overweight woman in an exercise class... there was no judgment, just a neutral recognition."*
- **Coach:** *"It's okay to notice objective realities like someone's size. The shift is in what meaning or judgment you assign to it."*
- **Coachee:** *"Previously, I felt wrong noticing weight... now I realize it's not wrong if there's no judgment attached."*

Key Insights:

The coachee has achieved significant progress in her goal of cultivating neutrality in observations of others. Key shift: She moved from feeling guilt about noticing differences to accepting such observations as natural and free from judgment. Unexpected learning: Recognition that noticing physical attributes without judgment aligns with cultural norms and individual growth.

Appendix 6

Participant 5 Case Study

<i>Bias Chosen:</i>	Skin Tone IAT, thinking of racism towards Aboriginal Australians.
<i>Client Background:</i>	56-year-old, heterosexual, Caucasian/Australian female. Her first language is English. She did not identify with any religion
<i>Client Context:</i>	Coachee approached this bias in the context of currently working in a role in which Aboriginal Communities are the clients in an empowering context (not welfare). She has also worked in government departments in the welfare system, in which Aboriginal people are disproportionately over-represented as clients. Finally, she feels that she is already a strong ally and has significant meaningful contact with a close friend who is Aboriginal and with whom she has been friends since childhood.

Coaching Goal

Description of Goal as 'Well-formed Outcome':

When I meet the eyes of aboriginal people I will respond naturally and comfortably—when engaging or even just passing by. I not avert my eyes quickly. If I meet eyes with someone I would just smile and keep going, without thinking about it.

In my own thought process, old racism words do not cross my words. I would not have any words, or labels cross my mind.

Sensory-based Evidence Criteria:

Will have opportunity to encounter aboriginal people in the shopping Centre and walking down the street.
Will be able to notice difference in words in head.

Results

IAT Result: Four levels decrease in bias from “moderate” preference for hypothesis-conforming pairings to “moderate” preference for hypothesis-Nonconforming pairing

Mid-coaching Questionnaire (after 2 sessions):

3. Reflections on internal changes:

... Please take a moment to share anything you have noticed between coaching sessions that you believe is relevant.

I have definitely noticed a ‘softening’ in my unconscious thoughts when I see a dark-skinned person. I also noticed a situation the other day where, after making eye contact with a man I just smiled as I would with anyone, this was very natural and it was only after the fact that I noticed it had occurred.

4. Any other reflections on more outward-directed behaviours or actions as a result of the coaching... only if this has occurred as part of your own learning and change:

The eye movement practice we did the other day has somehow given me a sense of peace about a few things that occurred when I was very young.

Post-Coaching Questionnaire:

10. Please describe your experience of any change in your own awareness of responses (internal or behavioural) that you believe relate to unconscious bias:

I feel that the process of counseling has helped me to stop a biased thought process that seemed to be happening very automatically in my brain. I'm still seeing 'colour' but negative connotations that seemed to be instantly linked have ceased.

11. 'Do you believe there has been a noticeable change in your internal process (thoughts or feelings) about the group you were working on being a better ally for?':

Yes

12. If yes, how does this change reflect your original coaching goal for creating a change?

B. It is the level of change that I had hoped to achieve

Please describe one, or more examples of the changes you have noticed internally (in thinking and feelings) and/or externally (in your behaviour):

Even though I've never really classed myself as a 'racist' person, I was having thoughts that felt to me to be out of my control when I would see Indigenous people in the street. Through this process this has pretty much stopped.

Self-Described Changes in coaching session/s:

1. Coaching Session 3, Timestamp: 23:33 – 24:29

(Discussion of Survey 2 Response)

Coach: So, you felt the warmth, but the awkwardness made it hard to be spontaneous. The natural behaviour got interrupted by the awkwardness, and that's what we cleared. That makes sense. I'll make a little note on that. Nice work—you've done so much in just two sessions.

Coachee: It does feel like that. I feel surprised, to be honest.

Coach: Yeah

Coachee: I think often if I just have the right conversations, like we are having, I am able to move things along.

2. Coaching Session 4, Timestamp; 1:08:00 – 1:08:16

(Following a final change process, when Coachee was asked if there is anything she would like to say to close out the coaching journey and today's session)

Coachee: I've really enjoyed it. I can feel differences in my thinking after working through some emotions. It's been surprising—I wonder if I'm an easy person to shift because just talking things through seems to help.

Summary of Key Moments

- Clearing a Fear triggered around Aboriginal People (actually awkwardness)
- Interrupting repeated internal dialogue involving a racist insult for Aboriginal People that was consciously rejected
- Intensive open and honest discussion re intergenerational trauma, leading to surfacing 'hopelessness/urge to rescue'
- Clearing Hopelessness and urge to rescue around Aboriginal People

Coaching Session Summaries

Coaching Sessions Total number - 4 Time in coaching - 4.37 hrs Frequency - fortnightly

Coaching tools utilized

Refer to list of implicit tools and techniques used with majority of coachees in the body of the Report. Implicit tools listed below were noticeable from coach’s recall/journal:

Implicit Tools: Conversation that moved beyond political correctness (a significant exchange)	Explicitly Proposed Tools: Integral Eye Movement Therapy Audio Strategy Interrupt
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Session 1 – Goal Setting for Natural Interactions and Ending Internal Racist Dialogue

The Coach recognised the Coachee from a prior working relationship but continued due to the 30-year gap. Goal-setting focused on changing micro-behaviours to improve interactions with Aboriginal strangers in public spaces, such as making eye contact and smiling naturally. Another goal was to stop an unbidden racist term from crossing her mind—a habit attributed to her mother’s language. While her work and social interactions with Aboriginal people were positive, she acknowledged fear as a barrier to extending this to strangers. Both Coach and Coachee reflected on their shared upbringing in state-housing suburbs with significant contact with Aboriginal people.

Session 2 – Addressing Fear and Interrupting Racist Thoughts

Using Integral Eye Movement Therapy (IEMT), the Coachee worked on a recent memory of awkwardness with an Aboriginal person, progressing through memories aged 7, 5, and 12. Feelings of being left out, vulnerable, and ashamed were transformed into self-acceptance and compassion. Revisiting the recent memory, the Coachee saw it with humour, noting a shift from deep shame to genuine awkwardness. Future scenarios were described as more natural. The session also introduced a strategy to interrupt the internal voice associated with the unbidden racist term, with instructions to repeat this outside sessions until resolved.

Session 3 – Intergenerational Trauma and Honest Conversations

The session began with the Coachee sharing progress, including changes in micro-behaviours with strangers. Discussion shifted to privilege, colonization, and internalized oppression, focusing on the racist assumption in Australian culture of Aboriginal ‘uselessness’ and the Coachee’s sense of hopelessness about this. The Coach challenged her belief that all Aboriginal people were damaged and needed rescuing. The Coachee acknowledged that this was the first time she had discussed these issues openly, expressing fear of offending or appearing racist despite not identifying as one.

Session 4 – Addressing Hopelessness and an Urge to Rescue

The Coach guided the Coachee to focus on the earliest memory of feeling of hopelessness that the coachee experiences when witnessing the oppression of Aboriginal people as an adult. A memory of connecting with an Aboriginal man and feeling sadness and a need to rescue was explored. Using IEMT, childhood memories of fear and pity for her father shifted to compassion. A key memory involved a photo of an Aboriginal man her father jokingly claimed was her grandfather, which created a lasting connection for the Coachee. Revisiting the adult memory, the man’s eyes were reinterpreted as possibly shy or cheeky, rather than sad. The session closed with a positive focus.

P5 Transcript Analysis

Session 1 (2024a)

1. Segment 1: Skin Tone IAT and Initial Reflections

Timestamp Range: 3:35 - 4:49

Content:

The coachee discusses challenges with completing the IAT (Implicit Association Test) and reflects on its focus areas, including skin tone and its cultural applicability in Australia. The coachee also shares reflections about the indigenous-focused aspects of the work, indicating early awareness and curiosity.

2. Segment 2: Reflections on Racism and Career Roles

Timestamp Range: 12:07 - 13:06

Context:

The coachee reflects on her professional background in Aboriginal engagement and her self-perception regarding racism.

Detailed Exchanges:

- **Coach:** *"Talk to me a bit about what you get to do in Aboriginal engagement."*
- **Coachee:** *"I've been working with disability and Aboriginal groups... I don't class myself as racist, but I notice I don't respond as naturally as I would like to."*

Key Insights:

The coachee begins to articulate specific areas of unconscious bias, particularly discomfort or unnatural responses in interactions with Aboriginal people. This segment introduces an early acknowledgment of personal challenges tied to cultural upbringing and societal norms.

3. Segment 3: Establishing the Coaching Goal

Timestamp Range: 13:54 - 15:29

Context:

The coachee and coach collaboratively define a goal focused on natural and unbiased interactions with Aboriginal individuals.

Detailed Exchanges:

- **Coachee:** *"I just don't respond as naturally as I would like... I'd like to be more comfortable and natural when engaging."*
- **Coach:** *"What would the replacement words or thoughts look like if these words didn't pass through your mind?"*
- **Coachee:** *"There wouldn't be replacement words... there just wouldn't be words at all."*

Key Insights:

The coaching goal is defined as achieving natural and unbiased interactions free from unconscious labelling or judgment. The coachee expresses a desire for authenticity and peace in these interactions.

4. Segment 4: Personal History and Bias Formation

Timestamp Range: 16:26 - 17:30

Context:

The coachee shares formative experiences that have contributed to her unconscious biases.

Detailed Exchanges:

- **Coachee:** *"My parents were racist... words come to my mind, and I challenge them, but I'd like them not to come at all."*
- **Coach:** *"You're breaking down something fundamental—this is powerful work."*

Key Insights:

The coachee's upbringing is identified as a key influence on her biases. Despite challenging these biases, the coachee struggles with residual thoughts and expresses a strong desire to eliminate them entirely.

5. Segment 5: Reflections on Challenges and Resources

Timestamp Range: 36:14 - 38:37

Context:

The coachee discusses existing resources and values that support her goal, such as a supportive colleague and strong personal ethics.

Detailed Exchanges:

- **Coachee:** *"My values are a resource... people should feel they belong and are valuable."*

Key Insights:

The coachee identifies personal values and supportive relationships as key resources. Journaling is proposed by the coach as a tool to capture and reflect on thoughts, aiding in the journey toward unbiased interactions.

6. Segment 6: Exploring Emotional Barriers

Timestamp Range: 32:37 - 34:34

Context:

The coachee expresses fears of negative encounters and rejection in interactions with Aboriginal people.

Detailed Exchanges:

- **Coachee:** *"There's a fear of having a negative encounter... I've had bad experiences before."*
- **Coach:** *"Sometimes reaching our goals is about addressing those drivers that guide our behaviour deeply."*

Key Insights:

Fear emerges as a significant emotional barrier to the coachee's goal. This segment underscores the importance of addressing underlying emotional drivers to foster authentic interactions.

Session 2 (2024b)

1. Segment 1: Introduction and Rapport Building

Timestamp: 0:00 - 4:00

Content:

The session begins with a casual check-in. The coachee and coach discuss their morning routines, sleep schedules, and general habits. This segment builds rapport, easing the coachee into the session. The conversation sets a relaxed tone that aids deeper discussions later.

2. Segment 2: Neuroscience and Discrimination Awareness

Timestamp: 4:00 - 7:30

Context:

The discussion shifts to understanding discrimination and habit formation through neuroscience.

Detailed Exchanges:

- **Coach:** *"Discrimination is sitting in the part of the brain in which habits form, based on early rewards."*
- **Coachee:** *"Yeah, I find it really weird that these thoughts..."*

Key Insights:

The coach introduces a neuroscience perspective on discrimination. The coachee reflects on automatic thoughts.

3. Segment 3: Specific Reflections on Racial Bias

Timestamp: 6:30 - 9:00

Context:

The coachee shares an encounter with an Aboriginal man and reflects on her initial and revised internal labels.

Detailed Exchanges:

- **Coachee:** *"It wasn't a term that first flashed into my mind... but the first thing was more positive."*
- **Coach:** *"Yeah, interesting."*

Key Insights:

This narrative exemplifies the coachee's effort to notice and manage internal dialogue she recognises as bias.

4. Segment 4: Eye Movement Therapy Session

Timestamp: 9:00 - 26:00

Context:

The coach introduces Integral Eye Movement Therapy (IEMT) to help the coachee process and reduce the intensity of feelings tied to past memories.

Detailed Exchanges:

- **Coach:** *"We're using eye movements to light up different parts of the brain while tuned into the emotion."*
- **Coachee:** *"It feels a little less personal now."*

Key Insights:

The coachee reports reduced emotional attachment to specific memories, showing the potential effectiveness of IEMT. There is a noted decrease in intensity from "awkward" (7) to "vulnerable" (5-6), and a later shift toward self-compassion.

5. Segment 5: Pattern Interrupt Strategy

Timestamp: 45:00 - 51:00

Context:

The coach introduces a pattern interrupt exercise to address habitual intrusive thoughts associated with racial labels.

Detailed Exchanges:

- **Coach:** *"We're trying to 'stuff up' that connection by replaying the word in a humorous voice."*
- **Coachee:** *"I'll use Mickey Mouse's voice."*

Key Insights:

The coach encourages the coachee to use a different auditory sound to interrupt the habitual thought (or 'strategy'). The coachee engages with the technique, indicating readiness to test this approach in real situations.

6. Segment 6: Future Pace/Visualization

Timestamp: 35:00 - 39:20

Context:

The coachee is guided to visualize future interactions involving Aboriginal people to assess emotional responses.

Detailed Exchanges:

- **Coach:** *"Just go into the future and notice what you feel."*
- **Coachee:** *"I'm approaching it with curiosity and connection."*

Key Insights:

The coachee demonstrates a more compassionate, inquisitive approach in mental rehearsal through imagined scenarios, suggesting a shift from fear to acceptance.

7. Segment 7: Reflections and Closure

Timestamp: 54:00 - 59:00

Context:

The coach checks for any lingering distress and offers follow-up reflections.

Detailed Exchanges:

- **Coach:** *"How do you feel now?"*
- **Coachee:** *"I feel peaceful. It was nice revisiting things with more self-compassion."*

Key Insights:

The coachee reports feeling calmer and more self-compassionate, indicating emotional progress and integration of the session's work.

Session 3 (2024c)

1. Segment 1: Introduction and Check-in

Timestamp: 0:10 - 18:00

Context:

The session begins with casual conversation and logistical adjustments. The coach checks in on the coachee's progress since the last session, specifically regarding the practice of using mental reframing techniques (e.g., hearing a triggering word in a "Mickey Mouse" voice to diminish its impact).

Detailed Exchanges:

- **Coach:** *"I just wanted to check in if you've had a chance to do that, like if you've had a chance to practice, you know, when you hear that word, just replaying it in the voice of Mickey Mouse."*
- **Coachee:** *"Yes, I definitely have, a number of times."*
- **Coach:** *"And it doesn't...is it still coming up, the word?"*
- **Coachee:** *"Look, in all honesty, it's definitely not jumping into my brain."*

Key Insights:

The coachee reports that the negative word association is no longer as intrusive, indicating early signs of success in altering cognitive responses.

2. Segment 2: Reflections on Survey Responses

Timestamp: 18:00 - 25:00

Context:

The discussion shifts to the coachee's reflections on her internal thought processes and how she interacts with others in social settings, aligning with her coaching goal.

Detailed Exchanges:

- **Coach:** *"So, you mentioned noticing a softening of unconscious thoughts and a situation where you smiled as you were with anyone."*
- **Coachee:** *"Yeah... I feel that warmth towards all people, but there was just this awkwardness."*
- **Coach:** *"The awkwardness made it hard to be spontaneous... the natural behaviour got interrupted by the awkwardness."*

Key Insights:

The coachee describes a breakthrough moment when she noticed her natural warmth in interactions without the usual internal tension. This indicates progress in shifting internal beliefs that interfere with behaviour.

3. Segment 3: Addressing Cultural Narratives and Implicit Association Test (IAT)

Timestamp: 35:00 - 48:00

Context:

The coach and coachee review the coachee's IAT results and discuss the emotional and societal weight of implicit biases related to Aboriginal Australians.

Detailed Exchanges:

- **Coach:** *"It's interesting that the images are literally the same people with the skin tone changed."*
- **Coachee:** *"Oh, I never noticed that."*
- **Coach:** *"It categorizes really strong words like 'beautiful, adore' versus 'horrific, awful.'"*

Key Insights:

The IAT results sparked deeper reflection on the coachee's cultural conditioning. The exercise highlighted the binary nature of good/bad associations with skin tone, fostering awareness of learned bias rather than conscious prejudice.

4. Segment 4: Belief Change Process Discussion

Timestamp: 41:15 - 54:00

Context:

The coach introduces the concept of belief systems that sustain unconscious biases and explores whether the coachee holds any related beliefs about Aboriginal people.

Detailed Exchanges:

- **Coach:** *"What's good about being white?"*
- **Coachee:** *"You don't have to prove yourself."*
- **Coach:** *"What do Aboriginal people have to prove?"*
- **Coachee:** *"That they're not useless."*

Key Insights:

This exchange surfaces a deeply embedded societal narrative of utility and worth. The coachee articulates how systemic racism places a burden of proof on Aboriginal people while granting automatic 'usefulness' to white people.

5. Segment 5: Internalized Oppression and Allyship

Timestamp: 54:00 - 1:02:00

Context:

The conversation turns to the broader implications of internalized oppression within Aboriginal communities and the coachee's role as an ally.

Key Exchanges:

- **Coach:** *"Internalized oppression is the way people believe oppressive beliefs about their own group and then hurt themselves and each other."*
- **Coachee:** *"Yes."*
- **Coach:** *"This is not about culture; this is about oppression. Culture is 40,000 years old."*

Key Insights:

The coach reframes negative behaviours often associated with Aboriginal identity as consequences of systemic oppression, not cultural identity. This framing is part of a longer conversation in which the coachee and coach explore the difference between cultural heritage and the effects of historical trauma and colonisation.

6. Segment 6: Closing Reflection

Timestamp: 1:02:00 - End

Context:

The session concludes with the coachee reflecting on the difficulty of discussing unconscious bias openly due to fears of being perceived as racist.

Key Exchanges:

- **Coachee:** *"I don't think I've ever had this conversation openly... I always thought of myself as not racist."*
- **Coach:** *"People are scared to talk about implicit bias. We can't change that glue holding systemic inequality together unless we create space for these conversations."*

Key Insights:

The coachee acknowledges the discomfort and isolation felt when confronting unconscious biases in a public setting. The coach affirms the importance of open, honest dialogue as a tool for dismantling systemic racism.

Session 4 (2024d)**1. Segment 1: Skin Tone IAT and Reflections on Racism**

Timestamp Range: 2:33 - 8:27

Context:

The discussion focuses on the coachee's reflections on cultural assumptions tied to Aboriginal Australians and the emotional impact of this realization. The coach introduces a framework to work through the feelings of hopelessness associated with these reflections.

Detailed Exchanges:

- **Coach:** *"When we arrived at that point in the conversation where you said, oh, you know that there's a feeling around here of, like, kind of hopelessness feeling."*
- **Coachee:** *"I probably put that emotion onto most Aboriginal people that I see."*
- **Coach:** *"If we could disconnect this hopelessness feeling from the generalisation of Aboriginal people..."*

Key Insights:

The coachee identified generalizations and emotional responses tied to observations about Aboriginal Australians. Initial steps were taken to separate emotional associations from these generalizations, encouraging a shift in perception.

2. Segment 2: Exploration of Personal History and Emotional Roots

Timestamp Range: 22:34 - 37:58

Context:

The coachee connects the feeling of hopelessness to childhood memories, tracing it back to family dynamics involving her parents.

Detailed Exchanges:

- **Coachee:** *"I think I always wanted to fix things for my mum...she had quite a severe mental health [issue]."*
- **Coach:** *"So, just staying with that memory...is this the very first memory of feeling this sadness and wanting to fix it?"*
- **Coachee:** *"I can remember my dad crying and asking us to stay with him instead of staying with mum."*

Key Insights:

The coachee's emotional triggers, including sadness and the urge to "rescue," are deeply rooted in early familial experiences. Awareness of these patterns allows the coachee to understand the origins of her responses to broader societal issues.

3. Segment 3: Future Pace/Visualisation to process Transforming Emotional Associations

Timestamp Range: 55:32 - 1:03:05

Context:

The coachee reflects on how her emotional responses, initially associated with pity and hopelessness, have transformed into compassion and curiosity about others' experiences.

Detailed Exchanges:

- **Coachee:** *"I feel like maybe a human connection...like there's a beauty in it."*
- **Coach:** *"That exercise we just did...allows the change to kind of get more solid."*

Key Insights:

Emotional processing exercises reduced the intensity of feelings such as sadness and pity, replacing them with compassion and openness. The coachee visualized future scenarios with Aboriginal individuals, experiencing joy and curiosity instead of hopelessness, sadness and urge to rescue.

Appendix 7

Participant 6 Case Study

<i>Bias Chosen:</i>	Body Image
<i>Client Background:</i>	53-year-old, heterosexual, Caucasian/Australian female. Her first language is English. She did not identify with any religion
<i>Client Context:</i>	Coachee approached being an ally for overweight people based on noticing and disliking her own responses when she met someone who is overweight for the first time. The change was not specific to people she met through work

Coaching Goal

Description of Goal as 'Well-formed Outcome':

Not focusing on the weight first. Not having that negative thought of the person's lifestyle. Notice first the expression on their face..

Sensory-based Evidence Criteria:

I would meet someone for the first time and notice how they feel before thinking about their lifestyle.

Results

IAT Result: One level decrease in bias from "strong" to "moderate"

Mid-coaching Questionnaire (after 2 sessions):

3. Reflections on internal changes:

... Please take a moment to share anything you have noticed between coaching sessions that you believe is relevant.

I am a lot more aware of my reactions when I see people who are overweight. I am noticing that I look up to their face and not focus on their body. I feel better about my reaction

4. Any other reflections on more outward-directed behaviours or actions as a result of the coaching... only if this has occurred as part of your own learning and change:

It's a reminder that if you are honest about your bias and thoughts, and then focus on them, you can improve and widen your perspective

Post-Coaching Questionnaire:

10. Please describe your experience of any change in your own awareness of responses (internal or behavioural) that you believe relate to unconscious bias:

I think that if we have to reflect on our behaviour and thoughts then there was unconscious bias, But knowing it exists helps to address. It also make me wonder what other unconscious biases exist that I haven't tuned into yet

11. 'Do you believe there has been a noticeable change in your internal process (thoughts or feelings) about the group you were working on being a better ally for?':

Yes

12. If yes, how does this change reflect your original coaching goal for creating a change?

C. It is more of a change than I had hoped to achieve

Please describe one, or more examples of the changes you have noticed internally (in thinking and feelings) and/or externally (in your behaviour):

Noticing it, accepting the thought, and changing the thought.

Self-Described Changes in coaching session/s:

1. Coaching Session 3, Timestamp: 3:56 - 4:51

Coach verbally confirmed change described in mid-coaching survey

Coach: But that you have noticed that you look at someone's face, you don't focus on their body, and that's exactly what you described as the outcome you wanted in our first session, not focusing on someone's weight first, not having that negative thought of a person's lifestyle.

Coachee Yes.

Summary of Key Moments

- Recognising strategy in first session as “thinking about the person's lifestyle” as the first thought about them. Also surfacing a feeling of disgust as a somatic response to overweight people.
- Utilising images to surface associations as basis for belief change (inspired by other Coachee working on same bias).
- Reframing discussion of information about other reasons, other than ‘lifestyle and poor self-esteem’ that people can carry extra weight.
- Clearing a feeling of disgust as a response.
- Coachee described change in perception following Session 2, however continued with a belief change based on associations that came up with images.

Coaching Session Summaries

Coaching Sessions Total number - 4 Time in coaching - 3.10 hrs Frequency - fortnightly

Coaching tools utilized

Refer to list of implicit tools and techniques used with majority of coachees in the body of the Report. Implicit tools listed below were noticeable from coach's recall/journal:

Implicit Tools:	Explicitly Proposed Tools: Integral Eye Movement Therapy Belief Change with Sub Modalities Visual Prompt (photo-based trigger)
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Session 1 – WFO Identifies Strategy for Bias

During the Well-formed Outcome process, the Coachee's strategy for bias was identified as focusing on “the person's lifestyle” as her first thought. The goal was to shift focus to something neutral, like their face, before making assumptions. A feeling of “disgust” was identified as a starting point for change work. The Coachee's IAT results showed conflicting evidence: an initial bias, then no bias on the second test, this led to a discussion about the evidence from the session that there was a bias and the Coachee agreed to retake the IAT. This client's IAT results led to re-calibrating how the IAT was used in the study.

Session 2 – Addressing Disgust with IEMT

The Coach and Coachee discussed a belief about “poor lifestyle” and the associated disgust response, agreeing to address it using Integral Eye Movement Therapy (IEMT). To access the feeling, the Coach used images of overweight individuals and a specific work memory from two years earlier. The process traced the feeling back to a childhood memory at age 4-5, reducing its intensity from 4/5 to 2 (now felt as surprise). Future-pacing recalibrated the response, and the Coachee described overweight individuals as “happy” instead of seeing shame or low self-esteem.

Session 3 – Achieving Outcome and Belief Change

The session explored perceptions of “fat” across generations, linking them to limiting beliefs about lifestyle and self-esteem. Using images from Session 1, the Coach worked on changing the belief that “Fat people are lazy and don't care [what others think]” to “Fat people can still have balance” through a Belief Change with Sub-modalities process.

Session 4 – Check-In and Close-Out

The Coachee reported she had not experienced “any of those thoughts” recently but noted she might not have encountered any overweight individuals. Since her response to an overweight person was discussed in Session 3, the Coach deemed the outcome achieved. The Coachee stated no further changes were needed. The session concluded with a review and close-out.

P6 Transcript Analysis

Session 1 (2024a)

1. Segment 1: Introduction and Initial Goal Setting

Timestamp: 0:00–8:59

Content:

The coach welcomes the coachee, clarifies the study purpose, and outlines the coaching framework, confidentiality, and objectives. The coach also shares her background to “even up the vulnerability” by disclosing personal demographics and research interests. The coachee is receptive but seeks clarity on the research context. The coach emphasizes a non-hierarchical partnership, reinforcing empowerment and choice.

2. Segment 2: Discussion of Bias Selection and Allyship

Timestamps: 9:00–19:35

Context:

The coachee explains how she chose “weight bias” over “age” after clarifying the study instructions. The discussion shifts to allyship and past reflections.

Detailed Exchanges:

- **Coach:** *“I noticed you chose weight. What was your reasoning?”*
- **Coachee:** *“I hadn’t noticed that bias before until I took the test.”*
- **Coach:** *“Do you feel you’ve made genuine efforts to be an ally?”*
- **Coachee:** *“If I’m honest, probably not enough.”*

Key Insights:

The coachee reflects on her assumptions about weight and acknowledges an absence of conscious allyship. She expressed a desire to explore deeper ways to become more empathetic.

3. Segment 3: Coaching Goal Formation

Timestamps: 19:36–28:59

Context:

The coachee sets an initial goal to focus less on weight as a first impression and more on personal attributes like expressions and demeanour.

Detailed Exchanges:

- **Coach:** *“If you didn’t focus on weight, what would you notice instead?”*

- **Coachee:** *"It would be nice to notice the expression on their face, whether they seem kind."*
- **Coach:** *"What would that change give you?"*
- **Coachee:** *"A better connection and understanding."*

Key Insights:

The coachee articulates a specific, sensory-based outcome of noticing facial expressions rather than body size. There is recognition that shifting focus could foster more meaningful connections.

4. Segment 4: Exploration of Resources and Next Steps

Timestamps: 29:00–38:15

Context:

The coach and coachee discuss existing and potential resources to support the coachee's reflection and growth. Journaling and online research are identified as supportive tools.

Detailed Exchanges:

- **Coach:** *"What resources do you already have to support this change?"*
- **Coachee:** *"I journal daily, which helps me reflect on my interactions."*
- **Coach:** *"Journaling aligns well with noticing first thoughts and internal reactions."*

Key Insights:

The coachee values reflection and is open to expanding her understanding through structured research. Journaling is reinforced as a valuable practice for increasing self-awareness.

5. Segment 5: Addressing Emotional Responses and Beliefs

Timestamps: 38:16–48:30

Context:

The coachee discusses her emotional response, identifying "disgust" as a deep-seated reaction when encountering overweight individuals. The coach plans to address this through belief change and emotional clearing.

Detailed Exchanges:

- **Coach:** *"Are you aware of any feelings when you encounter someone overweight?"*
- **Coachee:** *"If I'm honest, it's disgust."*
- **Coach:** *"That's significant and something we can work on in the next session."*

Key Insights:

The coachee demonstrates vulnerability and self-honesty, identifying a core emotional reaction. The coach acknowledges the emotional layer and suggests using techniques involving eye movements for emotional clearing.

6. Segment 6: Planning the Next Session and Wrapping Up

Timestamps: 48:31–51:55

Content:

The session concludes with plans for the coachee to retake the Implicit Association Test (IAT) to establish a clearer baseline. The coachee and coach finalize logistics for future sessions. The coachee shows

commitment and curiosity, while the coach maintains transparency about the experimental nature of the process.

Session 2 (2024b)

1. Segment 1: Introduction and Contextual Check-in

Timestamp: 0:00–4:17

Context:

This segment begins with greetings and a discussion about the weather, work, and progress in the coaching journey. The coach inquires about how the coachee has been feeling since the last session and reflects on her progress with assessments like the IAT (Implicit Association Test).

2. Segment 2: Addressing Bias and Belief about Lifestyle

Timestamp: 4:17–9:44

Context:

The discussion shifts to the coachee's exploration of societal beliefs about body shape and bias. The coach checks if the coachee had time to reflect on lifestyle-related assumptions contributing to weight bias.

Detailed Exchanges:

- **Coachee:** *"I did some looking up... I noticed my thoughts when I see people."*
- **Coach:** *"That's great! What did you notice?"*
- **Coachee:** *"I consciously remind myself to not judge... to focus on the person rather than the body."*

Key Insights:

The coachee is actively working to change automatic thought patterns by replacing judgment with curiosity and empathy. The coach reinforces this progress and uses analogies to deepen the coachee's understanding of selective attention. The coachee describes becoming more intentional in interactions.

3. Segment 3: Emotional Triggers and Associations

Timestamp Range: 9:44–17:10

Context:

The coach delves into deeper emotional reactions, specifically discussing "disgust" as an embodied response tied to biases.

Detailed Exchanges:

- **Coach:** *"You mentioned a feeling of disgust... does that still feel like the right word?"*
- **Coachee:** *"It sounds harsh, but yes... we also spoke about the emotion of disgust."*

Key Insights:

The coachee acknowledges the term "disgust" but reframes it as more nuanced (e.g., surprise mixed with preconceptions). The coach normalizes the emotional response and emphasizes non-judgment, fostering psychological safety.

4. Segment 4: Image-based Exercise and Immediate Reactions

Timestamp: 17:10–34:45

Context:

The coach uses visual stimuli (images of people of different body sizes) to surface implicit reactions and explore how clothing, posture, and expressions influence perceptions.

Detailed Exchanges:

- **Coachee:** *"My initial thought was lazy... but also compassion if they have low self-worth."*
- **Coach:** *"And what if they don't have low self-esteem?"*
- **Coachee:** *"Then I'd think they don't care for themselves."*

Key Insights:

The coachee demonstrates an awareness of stereotypes influencing judgments ("lazy," "lack of care"). The coach introduces potential alternative narratives (e.g., medical reasons for body size) to challenge assumptions. The coachee begins to distinguish between automatic associations and more empathetic perspectives.

5. Segment 5: Memory Recall and Integral Eye Movement Therapy

Timestamp: 34:45–43:07

Context:

The coach guides the coachee through an exercise involving eye movements to "clear" associations tied to early memories of feeling surprise or discomfort related to body size.

Detailed Exchanges:

- **Coach:** *"Let's try and access the first time you felt that reaction."*
- **Coachee:** *"I recall meeting a second cousin... a very large person... there was surprise."*

And post-exercise

- **Coach:** *"What's the intensity of that feeling now?"*
- **Coachee:** *"It's lighter... maybe a 2 out of 10."*

Key Insights:

The exercise helps reduce the emotional charge associated with early memories, allowing the coachee to approach future interactions with less internal conflict. The coachee's openness to the exercise highlights a readiness for deeper change. The coachee reports a significant reduction in intensity and reframes early memories from negative to neutral or even positive.

6. Segment 6: Future Pace/Visualisation

Timestamp Range: 43:07–47:31

Context:

The coach guides the coachee in imagining future encounters with individuals of varying body sizes to test if emotional responses have shifted.

Detailed Exchanges:

- **Coach:** *"Imagine meeting someone new who is overweight. What do you notice?"*
- **Coachee:** *"She looked happy... I felt joy."*

Key Insights:

The coachee associates body size with fewer negative assumptions and recognizes positive cues (e.g., happiness and confidence). The imagination exercise reveals reduced bias and a growing emphasis on individual traits over appearance. The coachee moves from judgment and surprise to acceptance and positive interpretations.

7. Segment 7: Reflection and Close-out

Timestamp Range: 47:31–End

Context:

The session concludes with reflections on the process, highlighting the value of self-awareness and non-judgment.

Detailed Exchanges:

- **Coachee:** *"It's been good... a safe environment to be honest with myself."*
- **Coach:** *"Judgment shuts down learning and change..."*

Key Insights:

The coachee acknowledges the significance of honest reflection in a safe space. The coach emphasizes the importance of non-judgment in sustaining behavioural and cognitive changes.

Session 3 (2024c)

1. Segment 1: Initial Check-In

Timestamp Range: 0:31–3:39

Content:

General greetings and catch-up before diving into the coaching discussion.

2. Segment 2: Mid-Coaching Survey Discussion and Reflection

Timestamp Range: 3:39–6:09

Context:

The coach reviews the coachee's responses from the mid-coaching survey, focusing on how the coachee has noticed changes in behaviour.

Detailed Exchanges:

- **Coach:** *"You've noticed that you look at someone's face... that's exactly what you described as the outcome you wanted."*
- **Coachee:** *"Yes... I think when we spoke last time that there'd been a shift."*

Key Insights:

The coachee recognizes internal progress toward her coaching goal of focusing on personal interactions rather than physical appearances.

3. Segment 3: Challenge of Habit Formation and Journaling

Timestamp Range: 6:09–7:02

Context:

The coachee reflects on the importance of daily journaling to support sustained changes.

Detailed Exchanges:

- **Coachee:** *"I haven't been using my journal... I need to get back to that."*
- **Coach:** *"You don't need to do that for this coaching... but if it helps keep things front of mind, that's OK."*

Key Insights:

The coachee shows awareness of strategies that support her change but is reminded by the coach that the goal is unconscious change rather than mental effort.

4. Segment 4: Core Belief Discussion

Timestamp Range: 7:47–20:19

Context:

The session transitions into uncovering core beliefs about weight and lifestyle.

Detailed Exchanges:

- **Coachee:** *"I still probably do make those judgments... like if it's important to you, you should do something."*
- **Coach:** *"We're really trying to go for a change at a deeper level... not something you have to think about consciously."*

Key Insights:

The coachee acknowledges lingering assumptions about self-discipline and weight, but her thinking has softened.

5. Segment 5: Exploring Assumptions

Timestamp Range: 20:19–29:18

Context:

The coach works to surface and articulate the coachee's core belief around weight and laziness.

Detailed Exchanges:

- **Coachee:** *"It's lazy... low motivation... an element of not caring."*
- **Coach:** *"So the phrase 'fat people are lazy and don't care'... does that resonate as a core belief?"*
- **Coachee:** *"Yes... but speaking with you, I think that's not true."*

Key Insights:

The coachee demonstrates an evolving perspective, recognizing her previous beliefs as overly harsh and not aligned with her conscious values.

6. Segment 6: Belief Change Process

Timestamp Range: 29:18–58:41

Context:

The coach guides the coachee through a belief change process involving visualization and reframing.

Detailed Exchanges:

- **Coach:** *"Imagine the phrase 'fat people are lazy and don't care'... how true does that feel, on a scale of 0 to 10?"*
- **Coachee:** *"8."*
- **Coach:** *"What about after making it blurry and moving it in your mind?"*
- **Coachee:** *"It's a 3... now a 2."*

Key Insights:

The coachee shifts from an initial belief strength of 8 to 2 by manipulating mental imagery (sub-modalities), indicating that the belief is losing its influence.

7. Segment 7: Replacing Old Beliefs with New Truths

Timestamp Range: 58:41–1:01:46

Context:

The coach helps the coachee replace the old belief with a balanced narrative.

Detailed Exchanges:

- **Coach:** *"What belief would you like to hold instead?"*
- **Coachee:** *"Fat people can still have balance."*
- **Coach:** *"On a scale of 0 to 10, how true does that feel?"*

- **Coachee:** *"It feels like a 10."*

Key Insights:

The coachee successfully adopts a new, more compassionate belief, grounded in flexibility and balance.

8. Segment 8: Future Pace/Visualisation

Timestamp Range: 1:01:46–1:02:42

Context:

The coachee imagines future interactions to test the internalization of the new belief.

Detailed Exchanges:

- **Coach:** *"Imagine meeting someone overweight for the first time... how does that scene feel?"*
- **Coachee:** *"It was good... I was looking at their face and chatting with them."*

Key Insights:

The visualization confirms the integration of the new belief, suggesting reduced reliance on prior biases in future interactions.

Session 4 (2024d)

1. Segment 1: Initial Catch-Up

Timestamp Range: 1:11 – 3:09

Content:

The coach and coachee begin with a casual exchange, catching up on their week and discussing logistical details. This segment establishes rapport and a relaxed tone, which sets the stage for open discussion. The coach builds connection by engaging in light conversation and demonstrating curiosity.

2. Segment 2: Reflection on Previous Session and Progress

Timestamp Range: 3:28 – 5:48

Context:

The coach asks the coachee to reflect on any changes she noticed since the last session, particularly regarding thoughts and perceptions related to biases.

Detailed Exchange:

- **Coach:** *"Last time we did a belief change process... have you noticed anything in terms of internal changes or perceptions?"*
- **Coachee:** *"What I noticed was that I haven't noticed anything... which I think means I haven't had those judgment thoughts when I've seen someone."*

The coach reinforces that it might take more time and exposure to scenarios involving the outgroup (e.g., overweight individuals) for her to observe changes.

Key Insights:

The coachee reports an absence of biased thoughts, potentially indicating progress. However, the coach points out that unconscious changes can be subtle or unnoticed, emphasizing the importance of reflection over time.

3. Segment 3: Revisiting the Goal and Measurement

Timestamp Range: 7:10 – 9:34

Context:

The coach reviews the coachee's goal and how progress is measured, reinforcing the need for subjective reflections alongside formal tests.

Detailed Exchanges:

- **Coach:** *"Your goal was to not focus on weight first... you were conscious of your internal reactions, like thinking they have a lack of discipline."*
- **Coachee:** *"Yep."*
- **Coach:** *"We'll give it a couple more weeks to see if that happens with someone new."*

Key Insights:

The coachee appears receptive to continuing her reflection process. The coach underscores that subjective experiences are crucial in evaluating change, acknowledging that tests like the IAT (Implicit Association Test) may not fully capture her internal shifts.

4. Segment 4: Journaling and Reflection Habits

Timestamp Range: 9:34 – 10:33

Content:

The coach and coachee discuss journaling as a method for tracking thoughts and reactions. The coachee acknowledges difficulties with consistent journaling. The coach provides a resource to support her, emphasizing journaling as a tool for self-awareness and reflection.

5. Segment 5: Coachee's Perception of Change

Timestamp Range: 12:06 – 14:27

Context:

The coachee reflects on her changing reactions and questions whether the absence of judgment indicates genuine change or fewer triggering situations.

Detailed Exchanges:

- **Coachee:** *"By focusing on it, it has changed my reaction... I wonder if I've changed or if the situation hasn't arisen."*

Key Insights:

The coachee is introspective and open to exploring the nature of her change. The coach validates her observations and suggests journaling as a way to track subtle shifts.

6. Segment 6: Feedback on the Coaching Experience

Timestamp Range: 15:07 – 17:02

Context:

The coachee provides feedback on the belief-change exercises and her overall experience with the coaching process.

Detailed Exchanges:

- **Coachee:** *"The belief-change work has been super useful... I probably got more out of it than I was expecting."*
- **Coach:** *"It's been really great working with you on this... you've been very open."*

Key Insights:

The coachee expresses gratitude and surprise at the depth of change she experienced, highlighting the effectiveness of the structured approach. The coach acknowledges her openness as key to her progress.

7. Segment 7: Closing and Next Steps

Timestamp Range: 19:03 – 22:40

Context:

The session concludes with a discussion of next steps, including taking the final IAT and attending a research findings presentation.

Detailed Exchanges:

- **Coach:** *"You'll be invited to a report on the research findings."*
- **Coachee:** *"I'd love to attend."*
- **Coach:** *"Feel free to reach out if you have any questions."*

Key Insights:

The coachee demonstrates continued engagement by expressing interest in the research outcomes. The coach reinforces accessibility and support beyond the sessions.

Appendix 8

Participant 7 Case Study

<i>Bias Chosen:</i>	Race
<i>Client Background:</i>	53-year-old, heterosexual, Caucasian/Australian female. Her first language is English. She identifies herself as Agnostic.
<i>Client Context:</i>	Had worked in recent past in Diversity and Inclusion, including in workplace training about unconscious bias. Her early communications suggested she believed she may have less bias than others as a result. Her motivation was to support research in this area in line with her values.

Coaching Goal

Description of Goal as 'Well-formed Outcome':

Would start conversations more in the kitchen with colleagues who are people of colour. Would maybe have a different reaction (less worried about being played, or less frightened) about interactions with Aboriginal people in the street. Feel a bit weird when the Indian people speak another language, like they might be talking about me, but I wouldn't know it.

Sensory-based Evidence Criteria:

Might not change my direction/path out of fear of confrontation. Have more conversations in the kitchen with people of colour and it feels natural. May have a different feeling about people speaking another language around me or be able to talk about it with people.

Results

IAT Result: No change in bias

Mid-coaching Questionnaire (after 2 sessions):

3. Reflections on internal changes:

... Please take a moment to share anything you have noticed between coaching sessions that you believe is relevant.

I think I have just become more mindful of my bias and to not be so scared by people of colour. I have also had conversations with friends which have been interesting.

4. Any other reflections on more outward-directed behaviours or actions as a result of the coaching... only if this has occurred as part of your own learning and change:

Just conversations with friends about it.

Post-Coaching Questionnaire:

10. Please describe your experience of any change in your own awareness of responses (internal or behavioural) that you believe relate to unconscious bias:

As above I now choose to understand that many of these behaviours that I took offence to are natural for other cultures.

11. 'Do you believe there has been a noticeable change in your internal process (thoughts or feelings) about the group you were working on being a better ally for?':

Yes

12. If yes, how does this change reflect your original coaching goal for creating a change?

C. It is more of a change than I had hoped to achieve

Please describe one, or more examples of the changes you have noticed internally (in thinking and feelings) and/or externally (in your behaviour):

I choose to understand that many of the behaviours that I took offence to are natural for other cultures.

Self-Described Changes in coaching session/s:

1. Coaching Session 3

- **Increased engagement with Culturally Diverse Colleagues:**
 - Reported an increase in conversations with colleagues from diverse backgrounds: *"I've been having conversations with different cultures in the kitchen—it's just normal."* (13:00)
 - Shifted from avoidance to making light-hearted comments: *"I might say something like, 'I wish I could speak two languages...all I've got is English!'"* (14:32)
- **Reduction in Avoidance of Aboriginal people in public:**
 - Stated that she no longer feels the need to avoid certain streets or colleagues: *"I haven't had that feeling of, 'Oh my God,' in a while."* (9:07)
 - Reported that interactions with Aboriginal people on the street felt less intimidating: *"I haven't been scared or offended...maybe they're just not acting out as much, but I feel fine."* (9:47)

Summary of Key Moments

- This Coachee had two race-related goals rooted in fear: safety concerns around Aboriginal people and discomfort with Indian colleagues speaking another language.
- In the second session, fear was reframed through a belief change, shifting from "Aboriginal people are dangerous" to "Aboriginal people can be safe."
- By the third session, the Coachee confirmed achieving all goals, including improved perceptions of her colleagues, and chose to conclude the coaching.

Coaching Session Summaries

Coaching Sessions Total number - 3 Time in coaching - 2.12 hrs Frequency - fortnightly

Coaching tools utilized

Refer to list of implicit tools and techniques used with majority of coachees in the body of the Report. Implicit tools listed below were noticeable from coach's recall/journal:

Implicit Tools: Meta-Model questions on assumptions Reframing	Explicitly Proposed Tools: None
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Session 1 – Identifying Bias and Setting a Well-formed Outcome

The Coachee took the Black/White US IAT but expressed wanting to change her reactions to Aboriginal Australians on the street, as she works near homeless Aboriginal populations. She also sought to improve her interactions with Indian expats at work, who she perceived as uninterested and felt uneasy about when they spoke their own language in groups, worrying they were discussing her. The Coach proposed using eye movements in the second session to address fear and help distinguish real danger, mentioning US studies on perceived danger linked to Black Americans. The Coachee agreed to proceed.

Session 2 – Belief Change Using Sub-modalities

The Coach revisited the plan to address the Coachee's fear of Aboriginal people, clarifying that her fear stemmed from stories she had heard and behaviours like loud voices, swearing, and avoiding eye contact, which she equated with danger. The Coach asked whether similar behaviour from homeless white people

would also feel unsafe, helping separate race from crisis or mental illness. Using counterexamples and childhood experiences, the Coachee shifted her belief from “Aboriginal people are not safe” to “Aboriginal people can be safe.” A belief strength test rated the new belief as 4/10, and the Coach proposed intensifying this in the next session.

Session 3 – Reviewing Outcomes and Closing

The Coachee reported discussing her bias coaching at a networking event and feeling “definitely probably” different after the belief change. She noted feeling safer walking down the street, even with the same Aboriginal presence she was no longer crossing the road to avoid an Aboriginal stranger.

The Coach reviewed her second goal regarding Indian expats speaking their language at work. The Coachee no longer felt they were talking about her and reframed the situation, recognising how language helps maintain culture, as seen with Noongar language revival efforts. She acknowledged challenges connecting with others when a language barrier exists and described now greeting colleagues and discussing her trip to India.

The Coachee confirmed she had achieved her desired outcomes and chose to conclude coaching at the third session.

P7 Transcript Analysis
Session 1 (2024a)

1. Segment 1: Introduction and Session Context

Timestamp Range: 0:06 - 4:13

Content:

This segment sets the tone for the session and establishes logistical details. The coachee, adjusting to a new job, discusses technical issues and her environment. The coach explains the session structure, confidentiality, and the coaching agreement. The coach creates a safe and supportive space, outlining expectations and ensuring privacy.

2. Segment 2: Personal Background and Professional Connection

Timestamp Range: 5:14 - 12:59

Content:

The coach and coachee share personal and professional backgrounds, strengthening rapport through shared experience of working at the same organisation at different times. This shared history fosters a sense of trust and mutual understanding. The coachee appears knowledgeable about diversity and inclusion but acknowledges areas of unconscious bias she wishes to explore.

3. Segment 3: Reflections on Bias and Workplace Interactions

Timestamp Range: 13:00 - 17:38

Context:

The coachee reflects on her interactions at work, discussing her tendency to gravitate toward familiar colleagues and avoid discomfort.

Detailed Exchanges:

- **Coachee:** “I put more effort into talking to people more like me because I feel like they’re more receptive.”
- **Coach:** “That’s a common pattern... but meaningful contact can challenge bias.”

Key Insights:

The coachee is honest about her tendencies but questions whether they stem from internal bias or external cues.

4. Segment 4: Coaching Goal Development

Timestamp Range: 18:00 - 29:00

Context:

The coach supports the coachee in articulating her goal to build more ease and spontaneity in interactions with colleagues of diverse backgrounds.

Detailed Exchanges:

- **Coach:** *"If you didn't have this bias, what would you do differently?"*
- **Coachee:** *"I'd start conversations more often... but sometimes I'm scared of being played."*

Key Insights:

The coachee identifies fear of being exploited or misjudged as a core barrier. The coach questions (solution focused) help the coachee to frame the goal as fostering authentic, confident interactions rather than simply avoiding fear-driven defensiveness.

5. Segment 5: Real-Life Examples and Safety Concerns (29:01 - 37:40)

Context:

The coachee recounts contrasting encounters: her daughter's negative experience with an Aboriginal woman and her own positive interaction with another Aboriginal woman.

Detailed Exchanges:

- **Coachee:** *"My daughter tried hard to be kind, but the encounter turned sour."*

Key Insights:

The coachee demonstrates empathy and acknowledges the emotional toll of negative encounters. Her willingness to engage positively in subsequent situations highlights an openness to new narratives.

6. Segment 6: Strategies and Actionable Steps

Timestamp Range: 37:41 - 44:23

Context:

The coach and coachee discuss concrete actions, such as consulting with the Aboriginal liaison officer and practicing conscious behaviours, like maintaining eye contact and smiling.

Detailed Exchanges:

- **Coach:** *"Would asking for advice from your Aboriginal liaison officer about if it is OK to make eye contact help?"*
- **Coachee:** *"Yes, I could reach out to him."*

Key Insights:

The coachee is proactive in seeking culturally informed guidance. The coach proposes an emotional clearing technique in next session to address underlying fear and ensure adaptive rather than defensive responses.

Session 2 (2024b)

1. Segment 1: Personal Check-In and Life Update

Timestamp: 4:25 – 8:43

Context:

The coachee shares an update about her personal life, including a stressful situation involving an ex-partner.

Detailed Exchanges:

- **Coach:** *"It's good for me to know what's playing on your mind. Feel free to share—it's all relevant."*

Key Insights:

The coachee is experiencing heightened stress due to personal challenges. The coach reinforces the coachee's right to express emotions during sessions and emphasizes that emotional context is relevant to coaching.

2. Segment 2: Coaching Focus and Revisiting Bias Awareness

Timestamp: 11:37 – 17:07

Context:

The conversation shifts to the coachee's progress on goals related to unconscious bias, particularly around interactions with Aboriginal people.

Detailed Exchanges:

- **Coachee:** *"I haven't had much interaction with Aboriginal people recently... I'm not noticing behaviours or feeling triggered."*
- **Coach:** *"That's okay. The point of spaced sessions is to notice real-world exposure and responses."*

Key Insights:

The coachee is reflecting on how environmental factors, such as fewer encounters, may reduce anxiety. However, this is not necessarily indicative of internal progress.

3. Segment 3: Discussion of Safety and Fear in Public Interactions

Timestamp: 17:07 – 33:35

Context:

The coachee elaborates on feelings of fear when encountering homeless individuals, particularly Aboriginal people.

Detailed Exchanges:

- **Coachee:** *"I deliberately cross the road when I see Aboriginal people... because of stories I've heard."*
- **Coach:** *"Our perceptions can distort experiences—fear from the past can shape our present."*
- **Coachee:** *"Yes, but I feel vulnerable... I'm not strong, and I've seen frightening incidents."*

Key Insights:

The coachee's avoidance behaviour is based more on anecdotal experiences than direct negative encounters. The coach introduces the idea of past fear influencing current responses and proposes a neutral, observational approach to interactions.

4. Segment 4: Exploring Beliefs About Aboriginal People

Timestamp: 33:35 – 45:05

Context:

The coach and coachee explore the underlying belief that Aboriginal people are inherently unsafe.

Detailed Exchanges:

- **Coach:** *"What belief might be shaping your fear?"*
- **Coachee:** *"It feels like... 'Aboriginal people are not safe.'"*
- **Coach:** *"What would it take to believe that some Aboriginal people can be safe?"*
- **Coachee:** *"I try to remind myself they may just talk loudly and not be aggressive."*

Key Insights:

The coachee acknowledges that unfamiliar social norms, such as loud speech, may trigger fear.

5. Segment 5: Lack of Early Exposure to Aboriginal People

Timestamp: 47:22 – 47:33

Context: The coachee reflects on her childhood and early life, confirming she had no significant exposure to Aboriginal people during these formative years.

Exchange Highlights:

- **Coach:** *"What about in the past, friends and things like that, Aboriginal or other contact? Like when you grew up, did you have contact with Aboriginal people casually or in school?"*
- **Coachee:** *"Not at all growing up."*

Key Insights:

The coachee's complete lack of exposure to Aboriginal people during her youth meant that her understanding of Aboriginal culture and people likely came from second-hand narratives and societal stereotypes. This absence of firsthand experience contributed to the formation of biases that the coachee is now working to address through coaching.

6. Segment 6: Identifying Positive Models and Resources

Timestamp: 45:05 – 50:26

Context:

The coach highlights positive interactions with Aboriginal people and potential learning from trusted sources.

Detailed Exchanges:

- **Coachee:** *"I've had positive experiences before, like with a cultural liaison officer."*
- **Coach:** *"Your friend's behaviour can model safe interactions—it's valuable to learn from her experiences."*

Key Insights:

The coach encourages the coachee to use real-life positive examples to counterbalance negative narratives. The coachee is prompted to engage with allies, such as a workplace liaison, for further understanding.

7. Segment 7: Preparing for Belief Change Work

Timestamp: 50:26 – 54:41

Context:

The session concludes with the coach outlining the next steps for belief change exercises.

Detailed Exchanges:

- **Coach:** *"We'll work on reframing your belief from 'Aboriginal people are not safe' to 'Aboriginal people can be safe.'"*
- **Coachee:** *"That sounds good. I'm open to exploring this further."*

Key Insights:

The coachee is open to using unconscious belief change techniques. The coach emphasizes that this approach aims to shift feelings of truth at a deeper, emotional level rather than through logic alone.

Why No Belief Change Process Occurred

The coach chose to pause after the preparation phase because the session's remaining time was insufficient to begin the intensive belief change process.

Session 3 (2024c)

1. Segment 1: Introduction and Session Setup

Timestamp Range: 0:00 - 3:00

Context:

The conversation opens with greetings and light personal updates. The coachee describes her work environment and recent travels.

2. Segment 2: Reflections on Bias and Social Interactions

Timestamp Range: 4:30 - 7:20

Context:

The coach references a mid-coaching survey where the coachee reflected on internal changes related to bias and interactions with people of colour.

Detailed Exchanges:

- **Coach:** *"You said, 'I think I've become more mindful of my bias to be not so scared by people of colour.'"*

- **Coachee:** *"Yes, I shared this during a networking event, and it led to a conversation about biases we might not even know we have."*

Key Insights:

The coachee demonstrates increased self-awareness about biases.

3. Segment 3: Addressing Safety and Assumptions

Timestamp Range: 7:30 - 10:00

Context:

The coach revisits a prior session where they worked on changing beliefs about safety related to encounters with people of different races in public spaces.

Detailed Exchanges:

- **Coach:** *"We aimed to maintain your sense of safety without generalizing based on race."*
- **Coachee:** *"I haven't felt that fear lately, even when I see people from different cultures on the street."*

Key Insights:

The coachee reports a noticeable reduction in fear and discomfort. This marks a tangible shift in internal processing, aligning with her goals of fostering respect rather than fear.

4. Segment 4: Conversations in the Workplace

Timestamp Range: 11:00 - 15:00

Context:

The coach asks about interactions with colleagues who speak different languages at work.

Detailed Exchanges:

- **Coach:** *"Do you feel differently when colleagues speak another language?"*
- **Coachee:** *"It's bothering me less. I sometimes make light-hearted comments like 'I wish I could speak two languages.'"*

Key Insights:

The coachee shows growth in reframing her curiosity in a positive way rather than feeling excluded. This reframing indicates a shift from discomfort to a desire for connection.

5. Segment 5: Reflection on Cultural Curiosity and Allyship

Timestamp Range: 16:00 - 20:00

Context:

The discussion transitions to the importance of cultural expression and allyship in fostering workplace belonging.

Detailed Exchanges:

- **Coach:** *"Language helps keep culture alive."*

- **Coachee:** *"Yes, they might feel more at ease speaking their language. It's not about me—it's about their comfort."*

Key Insights:

The coachee demonstrates empathy and recognizes that language can foster comfort and belonging for others. This is a notable shift toward adopting a more inclusive perspective.

6. Segment 6: Goal Achievement and Future Steps

Timestamp Range: 21:00 - 27:00

Context:

The coach reviews the initial goals and checks if the coachee feels they have been met.

Detailed Exchanges:

- **Coach:** *"Does it feel like you've achieved your goal?"*
- **Coachee:** *"Yes, I've had more conversations with colleagues and feel comfortable in diverse settings."*
- **Coach:** *"Would you like to extend the focus or conclude here?"*
- **Coachee:** *"I'm happy with the progress. It's given me language to discuss these topics with others."*

Key Insights:

The coachee reports significant progress, achieving comfort and confidence in situations that previously felt challenging. She expresses satisfaction with the process and readiness to conclude.

Appendix 9

Participant 8 Case Study

<i>Bias Chosen:</i>	Age
<i>Client Background:</i>	35-year-old, heterosexual, Caucasian Welsh female. Her first language is English. She is not currently practicing any religion, but she was raised as Catholic and has Jewish descent.
<i>Client Context:</i>	Coachee approached this bias both in context of her work as a Career Development Advisor and personally for elders in her extended family and community.

Coaching Goal

Description of Goal as 'Well-formed Outcome':

To be able to recognise, create a place for the knowledge and experience that comes with age. More respect for aging and creating a future. There is still a place and belonging for elders.

Sensory-based Evidence Criteria:

Proactively lean into my networks. Open up more space for people e.g. connect with grandparents who may feel lonely—start with letter to find other ways to reach them. More knowledge about career inclusion re age, agism and inclusion in this space. I see 50's and 60's as opportunities for growth and development.

Results

IAT Result: One level increase in bias from "little to no" to "slight"

Mid-coaching Questionnaire (after 2 sessions):

3. Reflections on internal changes:

... Please take a moment to share anything you have noticed between coaching sessions that you believe is relevant.

I've been thinking a lot more about the ageing process, what constitutes a fulfilling life or career

4. Any other reflections on more outward-directed behaviours or actions as a result of the coaching... only if this has occurred as part of your own learning and change:

Take more time for a smile and a chat when out and about

Post-Coaching Questionnaire:

10. Please describe your experience of any change in your own awareness of responses (internal or behavioural) that you believe relate to unconscious bias:

I feel like I am more open and curious in my approach to others

11. 'Do you believe there has been a noticeable change in your internal process (thoughts or feelings) about the group you were working on being a better ally for?':

Yes

12. If yes, how does this change reflect your original coaching goal for creating a change?

B. It is the level of change that I had hoped to achieve

Please describe one, or more examples of the changes you have noticed internally (in thinking and feelings) and/or externally (in your behaviour):

Less assumption, more acceptance, listening first

Self-Described Changes in coaching session/s:

1. Coaching Session 4

- Describes volunteering plans with her family to build community connections and expose her children to acts of service. (42:57 – 43:30)
- Continued writing letters to her grandparents and engaged her children in the process. (30:37 – 30:55)
- Plans to engage in more intergenerational activities like community groups. (35:15 - 35:31)

Summary of Key Moments

- From the beginning, many deep theoretical conversations about culture, based on Coachee's Anthropology background and Coach background in language and culture. There was also a focus on discussion of what it means for the future of work.
- From the beginning, taking action to reach out to break isolation for remote elders in her extended family and to make new connections with elders in her community.
- A belief change process
- A visual goal alignment process, based on a discussion of what Coachee imaged for her own future as an elder.
- Outcomes that included 'seizing the day with her own life choices in the present' and 'seeing 'aging as a privilege', together with pragmatic plans for how to create new connections with elders in her community/social circle for both herself and her two young children.

Coaching Session Summaries

Coaching Sessions Total number - 4 Time in coaching - 4.47 hrs Frequency - fortnightly

Coaching tools utilized

Refer to list of implicit tools and techniques used with majority of coachees in the body of the Report. Implicit tools listed below were noticeable from coach's recall/journal:

Implicit Tools: Psychoeducation – theoretical conversations on culture and bias, use of cultural reframing Action as an ally between sessions	Explicitly Proposed Tools: Belief Change with Sub Modalities Clean Language Visual Goal Alignment
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Session 1 – Well-Formed Outcome

The Coachee and Coach explored cultural understanding, with the Coachee's background Anthropology providing a theoretical lens. They established a clear goal and three next-step actions, including workplace research and writing letters to her grandparents to address social isolation, a facet of age oppression.

Session 2 – Taking Actions within Family and Belief Change with Sub-modalities

In the check-in, the Coachee reported taking action within her family to set up a letter-writing roster. They discussed culture, the value of elders, and the concept of allyship as optimizing strengths and value. Starting with the IAT, they explored associations and considered "What would be good about being an old woman?" which surfaced feelings of loneliness and isolation. They discussed counterexamples from the news and identified a desired belief: "*You have something to give at every age,*" countering the limiting belief that "*old people can't keep up.*" A Belief Change process was conducted, requiring only one round, followed by a future pace that evolved into a Clean Language exercise.

Session 3 – Media Examples and Visual Goals Alignment

They discussed cultural constructs of age using examples like Joe Biden's age-related criticism and *Kindy Garden for Old People* on the ABC, highlighting intergenerational contact. The Coachee reflected on imagining her elder self. Questions like "Who will you be?" and "What would an alien think if their first human

contact was with an elderly person?" were explored but lacked impact. A Visual Goals Alignment (VGA) exercise was conducted to create a positive, empowering vision of self as an elder.

Session 4 – Close-Out: Focus on Changes and Action Planning

The Coachee confirmed the new belief *"You have something to give at every age"* remained a 10/10 in truthfulness. Post-VGA, she felt more present, appreciating life beyond work and embracing the privilege of aging. She organized new activities beyond parenting and reconnected with overseas elders through letter writing and phone calls, engaging her family in this ongoing effort. Plans to volunteer locally to meet elders were also discussed. The Coachee confirmed achieving the Well-Formed Outcome goal.

P8 Transcript Analysis

Session 1 (2024a)

1. Segment 1: Introduction and Coaching Framework

Timestamp Range: 4:51 - 11:25

Context:

Introduction of the session, explanation of coaching roles, goals, and expectations. The coachee expressed unfamiliarity with personal development coaching but could relate to it via sports experiences. The coach emphasized that the process is present- and future-focused, building trust and managing expectations.

2. Segment 2: Exploring Cultural Identity and Background

Timestamp Range: 12:51 - 16:46

Context:

The coachee shares details about her cultural and family background.

Detailed Exchanges:

- **Coachee:** *"I was born and raised in Wales."*
- **Coach:** *"That's so awesome... it's such an obscure connection for me to be studying through the University of Wales."*

Key Insights:

The coachee's connection to Wales and family history enriches her narrative of identity and belonging. This exchange deepened rapport through shared curiosity and cultural reflection.

3. Segment 3: Selection of Coaching Focus

Timestamp Range: 18:06 - 20:43

Context:

Discussion of why the coachee chose ageism as the primary focus of her unconscious bias exploration.

Detailed Exchanges:

- **Coachee:** *"I was torn... then age interests me because... there's going to be a much higher proportion of elderly people working."*
- **Coach:** *"Yeah, absolutely. What a valuable lens."*

Key Insights:

The coachee expressed concerns about the aging workforce and her limited contact with elderly people, highlighting her intellectual curiosity and social responsibility.

4. Segment 4: Defining the Goal of Allyship

Timestamp Range: 37:03 - 47:23

Context:

Setting a specific, well-formed outcome for the coaching sessions.

Detailed Exchanges:

- **Coach:** *"What does being an ally for elders mean for you as an outcome?"*
- **Coachee:** *"To be able to recognise and create a place for the inclusion of... knowledge and experience that comes with age."*

Key Insights:

The coachee framed her goal around respect, learning from elders, and fostering inclusion. This indicates a values-driven approach to allyship.

5. Segment 5: Emotional Connection and Family Legacy

Timestamp Range: 48:02 - 52:34

Context:

Emotional discussion about family ties, regret, and missed connections as an immigrant with extended family overseas.

Detailed Exchanges:

- **Coachee:** *"That sense of family and connection and belonging... just being able to show love and support."*
- **Coach:** *"That's beautiful... showing that value in action."*

Key Insights:

The coachee reflected on the emotional distance from her grandparents and expressed a desire to reconnect and honour family bonds, indicating a deeper personal motivation for her coaching journey.

6. Segment 6: Concerns and Reflections

Timestamp Range: 57:30 - 1:00:57

Context:

The coach probes for potential concerns about achieving the desired outcome.

Detailed Exchanges:

- **Coachee:** *"Almost regret... too little, too late."*

Key Insights:

The coachee acknowledged a fear of missed opportunities and feeling "consciously incompetent," demonstrating self-awareness and openness to change.

7. Segment 7: First Action Steps

Timestamp Range: 1:09:03 - 1:10:29

Context:

Identification of initial steps to move forward.

Detailed Exchanges:

- **Coachee:** *"Reach out to my siblings...start doing research on ageism and careers."*
- **Coach:** *"That's beautiful... you've outlined concrete actions."*

Key Insights:

The coachee created a realistic plan, including letter-writing and involving her children, underscoring her commitment to integrating allyship into her daily life.

Session 2 (2024b)

1. Segment 1: Introduction and Well-being Check

Timestamp Range: 0:06 - 1:12

Context:

The session opens with a check-in where the coachee mentions feeling unwell due to a tummy bug. The coach shows empathy and offers flexibility to reschedule if necessary.

Detailed Exchanges:

- **Coach:** *"If you ever are unwell... just cancel, we'll pop you in a later session."*
- **Coachee:** *"I'm functioning, but it's been a weekly occurrence lately."*

Key Insights:

The coach reinforces an environment of psychological safety by emphasizing flexibility.

2. Segment 2: Goal Progress Discussion

Timestamp Range: 1:34 - 3:47

Context:

The coach checks in on actions taken since the last session, particularly around engaging with family and taking systematic steps for an activity.

Detailed Exchanges:

- **Coachee:** *"I've messaged my siblings, and two out of the four responded positively."*
- **Coach:** *"That's amazing—structure often makes things happen."*

Key Insights:

The coachee exhibits proactive behaviours in managing family responsibilities. Positive feedback from the coach recognised effective follow-through.

3. Segment 3: Age and Career Roles

Timestamp Range: 5:27 - 12:13

Context:

A conversation about age in the workforce leads to reflections on cultural biases and societal expectations about older individuals' contributions.

Detailed Exchanges:

- **Coachee:** *"I followed someone on LinkedIn researching age in the workforce... we value certain qualities like speed over wisdom."*
- **Coach:** *"Exactly—traditional cultures often value elders' wisdom."*

Key Insights:

The coachee acknowledges societal tendencies to undervalue older workers' wisdom. The coachee reframes older professionals' strengths as valuable rather than outdated.

4. Segment 4: Belief Reframing and NLP Process

Timestamp Range: 32:19 - 41:06

Context:

The coach leads the coachee through a Neuro-Linguistic Programming (NLP) exercise to reframe limiting beliefs about ageing.

Detailed Exchanges:

- **Coach:** *"Old people can't keep up—is that the most damaging belief for you?"*
- **Coachee:** *"Yes, it seems to favour the young implicitly."*
- **Coach:** *"Let's replace it with something like, 'You have something to give at every age.'"*

Key Insights:

The coachee acknowledges an implicit bias in societal expectations. The reframing exercise reveals the power of simple, value-affirming beliefs. The use of sensory-based metaphors (sub-modality changes) helps deepen the internalization of 'truthfulness' of the new belief.

5. Segment 5: Designing the Belief Change

Timestamp Range: 55:10 - 59:10

Context

The coachee reflects on beliefs from childhood, such as religious concepts, to identify a 'belief no longer true' to use for the exercise to 'map into' the limiting belief about elders and make it 'no longer true'. Following the belief change for old belief, the new replacement belief already rated as '10 out of 10 true'.

Detailed Exchanges:

- **Coachee:** *"I was taught heaven and hell existed, but now I see things differently."*
 - **Coach:** *"That's a perfect example of a belief you've reassessed."*
-

6. Segment 6: Future Pace/Visioning and Positive Framing

Timestamp Range: 1:03:51 - 1:09:03

Context:

The coach guides the coachee through a visualization exercise to imagine a positive experience of ageing.

Detailed Exchanges:

- **Coach:** *"Imagine you're an elder—what do you see as good about that?"*
- **Coachee:** *"Taking joy in wisdom gained and supporting my daughters without pressure."*

Key Insights:

The coachee envisions ageing as an opportunity for connection and storytelling. The exercise reinforces the coachee's alignment with her values of legacy, connection, and wisdom-sharing.

Session 3 (2024c)

1. Segment 1: Introduction and Check-In

Timestamp Range: 0:00 - 5:00

Context:

The session opens with rapport building and a follow-up on the coachee's reflections since the last session. The coach references survey responses to facilitate the transition into deeper discussion. The coachee appears to be at ease, mentioning everyday life challenges such as balancing family commitments. This sets the tone for deeper exploration.

2. Segment 2: Discussion on Work Structures and Career Goals

Timestamp Range: 5:00 - 14:00

Context:

The coachee elaborates on modern work culture, particularly flexible work arrangements. The conversation touches on how organizations perceive roles based on outdated "clock-in" systems.

Detailed Exchanges:

- **Coachee:** *"Employers hang on to this industrial idea of clocking on and off... My current role is trying to re-educate employers that not all jobs have to be full-time anymore."*
- **Coach:** *"The rigid idea of work is such a constraint for people in their life. It's a massive constraint."*

Key Insights:

The coachee demonstrates critical thinking about the limitations of traditional work models and emphasizes inclusivity. There is a potential shift toward viewing work as more purpose-driven and adaptable.

3. Segment 3: Age, Retirement, and Cross-Generational Interactions

Timestamp Range: 14:00 - 25:00

Context:

The conversation transitions to societal narratives about ageing, retirement, and the value placed on older workers. They discuss semi-retirement and intergenerational learning.

Detailed Exchanges:

- **Coachee:** *"Why do we see part-time work at 50 as semi-retired? Maybe they're just balancing hobbies or interests."*
- **Coach:** *"In Japan, staying connected to the world is seen as part of a longer life."*

Key Insights:

The coachee questions societal assumptions about ageing and semi-retirement, indicating a growing awareness of implicit age-related biases. She shows openness to redefining productivity and ageing.

4. Segment 4: Reflections on Social Connection and Purpose

Timestamp Range: 25:00 - 40:00

Context:

The coachee reflects on community connections, particularly the importance of intergenerational friendships and shared learning. They discuss informal interactions with older people and structured programs, such as walking groups.

Detailed Exchanges:

- **Coachee:** *"There's a lack of intergenerational community now. It's hard to find that outside of religious groups."*
- **Coach:** *"There was a social experiment on bringing preschool children into nursing homes—it showed positive effects on both groups."*

Key Insights:

The coachee values intergenerational connection but notes its scarcity. This aligns with her goal to cultivate meaningful connections across ages.

5. Segment 5: Future Self Visioning Exercise (Visual Goals Alignment)

Timestamp Range: 40:00 - 50:00

Context:

The coach guides the coachee through a visualization exercise, encouraging her to imagine her life in the year 2054. The focus is on a fulfilling and connected elderhood, based on the Coachee's own description of what she wants to create in her future.

Detailed Exchanges:

- **Coach:** *"It's now 2054. You live in a beautiful place in nature. Your days include meaningful work and connections with people of all ages."*
- **Coachee:** *"I imagine being financially secure, living somewhere beautiful, connected to nature, and still learning and helping others."*

Key Insights:

The coachee visualizes a rich, purposeful life, emphasizing community, nature, and continuous growth. This aligns with her values of lifelong learning and contribution.

6. Segment 6: Reflections on Self and Other

Timestamp Range: 50:00 - 1:03:00

Context:

The conversation shifts to philosophical reflections on identity and difference. The coachee shares personal stories of being perceived as "the other" during her travels.

Detailed Exchanges:

- **Coachee:** *"When I spent time in Central America, I was called 'gringo.' It was the first time I was labelled solely by my skin colour."*
- **Coach:** *"What's good about being white? I realized I had only ever thought about it in contrast to being Black."*

Key Insights:

The coachee draws parallels between racial and age-related biases, emphasizing the importance of stepping outside of assumptions. This suggests deepening empathy and reflection on privilege.

7. Segment 7: Closing and Next Steps

Timestamp Range: 1:03:00 - 1:06:00

Context:

The session concludes with planning for the final coaching session and a potential Implicit Association Test (IAT) to gauge unconscious bias.

Detailed Exchanges:

- **Coach:** *"We'll decide whether to do the IAT before or after the last session for closure."*
- **Coachee:** *"I'd prefer to do it just before the session to reflect on it properly."*

Key Insights:

The coachee is proactive and open to using the IAT as part of her self-awareness journey. This reflects her commitment to ongoing reflection and growth.

Session 4 (2024d)

1. Segment 1: Introduction and Check-In

Timestamp Range: 0:00–8:20

Context:

The coach begins with a casual check-in, focusing on how the coachee is doing, especially following a period of illness in her family. The conversation is light and reflects empathy from the coach. The coachee mentions her exhaustion but signals that her mood is generally positive.

2. Segment 2: Reflections on Ageing and Priorities

Timestamp Range: 8:21–13:32

Context:

The coach inquires whether the previous goal-setting session triggered reflections about ageing. The coachee discusses her life priorities and how she is trying to live more fully despite the daily grind.

Detailed Exchanges:

- **Coachee:** *"I guess it's about prioritising more of life...like, if you want to go hiking, just go hiking."*
- **Coach:** *"Oh, beautiful."*
- **Coachee:** *Talks about balancing responsibilities with self-care.*

Key Insights:

The coachee appears to be redefining her values around time and seizing moments of joy and freedom. The narrative suggests a positive shift toward seeing "ageing" as an active rather than passive process.

3. Segment 3: Personal Goals and Boundary-Setting

Timestamp Range: 13:33–18:03

Context:

The conversation pivots to how the coachee is reclaiming her identity through boundary-setting at home and taking time for her own interests.

Detailed Exchanges:

- **Coachee:** *"I can say to my husband, 'I'm going to play hockey on Thursday night, so you're doing dinner.'"*
- **Coach:** *"It's great to see you modelling that for your kids."*

Key Insights:

The coachee demonstrates a significant shift toward balancing caregiving with self-care, and she is comfortable asserting her needs. She frames these changes as not just for her benefit but also as a positive example for her children.

4. Segment 4: Broader Reflections on Ageing and Disability

Timestamp Range: 18:04–25:22

Context:

The discussion deepens into reflections on social models of ageing and parallels between ageing and disability.

Detailed Exchanges:

- **Coachee:** *"Ageing is a privilege."*
- **Coach:** *"Yes, it really reframes how we think about it."*
- **Coachee:** *"Assumptions about limitations can be so off-base."*

Key Insights:

This segment highlights the coachee's growing awareness of societal assumptions about age and disability. She connects her personal reflections to broader cultural critiques, indicating a more inclusive perspective.

5. Segment 5: Shifts in Perspective on Inclusion and Intersectionality

Timestamp Range: 25:23–35:45

Context:

The coachee discusses her workplace and her desire for a more intersectional approach to inclusion.

Detailed Exchanges:

- **Coachee:** *"Inclusion should be person-centred, not just about ticking boxes for specific groups."*
- **Coach:** *"Yes, and that focus on intersectionality is so crucial."*

Key Insights:

The coachee articulates a shift from thinking about inclusion in siloed categories to a more holistic, person-centred approach.

6. Segment 6: Reflections on Future Intentions

Timestamp Range: 35:46–45:00

Context:

The coachee outlines intentions for continued connection with older generations and volunteering activities with her children.

Detailed Exchanges:

- **Coachee:** *"I'd like us, as a family, to get involved in volunteering... something that creates connection."*
- **Coach:** *"That's wonderful—it models the importance of community engagement."*

Key Insights:

The coachee emphasizes the importance of fostering intergenerational connections through shared activities. This indicates a practical commitment to sustaining the values discussed during coaching.

7. Segment 7: Final Reflections and Wrap-Up

Timestamp Range: 45:01–58:53

Context:

The final segment involves reflections on the coachee's experience of the coaching process and next steps for post-coaching actions.

Detailed Exchanges:

- **Coachee:** *"Thank you for the opportunity. I hope the research goes well."*
- **Coach:** *"Thank you for sharing such rich insights... especially on the theme of ageing."*

Key Insights:

The coachee's gratitude reflects a positive experience and a sense of closure. She appears motivated to continue reflecting on and applying the lessons from coaching.

Appendix 10

Participant Information Sheets (Coachee and Control Group)

Coachee Participant Information Sheet

Participant Information Sheet **‘Can Neuro Coaching Change Unconscious Bias?’**

Invitation to take part

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether you wish to take part.

Who is organising/funding the research?

The researcher, Grace Minton, is undertaking the research in her own time as part of a Master of Arts Neuro Coaching, with no financial support from an external organisation.

The MA Neuro Coaching is conducted under the school of Professional Practice and Applied Research.

Who has ethically reviewed the project?

This project has been ethically approved by UWTSD Research Ethics Committee.

What is the purpose of the project?

Unconscious bias is a cognitive process that has a micro-second impact on the judgements and decisions that people make about other human beings. It is believed to perpetuate stereotypes and contribute to systemic discrimination.

It is possible to measure unconscious bias with a free, 5-minute, online assessment called the Implicit Association Test (IAT). It is well established in research that individuals who consciously **do not** believe in stereotypes are still guided by beliefs that originate in the dominant culture and unintentionally contribute to the problem of systemic discrimination.

Neuro Coaching is an approach to coaching that has a focus on the process of cognitive meaning-making and methods for creating change at an unconscious level. The aim of the project is to determine if Neuro Coaching with willing participants, who have tested as holding an unconscious bias, can facilitate changing this bias.

The coaching will take place over four weeks and the entire research project will end in November 2024.

Why have I been chosen?

The researcher is seeking volunteers who are:

- motivated to move from unconsciously biased to unbiased for a specific social group of their own choice
- have not studied Psychology, Neurolinguistics, or Coaching

You have been chosen from a pool of volunteers who self-nominated via this website page as part of a public call-out for participants: <https://updates.theneurocoaching.academy/call-for-research-participants>

Your name was chosen randomly from the pool using a number system.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a Participant Consent form. We want you to understand what participation involves before you make a decision on whether to participate.

If you or any family member have an on-going relationship with UWTSD or the research team, e.g. as a member of staff, as student or other service user, your decision on whether to take part (or continue to take part) will not affect this relationship in any way.

Can I change my mind about taking part?

Yes, you can stop participating in study activities at any time and without giving a reason.

If I change my mind, what happens to my information?

After you decide to withdraw from the study, we will not collect any further information from or about you.

As regards information we have already collected before this point, your rights to access, change or move that information are limited. This is because we need to manage your information in specific ways in order for the research to be reliable and accurate. Further explanation about this is in the Personal Information section below.

In the research outputs, no participants are identified. In all analysis (including in the thesis paper), participants are anonymised.

What would taking part involve?

You will be asked to take part in the following:

1. Complete a coaching intake form to provide some background about yourself to the Coach. This is a normal practice in coaching.
2. Take the 5-minute online Implicit Association Test (IAT) for one type of bias four times in total. You will choose the social group that you wish to change a bias around (choose from race, gender, age, sexuality, or disability) prior to your first coaching session and complete the IAT twice.
3. Answer an online survey about your own perceptions of bias and of your coaching experience three times.
4. Attend 4 x 1 hour online coaching sessions over 8 weeks.

Will I be reimbursed for taking part?

There is no payment to anyone participating in the research.

What are the advantages and possible disadvantages or risks of taking part?

The Researcher is hopeful that your participation may support you to change an unconscious bias that is not an expression of your true values. As a Coachee, you would progress being an Ally for a group that you would like to support and have the satisfaction of contributing to research with potential for positive social change.

Neuro Coaching is used in the workplace and in personal coaching to support people to achieve changes in mindset and behaviours that they wish to change for themselves. Participants are treated as resourceful adults who partner in the coaching as a learning process.

Whilst we do not anticipate any risks to you in taking part in this study, you may like to know now that Neuro Coaching can include guided processes using conversational Ericksonian hypnosis (with your consent inside the session itself). Clients' experience this as a relaxed state, similar to a guided meditation process.

What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?

Your own demographic data will be gathered once you confirm your participation. This is to understand the diversity within the participant pool of the study.

Your Implicit Association Test (IAT) results will be requested from you as a screen shot each time you take the test. This is to track any changes that occur in the results.

Your own perceptions of bias and experience of the coaching will be gathered in a survey to provide a voice for participants in the research.

Information will be gathered about you in the coaching intake form that is standard for the researchers' coaching process. This information helps her, as a Coach, to understand a bit about you as a person, so only a minimal 'getting to know you' conversation is needed during the first coaching session.

Will I be recorded, and how will the recorded media be used?

The coaching sessions will be recorded using MS Teams video and transcription functionality. The audio recordings of the coaching sessions will be used only for analysis and the transcription of the recording(s) for illustration in conference presentations and lectures. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings. Recordings will only be used to correct the auto-generated transcripts.

How will my information be managed?

University of Wales Trinity Saint David (UWTSD) is the organisation with overall responsibility for this study and the Data Controller of your personal information, which means that we are responsible for looking after your information and using it appropriately. Research is a task that we perform in the public interest, as part of our core function as a university.

Undertaking this research study involves collecting and/or generating information about you. We manage research data strictly in accordance with:

- Ethical requirements; and

- Current data protection laws. These control use of information about identifiable individuals, but do not apply to anonymous research data: “anonymous” means that we have either removed or not collected any pieces of data or links to other data which identify a specific person as the subject or source of a research result.

UWTSD’s [Research Participant Privacy Notice](#) sets out more information about how we fulfil our responsibilities as a data controller and about your rights as an individual under the data protection legislation. We ask you to read this Notice so that you can fully understand the basis on which we will process your personal information.

Research data will be used only for the purposes of the study or related uses identified in the Privacy Notice or this Information Sheet. To safeguard your rights in relation to your personal information, we will use the minimum personally-identifiable information possible and control access to that data as described below.

Publication

You will not be able to be identified in any external reports or publications about the research without your specific consent. Otherwise, your information will only be included in these materials in an anonymous form, i.e. you will not be identifiable. Research results may be published at a later date.

Security and access controls

UWTSD will hold the information we collect about you in hard copy in a secure location and on a UWTSD password protected secure network where held electronically.

Personal information which has not been anonymised will be accessed and used only by appropriate, authorised individuals and when this is necessary for the purposes of the research or another purpose identified in the Privacy Notice. This may include giving access to UWTSD staff or others responsible for monitoring and/or audit of the study, who need to ensure that the research is complying with applicable regulations.

The researchers notes during the coaching session will be saved on a digital tablet that requires password access, and is backed up with encryption to a secure location. The researchers’ reflections on the coaching sessions and recordings will also involve a journaling app that encrypts all data. All the Coach’s notes, the audio recordings and transcripts from the coaching sessions will be deleted following the marking of the Research Report.

Your IAT results will be sourced from the Harvard Project Implicit website (free access). This site states that the data will be encrypted. Your data will also contribute to a global longitudinal study at the University of Virginia that is collating IAT results on a massive scale. You will need to provide your consent to this each time you take the IAT.

The transcript file and content will be organised with an assigned number to help manage confidentiality. That is, your name will not be contained in the transcript file name, or transcript content. The researchers’ coaching notes and journal will also be anonymised by organising everything with a number once the coaching has ended.

Sharing your personal information with third parties

As well as UWTSD staff and Grace Minton working on the research project, we may also need to share personal information in non-anonymised form with the research assistant who will be working for the researcher to support the logistics of the research project. This will include helping to organise coaching session appointments, communication with participants, the

management of the data and support ensuring transcriptions of the coaching sessions are accurate.

Further use of your information

The information collected about you may be used in an anonymous form to support other research projects in the future and access to it in this form will not be restricted. It will not be possible for you to be identified from this data. To enable this use, anonymised data will be added to either UWTSD online Research Data Repository: this is a central location where data is stored, which is accessible to the public, or an externally hosted Research Data Repository.

Keeping your information if you withdraw from the study

If you withdraw from active participation in the study we will keep information which we have already collected from or about you, if this has on-going relevance or value to the study.

This may include your personal identifiable information. As explained above, your legal rights to access, change, delete or move this information are limited as we need to manage your information in specific ways in order for the research to be reliable and accurate.

However, if you have concerns about how this will affect you personally, you can raise these with the research team when you withdraw from the study.

You can find out more about your rights in relation to your data and how to raise queries or complaints in our Privacy Notice.

Retention of research data

Project governance documentation, including copies of signed Participant Agreements:

We keep this documentation for a long period after completion of the research, so that we have records of how we conducted the research and who took part. The only personal information in this documentation will be your name and signature, and we will not be able to link this to any anonymised research results.

Research results:

As described above, during the course of the study, following the coaching, we will anonymise the information we have collected about you as an individual. This means we will not hold your personal information in identifiable form after we have completed the research coaching activities.

You can find more specific information about retention periods for personal information in our Privacy Notice.

We keep anonymised research data indefinitely, so that it can be used for other research as described above.

Contact for further information

If you have any questions or would like further information, please contact Grace Minton on 0408 446 788, or via grace@theneurocoachingacademy.com.au

In case of complaints

Any concerns about the study should be directed to the University's Data Protection Officer at the address below or by email at: foi@uwtsd.ac.uk

Mr Paul Osborne
The Data Protection Officer
University of Wales Trinity Saint

David Swansea Business Campus
High Street,
Swansea SA1 1NE

Finally

If you decide to take part, you will be given a copy of the information sheet and a digital copy of the co-signed participant agreement to keep.

Thank you for considering taking part in this research project.

Control Group Participant Information Sheet

Participant Information Sheet **‘Can Neuro Coaching Change Unconscious Bias?’**

Invitation to take part

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Take time to decide whether you wish to take part.

Who is organising/funding the research?

The researcher, Grace Minton, is undertaking the research in her own time as part of a Master of Arts Neuro Coaching, with no financial support from an external organisation.

The MA Neuro Coaching is conducted under the school of Professional Practice and Applied Research.

Who has ethically reviewed the project?

This project has been ethically approved by UWTSD Research Ethics Committee.

What is the purpose of the project?

Unconscious bias is a cognitive process that has a micro-second impact on the judgements and decisions that people make about other human beings. It is believed to perpetuate stereotypes and contribute to systemic discrimination.

It is possible to measure unconscious bias with a free, 5-minute, online assessment called the Implicit Association Test (IAT). It is well established in research that individuals who consciously **do not** believe in stereotypes are still guided by beliefs that originate in the dominant culture and unintentionally contribute to the problem of systemic discrimination.

Neuro Coaching is an approach to coaching that has a focus on the process of cognitive meaning-making and methods for creating change at an unconscious level. The aim of the project is to determine if Neuro Coaching with willing participants, who have tested as holding an unconscious bias, can facilitate changing this bias.

The coaching will take place over four weeks and the entire research project will end in January 2024.

Why have I been chosen?

The researcher is seeking volunteers for the control group to compare Implicit Association Test results taken in the same frequency and timing as the Coachees. This will assist to validate any measurable change in unconscious bias that they may show as due to the coaching/learning vs an outcome of repeatedly taking the test.

You have been chosen from a pool of volunteers who self-nominated via this website page as part of a public call-out for participants: <https://updates.theneurocoaching.academy/call-for-research-participants>

Your name was chosen as 1 of exactly 10 people who volunteered for the role of Control Group Member.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a Participant Consent form. We want you to understand what participation involves before you make a decision on whether to participate.

If you or any family member have an on-going relationship with UWTSD or the research team, e.g. as a member of staff, as student or other service user, your decision on whether to take part (or continue to take part) will not affect this relationship in any way.

Can I change my mind about taking part?

Yes, you can stop participating in study activities at any time and without giving a reason.

If I change my mind, what happens to my information?

After you decide to withdraw from the study, we will not collect any further information from or about you.

As regards information we have already collected before this point, your rights to access, change or move that information are limited. This is because we need to manage your information in specific ways in order for the research to be reliable and accurate. Further explanation about this is in the Personal Information section below.

In the research outputs, no participants are identified. In all analysis (including in the thesis paper), participants are anonymised.

What would taking part involve?

You will be asked to take part in the following:

1. Take the 5-minute online Implicit Association Test (IAT) for one type of bias four times in total. You will choose the social group (choose from race, gender, age, sexuality, or disability) and stick to the same test throughout. You will be asked to take the test twice initially, and then 2 more times at different intervals.

Will I be reimbursed for taking part?

There is no payment to anyone participating in the research.

What are the advantages and possible disadvantages or risks of taking part?

There are no known risks or disadvantages to taking the Implicit Association Test repeatedly.

An advantage of participation is that you will be invited to an online presentation of the findings of the research, which you can choose to attend. This will occur no matter what your IAT results are.

What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?

Your own demographic data will be gathered once you confirm your participation. This is to understand the diversity within the participant pool of the study.

Your Implicit Association Test (IAT) results will be requested from you as a screen shot each time you take the test. This is to track any changes that occur in the results.

Will I be recorded, and how will the recorded media be used?

There will be no recording of any interactions for the Control Group members.

How will my information be managed?

University of Wales Trinity Saint David (UWTSD) is the organisation with overall responsibility for this study and the Data Controller of your personal information, which means that we are responsible for looking after your information and using it appropriately. Research is a task that we perform in the public interest, as part of our core function as a university.

Undertaking this research study involves collecting and/or generating information about you. We manage research data strictly in accordance with:

- Ethical requirements; and
- Current data protection laws. These control use of information about identifiable individuals, but do not apply to anonymous research data: "anonymous" means that we have either removed or not collected any pieces of data or links to other data which identify a specific person as the subject or source of a research result.

UWTSD's [Research Participant Privacy Notice](#) sets out more information about how we fulfil our responsibilities as a data controller and about your rights as an individual under the data protection legislation. We ask you to read this Notice so that you can fully understand the basis on which we will process your personal information.

Research data will be used only for the purposes of the study or related uses identified in the Privacy Notice or this Information Sheet. To safeguard your rights in relation to your personal information, we will use the minimum personally-identifiable information possible and control access to that data as described below.

Publication

You will not be able to be identified in any external reports or publications about the research without your specific consent. Otherwise, your information will only be included in these materials in an anonymous form, i.e. you will not be identifiable. Research results may be published at a later date.

Security and access controls

UWTSD will hold the information we collect about you in hard copy in a secure location and on a UWTSD password protected secure network where held electronically.

Personal information which has not been anonymised will be accessed and used only by appropriate, authorised individuals and when this is necessary for the purposes of the research or another purpose identified in the Privacy Notice. This may include giving access to UWTSD staff or others responsible for monitoring and/or audit of the study, who need to ensure that the research is complying with applicable regulations.

The researchers notes during the coaching session will be saved on a digital tablet that requires password access, and is backed up with encryption to a secure location. The researchers' reflections on the coaching sessions and recordings will also involve a journaling app that encrypts all data. All the Coach's notes, the audio recordings and transcripts from the coaching sessions will be deleted following the marking of the Research Report.

Your IAT results will be sourced from the Harvard Project Implicit website (free access). This site states that the data will be encrypted. Your data will also contribute to a global longitudinal study at the University of Virginia that is collating IAT results on a massive scale. You will need to provide your consent to this each time you take the IAT.

Sharing your personal information with third parties

As well as UWTSD staff, Grace Minton will see your information. We may also need to share personal information in non-anonymised form with the research assistant who will be working for the researcher to support the logistics of the research project. This will include helping to organise appointments, communication with participants and the management of the data.

Further use of your information

The information collected about you may be used in an anonymous form to support other research projects in the future and access to it in this form will not be restricted. It will not be possible for you to be identified from this data. To enable this use, anonymised data will be added to either UWTSD online Research Data Repository: this is a central location where data is stored, which is accessible to the public, or an externally hosted Research Data Repository.

Keeping your information if you withdraw from the study

If you withdraw from active participation in the study we will keep information which we have already collected from or about you, if this has on-going relevance or value to the study.

This may include your personal identifiable information. As explained above, your legal rights to access, change, delete or move this information are limited as we need to manage your information in specific ways in order for the research to be reliable and accurate.

However, if you have concerns about how this will affect you personally, you can raise these with the research team when you withdraw from the study.

You can find out more about your rights in relation to your data and how to raise queries or complaints in our Privacy Notice.

Retention of research data

Project governance documentation, including copies of signed Participant Agreements:

We keep this documentation for a long period after completion of the research, so that we have records of how we conducted the research and who took part. The only personal information in this documentation will be your name and signature, and we will not be able to link this to any anonymised research results.

Research results:

As described above, during the course of the study, following the coaching, we will anonymise the information we have collected about you as an individual. This means we will not hold your personal information in identifiable form after we have completed the research coaching activities.

You can find more specific information about retention periods for personal information in our Privacy Notice.

We keep anonymised research data indefinitely, so that it can be used for other research as described above.

Contact for further information

If you have any questions or would like further information, please contact Grace Minton on 0408 446 788, or via grace@theneurocoachingacademy.com.au

In case of complaints

Any concerns about the study should be directed to the University's Data Protection Officer at the address below or by email at: foi@uwtsd.ac.uk

Mr Paul Osborne
The Data Protection Officer
University of Wales Trinity Saint
David Swansea Business Campus
High Street,
Swansea SA1 1NE

Finally

If you decide to take part, you will be given a copy of the information sheet and a digital copy of the co-signed participant agreement to keep.

Thank you for considering taking part in this research project.

Appendix 11

Participant Agreements (Coachee and Control Group)

Group A

Research Topic: Can Neuro Coaching Change Unconscious Bias?

Researcher: Grace Minton

Contact Details: grace@theneurocoaching.academy
0408 446 788

Contact Address: 1/82 Strickland Street, South Perth, WA 6151

1. I confirm that I have been informed of the nature of the research, including on a Participant Information Sheet, and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
3. I agree to take part in the above study during the specified time-period.
4. I agree to any coaching sessions being recorded and transcribed, for use by the researcher/coach only, with the record destroyed at the end of the study.
5. I agree to the use of anonymised and sanitised quotes from my coaching session, or from the Questionnaire in the publication of study findings.
6. I agree to take the Implicit Association Test four times, as requested, and share results with the researcher. I understand that my results will remain confidential.

Name of Participant: _____

Signature: _____

Name of Researcher: Grace Minton

Signature: _____

Control Group Participant Agreement

Group B

Research Topic: Can Neuro Coaching Change Unconscious Bias?

Researcher: Grace Minton

Contact Details: grace@theneurocoaching.academy
0408 446 788

Contact Address: 1/82 Strickland Street, South Perth, WA 6151

1. I confirm that I have been informed of the nature of the research, including on a Participant Information Sheet, and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
3. I agree to take part in the above study during the specified time-period.
4. I agree to take the Implicit Association Test four times, as requested, and share results with the researcher. I understand that my results will remain confidential.
5. By voluntarily participating in this research, I understand I am entering into a contract between myself and Grace Minton which precludes my employer.

Name of Participant: _____

Signature: _____

Name of Researcher: Grace Minton

Signature: _____

Appendix 12

Ethics From (signed)



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Grace Minton			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Carmarthen Business School Institute of Management and Health			
4	Campus:	Carmarthen			
5	E-mail address:	grace@theneurocoaching.academy			
6	Contact Telephone Number:	+61 4048446788			

For students:		
7	Student Number:	2207151
8	Programme of Study:	MA PP Neuro Coaching
9	Director of Studies/Supervisor:	Gary Metcalfe

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
Institute Research Committee		☐			
Other (write in) Gary Metcalfe – Project Proposal approved		☒	8 th March 2024		

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Code of Practice ☒
2	UWTSD Research Data Management Policy ☒
3	International Coach Federation Code of Ethics ☒
4	<i>Re insider research ethical considerations - Costley, C, Elliot, G and Gibbs, P. (2010) 'Doing Work Based Research: Approaches to Enquiry for Insider-Researchers', Los Angeles: SAGE</i> ☐

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution	Student is self-employed, self-funding costs and seeking participants from the public			
2	Contact person name	Grace Minton			
3	Contact person e-mail address	grace@theneurocoaching.academy			
4	Is your research externally funded?	YES	☐	NO	☒
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☒

6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☒	NO	☐
7		Employed	YES	☐	NO	☒
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☒
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	N/A	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	N/A	☒
If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).					

SECTION E: Details of Research Activity

1	Indicative title:	Can Neuro Coaching change Unconscious Bias?			
2	Proposed start date:	~~13 February 2023~~ 15 March 2024	Proposed end date:	~~15 July 2023~~ 11 November 2024	
Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>					
3	Purpose of Research Activity In the Literature Review 'Can Neuro Coaching Change Unconscious Bias?' the researcher defined unconscious bias as a cognitive process that has a micro-second impact on the judgements and decisions that people make about other human beings. Unconscious bias has been connected to stereotypes from social psychology and has become measurable through the Implicit Association Test (IAT). In the last decade a wave of 'unconscious bias training' has swept workplaces in the angelized western world. An outcome of the Literature Review was the identification of:				

	a gap in research regarding the ability of coaching to change unconscious bias, despite a massive investment by organisations into raising awareness of unconscious bias and research showing how little return on investment this delivers (Minton, 2022, p16). To resolve the problem of unconscious bias, the researcher acknowledges that organisations would need to consider systems and processes, however, it is the case that there is currently no real intervention in organisations to address the individual (unconscious) component of the problem. Neuro Coaching, with a focus on the process of cognitive meaning-making and routine engagement with the unconscious mind, may be able to contribute to a solution at an individual level. It is the aim of this research project to discover if this is the case. (this box should expand as you type)
4	Research Question Can Neuro Coaching change unconscious bias? (this box should expand as you type)
5	Aims of Research Activity The study aims to explore the following questions: 1. Can NLP Coaching change unconscious bias as measured by the Implicit Association Test? 2. If so, is it possible to identify one technique with a greater correlation to change? 3. What is the subjective experience of any change for the Coachees? 4. How do Coachees experience the frame of 'coaching to develop as an ally'? (this box should expand as you type)
6	Objectives of Research Activity The research topic is important for several reasons: • To deliver this change through coaching would enable coaching for social outcomes to potentially replace unconscious bias. • To deliver real change in unconscious bias in organisations could potentially contribute to change in systemic discrimination in workplaces. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to

	justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	The researcher has chosen to take a mixed methods approach to the research in order to balance pragmatic benefits of quantitative measurement and the need for a more complete picture. Quantitative Component: <i>Measurement Instrument</i> The most broadly recognised measurement of implicit bias is the IAT. The IAT is usually administered as a computerised task in which the speed that a participant selects from positively-valenced and negatively-valenced words, combined with either faces or category words, is said to indicate a level of bias (FitzGerald et al., 2019, p.2). The IAT as a quantitative instrument is freely available for self-assessment and offers pragmatic benefit as a simple test for the working hypothesis that Neuro Coaching can positively change unconscious bias. Any concerns about a training effect impacting the IAT results will be addressed by following research guidelines to: (1) create a control group that does not experience the intervention and/or (2) administer an IAT prior to the IAT that is used as the benchmark (Greenwald et al. 2022, p.1171). The researcher will seek to establish (1) and also utilise (2) to mitigate against this failing in the real-world context. <i>Pre-Test, Mid-Test, Post-Test, Control Group Design</i> The study will include: 1. The random allocation of people from a pool of volunteers. <i>If the pool of volunteers is sufficiently large (100 or above), the researcher will seek to balance different demographic groups in experimental group and the control group. The priority in the approach will be to gain sufficient volunteers to conduct the study (20 people). Asking for personal details online may risk volunteer numbers.</i> 2. A pre-test, mid-test and post-test measurement using the IAT before, during and after four Neuro Coaching sessions with the researcher as coach. 3. The use of a control group for comparison to eliminate testing effect on IAT results. Group A: R-----O₁—X—X—O₂—X—X—O₃ Group B: R-----O₁-----O₂-----O₃ <i>Proposal Image 2</i>

Experimental and Control Groups The recruitment of volunteers will involve standard information by email, a website page with an introductory video and an online form. Volunteer data will be anonymised, sorted into demographic groups and then Group A will be selected using <i>random sampling</i> from within each demographic list to ensure diversity of participants. Group B will be selected in the same way to match the demographics of Group A. All volunteers will need to meet the criteria below:	
Inclusion Criteria • Have a personal interest in the possibility of changing their own unconscious bias • Are available during the practical research time-period to meet <i>at one of the locations for in-person</i> for online coaching sessions <i>to take place</i> • ~~Are an employee of the Organisational Partner~~	Exclusion Criteria • ~~Have attended unconscious bias training in the past 3 months~~ • Have studied Psychology, NLP or coaching • ~~Work in Diversity or Inclusion, or Psychology~~
<i>Proposal Image 3</i> Factors to remain constant to enable an equivalent control group are captured in the Proposal page 9. If, in practice in the field, it is not possible to create equivalent groups, or it is not possible to form the groups through random selection, the researcher intends to continue on the basis of a quasi-experiment design. Qualitative Component: The researcher aims to provide a pre, mid and post study questionnaire to Group A that will incorporate both closed and open questions to collect the coachees perspective. The sequence of the questionnaire in relationship to the IAT is shown below: QUAN, QUAL—X—X—QUAN—X—X—X—QUAN, QUAL QUAN = IAT QUAL = Questionnaire X = Intervention <i>Proposal Image 4</i> Sources of Data: 1. IAT results of coachees taken pre, mid, and post coaching. 2. IAT results of control group participants taken at matched intervals. 3. Questionnaires taken pre, mid and post-study by coachees. 4. Audio recording and transcriptions of coaching sessions.	

5. Coaching session notes.
6. Journal kept by the Coach/Researcher capturing post-session notes and reflections.

The researcher will be participating in an emergent process of coaching in which the techniques used inside of the individual coaching sessions will diverge from coachee to coachee, from the second session onward. For this reason, the researcher will maintain a diary for reflection and capture of learning regarding how Neuro Coaching emerges in relation to unconscious bias. This process will take place inside of an action learning cycle in which different techniques may be researched and feed into the practice of coaching, on an ongoing basis (Denscombe, 2014, p.125).

Data Source	Intended Analysis
Group A IAT Results	Statistical analysis of change from Pre, Mid to Post testing to determine if there is a change in measurable unconscious bias. The significance will be compared to studies conducted in psychological research using the IAT, the absence of any like-studies in the field of coaching.
Group B IAT Results	Statistical analysis of change from Pre, Mid to Post testing to determine if there is a change in measurable unconscious bias for use in comparison to Group A. This is solely for the purpose of identifying if testing effect has occurred in Group A results.
Questionnaire results	Coachees' perceptions of learning and outcomes (conscious mind) will be compared to the IAT results. In addition the perceived usefulness of the 'allyship' frame and other activities that were undertaken as an outcome of coaching will be captured.
Researcher/Coach Journal, Coaching Session Transcripts, Coaching Session hand written notes.	If positive change occurs in Group A IAT results, the researcher will seek to identify any common techniques used to establish a more specific correlation between coaching and the IAT results. Coaching transcripts will be used to assist accurate recall. Should positive change not occur as a result of the coaching, a summary of techniques and reflections, including learnings as the practitioner-researcher will be captured.

Proposal Image 5

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

8

Perth Central Business District ~~Metro Area~~, Western Australia

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.

9	The researcher lives in the country where the research will take place. There are no local ethical requirements, that are different to those of the University, coaching as a profession is unregulated in Australia. <i>(this box should expand as you type)</i>
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10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. <i>(this box should expand as you type)</i>		

Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?		YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
<i>(this box should expand as you type)</i>			

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☐	☒
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☒	☐
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒

10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		
	Details of any other primary data collection method: The Implicit Association Test, a quantitative test of implicit bias that is publically available on the internet as a self-assessment. Participants will take this, and forward their results to the researcher at intervals. (this box should expand as you type)	☐	☒

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☒	☐
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.		
	G7 – One is supervisor and the other is project manager where researcher is change manager – if randomly selected, I am happy that they cannot 'play' the IAT. ~~Employees of the participating organisation. While there will be a power imbalance with Sponsors of the research within the organisation, all participants will volunteer online and then be randomly selected from within demographic categories. The list initial volunteers will be confidential and the ability to withdraw will be communicated at various points, including on the participant consent form.~~	☒	☐

	Participants will be volunteers who will have watched an introductory video about unconscious bias, neuro coaching and the requirements of the research project and then completed a web-based form. They will be drawn to the website from various sources, including: - A social media campaign <i>targeting people with an interest in diversity and inclusion, or who follow the researcher</i> - An email to members of the Neuro Coaching Academy's database - Potentially an email to members of other databases owned by people within the researchers' network All emails will be sent to people who have subscribed to a database, based on either an interest in NLP, Coaching or Diversity and Inclusion. <i>(this box should expand as you type)</i>		
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Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected? 20 in total Group A - 10 coachees Group B - 10 control group participants <i>(this box should expand as you type)</i>
11	Who will the participants be? Adults, ~~employed by the participating organisation~~, who have volunteered based on their own interest in changing unconscious bias. <i>(this box should expand as you type)</i>
12	How will you identify the participants? Volunteers will respond to an invitation by email, then view a video recording and information on a website page and submit a webform if they wish to participate. Only the researcher and research assistant will have access to this data. Names will be removed from the list of volunteers by the research assistant for the random selection to be managed by the researcher. <i>If possible (based on volunteer numbers and responses to request for this data)</i> Volunteers will be organised into demographic groups to enable selection of equivalent groups with diversity of age, gender and race as a minimum. <i>(this box should expand as you type)</i>

Information for participants:		YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐

20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
(this box should expand as you type)				

Information for participants:		YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
(this box should expand as you type)				

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.						
1	Full risk assessment completed and appended?	<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐					
No	☒					
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
	Risk to participants: Transfer of personal data Emotional discomfort regarding holding an unconscious bias	Transcripts and coaching notes, IAT Results, Questionnaire responses and demographic information of volunteers will also be held on will be held on encrypted cloud servers that comply with GDPR. The Volunteer list, Group A and B lists with IAT results will be anonymised using a number code. All personal data will be destroyed following the marking of the research report The 'pre-framing' for participants will be that this is a normal outcome of participating in the shared culture and the coaching will have a future-focus that 'frames' the coaching outcome in terms of a learning and development journey in 'allyship' towards a group of their own choice.				

	(this box should expand as you type)	Coaching is non-judgemental and this will also be the case regarding unconscious bias. (this box should expand as you type)
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
	The confidentiality agreement of a coaching relationship includes a statement that, should the coach have a concern regarding the safety of the coachee or others, she will raise this concern with appropriate channels. This also applies to any information regarding illegal activities disclosed. (this box should expand as you type)	
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: Physical harm Risk of accusation of harm/impropriety Conflict of interest (this box should expand as you type)	How you will mitigate the risk to the investigator: All meetings will be held ~~at the participating organisations offices (a public place) in a meeting room in a shared office space that can be hired by the day~~ online. The researcher will add a 'coaching intake' questionnaire and phone conversation and 'coaching agreement' (separate to the participant consent form) with each Coachee prior to the first coaching session being scheduled. This will replicate the process in a real coaching business of ensuring that the client is resourceful enough to participate in coaching as a process and ensure that it is clear that both parties are able to choose to exit the coaching arrangement at any time. The researcher as a self-employed coach has Personal Indemnity insurance for coaching using NLP. Coaching sessions in the research will also be audio recorded and transcribed. The researcher's own business would benefit from a positive result from the research, this potential bias is mitigated by using a quantitative measurement that is believed to be low risk of falsification. Participants self-administer the assessment away from the researcher. A control group adds another level of integrity to the data collection. (this box should expand as you type)
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University:	How you will mitigate the risk to the University:

	None <i>(this box should expand as you type)</i>	<i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: None <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: <i>(this box should expand as you type)</i>

Disclosure and Barring Service				
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	~~Both the Organisational Partner (management level) and~~ all participants will be offered the opportunity to view a presentation of findings at the end of the research project. All participants will see their IAT result as part of the assessment process (at the point of taking the assessment online). <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	A Participant Information Sheet will be provided with all the details of data privacy and security, along with the ability to withdraw as well as a contact should they wish to make a complaint. Opportunity to ask questions will be available by email prior to signing a Consent Form. <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	All participants will be guaranteed anonymity in research findings. ~~The partnering organisation will be offered the choice of anonymity.~~ <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	Yes	☐
If YES, provide a description of the data and explain why this data needs to be collected:			
2	Names, demographic data (age, gender, race) – for selection of participants randomly within different demographic groups, or, as a minimum, to identify diversity within the research group in the findings. Emails and phone numbers – to contact for logistics of requests to schedule coaching/reminders and also to send in IAT results Audio data of coaching conversations – to support accurate recall of the coaching techniques used for the Researchers Journal. (this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes).	Yes	☐
If YES, provide a description of the special category data and explain why this data needs to be collected:			
4	Racial or ethnic origin data will may be collected at the point of volunteering confirming short-listing for participation (should the level of interest be sufficient) in order will be used to ensure racial and ethnic representation in the selection of both Group A and B. The study is not limited to changing racial bias, so the opportunity to participate is not limited to Anglo-Caucasian Australians. (this box should expand as you type)		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒
7	Private company computers?	☒	☐
8	Home or other personal computers?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	"Cloud" storage or websites?	☒	☐
11	Other – specify: Remarkable Tablet for written coaching notes	☒	☐

12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:
	The Researcher and Virtual Assistant (who will assist as a Research Assistant with logistics of the study) use Dashlane to protect passwords. OneDrive (Office 365 student account) will be used to store research data securely, including the list of Volunteers and Participants. A Dropbox account will hold Consent Forms until they are digitally signed and then these will be moved to OneDrive. ~~The WordPress Website~~ A CRM system (Express Business Systems) will host the list of volunteers from the online form submission. The list of volunteers will be downloaded and removed from the Website ~~once the call for volunteers closes~~ CRM after the study closes (and is marked). Express Business Systems data is held on AMS and Google Cloud servers that meet the gold standard for security in the industry. Coaching notes are written on a Remarkable Tablet, which is password protected, and backed up to an encrypted server in Europe. Coaching Session Transcripts will be managed by the Researcher and Research Assistant only via Otter.ai, which has cloud based, encrypted storage, password protection and ability to manually purge at the end of the research project (following marking). The Researcher and Virtual Assistant will not save research-related documentation or data to laptop hard drives, or portable devices. Following the marking of the study all identifying materials, including transcripts and hand-written digital coaching notes will be deleted, including on cloud services by the Researcher. Note that transcripts of coaching sessions will not be shown to coachees, they will be AI generated, and viewed with the audio file and edited in Otter.ai by the Research Assistant to improve accuracy. If, for any reason, the transcripts are downloaded from Otter.ai, they will be moved to the University Account OneDrive and digital copies deleted from local hard-drives. Information regarding privacy and security of personal data will be provided to participants, following selection, and prior to signing the Consent form on a Participant Information Sheet (PIS). (this box should expand as you type)

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☒	☐
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☒	☐
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☒	☐
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	Participant identities will be protected, with coding used in the researchers' journal, which will be captured on the Day One app. Day One is password protected and has encryption that is military grade. This app will also be used to make the recordings in the coaching session via the Researchers' phone ipad and allow for transfer of audio files to Dropbox, to be loaded to Otter.ai by		

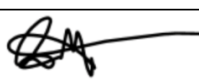
	~~the Research Assistant. The Dropbox copy of the original audio file will be deleted. has to ensure confidentiality and the Journal will be saved to OneDrive.~~ Handwritten notes from coaching sessions will be kept on a Remarkable tablet that is secured by a password and backed up to an encrypted server based in Europe (Remarkable, 2023). Coaching sessions will be transcribed by the ~~researcher~~ research assistant using Otter.ai and transcripts will be stored there and in OneDrive. Both locations are encrypted and comply with GDPR standards (Microsoft, 2023; Otter.ai, 2023). ~~The list of volunteers will be downloaded and removed from the Website once the call for volunteers closes.~~ All transcripts and notes from coaching sessions will be deleted following the marking of the research report. ~~Organisational Sponsors will not be informed of the content of coaching conversations and made aware of this. Reporting at an individual coachee level will be limited to attendance/participation and, at an aggregate level, reporting on 'goals' will be limited to anonymised reporting on which bias's participants have chosen to focus on. Both coachees and Sponsors will be informed of this in the Agreement documents as per professional association ethics (The International Coaching Federation, 2021, p.4).~~ IAT results will be sourced from the Harvard Project Implicit website, which states that the data will be encrypted. Participants' data will also contribute to the longitudinal study at the University of Virginia that is collating IAT results internationally. They will provide their consent for this with every use (Project Implicit, 2023) and be made aware of this in the Participant Consent Form (Appendix 1). Consent and Agreements will be managed via Dropbox Sign. The Researcher and Virtual Assistant will not save research-related documentation or data to laptop hard drives, or portable devices. Following the marking of the study identifying materials, including transcripts and hand-written digital coaching notes, will be deleted by the Researcher, including on cloud services. <i>(this box should expand as you type)</i>
22	List all who will have access to the data generated by the research activity:
	Researcher - Grace Minton Virtual Assistant/Research Assistant – Amielle Violan (not researchers' coaching notes or transcripts) IAT results generated on the Harvard Project Implicit website will also contribute to the global longitudinal study by University of Virginia. This is described on the website and participants of this study will need to agree to this each time they take the IAT there. <i>(this box should expand as you type)</i>
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:
	Researcher – Grace Minton <i>(this box should expand as you type)</i>
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
	All data will be encrypted and kept in password protected cloud storage on the Student Office 365 system and selectively shared with the Research Assistant. The data will be stored until the completion of the project and then deleted. <i>(this box should expand as you type)</i>
25	Please indicate if your data will be stored in the UWTSd Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>

	No. <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/			
1	Signature of applicant:	Grace Minton	Date: 15 April 2024

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Gary Metcalfe	Date:
3	Signature:		16 th April 2024

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY
 Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Appendix 13

Details of Participant Recruitment and Intended vs Actual Research Design

Detail of recruitment and selection process for participants

The process of recruiting volunteers via social media and email campaigns consumed approximately 630 work hours by the Research Assistant over seven months. Participants were selected from a small pool of volunteers (34 in total) based on the ability to meet the above criteria. All volunteered online via a process that included basic information about the research assumptions, NLP Coaching and time commitment delivered via a video on a website landing page. An initial in-take form online checked on basic criteria for inclusion in the volunteer pool.

Volunteer numbers reached a minimum level when recruitment focussed on using Linked-In premium services to email cold contacts with 'Diversity and Inclusion' in the 'about' or 'services' section of their profiles. Graduates of the researchers' trainings were particularly interested in supporting the study and when it became clear that the criteria for exclusion was a barrier to commencing, graduates were eventually allowed to participate as Control Group members only.

Based on answers in this form, volunteers were allocated to Control Group only, or as suitable for both Control and or Coachee Group pools. The Coachee participants were then selected from a pool blindly by the researcher and remaining volunteers went into a blind selection for the Control Group. Individuals were removed slowly when they failed to respond to emails and SMS's and eventually the study involved all volunteers who were responsive to communication.

Table A1: Intended vs Actual Participant Criteria

Ideal Criteria for both	Actual Criteria for Coachees
Inclusion - Have a personal interest in the possibility of changing their own unconscious bias - Are available during the practical research time-period to meet at one of the locations for in-person coaching to take place - Are an employee of the Organisational Partner Exclusion - Have attended unconscious bias training in the past 3 months - Have studied coaching or NLP - Work in Diversity and Inclusion, or Psychology	Inclusion - Have a personal interest in the possibility of changing their own unconscious bias - Are available during the practical research time-period to meet <i>online on specific days of the week</i>. Exclusion - Have studied coaching or NLP - Have attended unconscious bias training in the past 3 months - Work in Psychology. In addition, volunteers who were known to the researcher (as graduates or social relationships) were excluded.
	Actual Criteria for Control Group Members - Could have studied NLP, Coaching, or both. - Willing to take a specific IAT test (paired with a Coachee) within time frame requested.

Table A2: Intended Design vs Actual Approach

Design	Actual
10 Coachees to receive in-person coaching in Perth	10 Coachees were selected and 9 received online coaching and were dispersed geographically within Australia, with one person in Europe. Coachee numbers in the final data set have been adjusted to 8, based on 1 Coachee withdrawing before commencing and anomalies in another Coachees participation.
Participants to be volunteers found within a single sponsoring organisation	Participants were volunteers recruited via a social media and email campaigns
Experiment, involving Mixed Methods, however using the Implicit Association Test to measure success in changing unconscious bias and triangulate with qualitative data.	Mixed Methods, with greater weighting on the qualitative data than intended.
Randomised selection of participants, based on the assumption of a large pool of volunteers. The design included some purposeful sampling within sub-groupings of volunteers to enable diversity.	Volunteer pool was just sufficient to enable a group of Coachees who fit the adjusted criteria, and a matching number of Control Group members with a less-stringent criteria. Researcher was not in a position to select for diversity.
The Harvard Implicit Project public website was to be used as the source of IAT data.	Millisecond IAT instrument was used with the Researcher purchasing a subscription. Early in the project the researcher discovered that the public website only provided a qualitative assessment, based on the quantitative data.
Coaching would involve four sessions.	The number of coaching sessions varied from Coachee to Coachee, with one Coachee only requiring three sessions. In three cases the final (fourth) coaching sessions was significantly shorter than an hour and used to review and close-out only.

Appendix 14

Participant Demographics

Table A3: Coachee Demographics

Participant	Gender	Sexuality	Ethnicity	Culturally and Linguistically Diverse (CALD):	Aboriginal or Torres Strait Islander origin:	Age	Religion
P1	Male	Heterosexual	Latino	Yes	No	35	None
P2	Female	Heterosexual	Caucasian / Maori	No	No	54	Catholic (non practising)
P3	Female	Heterosexual	Caucasian Australian	No	No	54	None
P4	Female	Heterosexual	Caucasian Australian	No	No	53	Atheist
P5	Female	Heterosexual	Caucasian Australian	No	No	56	None
P6	Female	Heterosexual	Caucasian Australian	No	No	53	None
P7	Female	Heterosexual	Caucasian Australian	No	No	53	Agnostic
P8	Female	Heterosexual	Caucasian Welsh	No	No	35	None currently practising, raised Catholic, Jewish descent

Table A4: Control Group Demographics

Participant	Gender	Sexuality	Ethnicity	Culturally and Linguistically Diverse (CALD):	Aboriginal or Torres Strait Islander origin:	Age	Religion	Anything else that you identify with
C1	Female	Lesbian	Caucasian Australian	No	No		Agnostic	
C2	Female	Heterosexual	Caucasian Australian	No	No	53	N/A	
C3	Female	Heterosexual	Caucasian Australian	No	No	64	N/A	
C4	Female	Heterosexual	Mixed race with Australian and Indian background	Yes	No	41	Agnostic. But grew up in a multifaith household	
C5	Female	Heterosexual	Caucasian New Zealand	No	No	45	Not religious	regional/rural
C6	Male	Heterosexual	English	No	No	66	Anglican	
C7	Male	Gay	Caucasian UK	No	No	41	Anglican	
C8	Female	Heterosexual	Caucasian Australian	No	No	43	N/A	

Appendix 15

Table A5: Duration of Coaching Sessions

Participant	Duration of Coaching Sessions				Total Hours
	Session 1	Session 2	Session 3	Session 4	
P1	1:17:01	1:07:28	0:57:37	0:52:29	4.25
P2	1:15:32	1:07:50	1:04:26	0:38:33	4.10
P3	1:08:43	1:02:59	0:59:25	0:38:54	3.83
P4	0:55:55	0:58:29	0:56:16	1:02:30	3.88
P5	1:04:11	0:59:39	1:07:42	1:10:46	4.37
P6	0:51:55	0:48:10	1:02:47	0:22:44	3.10
P7	0:44:35	0:54:43	0:27:40	0:00:00	2.12
P8	1:13:16	1:09:50	1:06:18	0:58:56	4.47

Appendix 16

IAT Content used in Coaching Sessions for Reflection on Bias

Age Bias IAT Content

Positive d-scores: support a stronger association between 'Young-Good' and 'Old-Bad' than for the opposite pairings

Negative d-scores: support a stronger association between 'Old-Good' and 'Young-Bad' than for the opposite pairings

Good			
“Joy”, “Love”, “Peace”, “Wonderful”, “Pleasure”, “Glorious”, “Laughter”, “Happy”			
Bad			
“Agony”, “Terrible”, “Horrible”, “Nasty”, “Evil”, “Awful”, “Failure”, “Hurt”			
Young			
			
			
Old			
			
			

Disability Bias IAT Content

Positive d-scores: support a stronger association between 'Able People-Good' and 'Disabled People-Bad' than for the opposite pairings

Negative d-scores: support a stronger association between 'Disabled People-Good' and 'Able People-Bad' than for the opposite pairings

Good
"Joy", "Love", "Glorious", "Pleasure", "Peace", "Wonderful"
Bad
"Evil", "Agony", "Nasty", "Terrible", "Rotten", "Bomb"
Able People

Disabled People


Gender – Career Bias IAT Content

Positive d-scores: support a stronger association between 'Females-Family' and 'Males-Careers' than for the opposite pairings

Negative d-scores: support a stronger association between 'Females-Careers' and 'Males-Family' than for the opposite pairings

Family
“Home”, “Parents”, “Children”, “Family”, “Marriage”, “Wedding”, “Relatives”
Career
“Management”, “Professional”, “Corporation”, “Salary”, “Office”, “Business”, “Career”
Female
“Julia”, “Michelle”, “Anna”, “Emily”, “Rebecca”
Male
“Ben”, “John”, “Daniel”, “Paul”, “Jeffrey”

Race Bias IAT Content

Positive d-scores: support a stronger association between 'White American-Good' and 'Black American-Bad' than for the opposite pairings

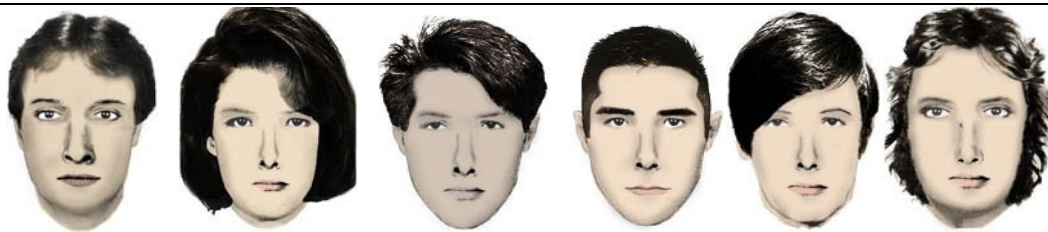
Negative d-scores: support a stronger association between 'Black American-Good' and 'White American-Bad' than for the opposite pairings

Good			
“Marvelous”, “Superb”, “Pleasure”, “Beautiful”, “Joyful”, “Glorious”, “Lovely”, “Wonderful”			
Bad			
“Tragic”, “Horrible”, “Agony”, “Painful”, “Terrible”, “Awful”, “Humiliate”, “Nasty”			
White American			
			
			
Black American			
			
			

Skin Tone Bias IAT Content

Positive d-scores: support a stronger association between 'Light Skinned People-Good' and 'Dark Skinned People-Bad' than for the opposite pairings

Negative d-scores: support a stronger association between 'Dark Skinned People-Good' and 'Light Skinned People-Bad' than for the opposite pairings

Good
“Attractive”, “Pleasure”, “Fantastic”, “Friendship”, “Beautiful”, “Enjoy”, “Excitement”, “Adore”
Bad
“Tragic”, “Angry”, “Dirty”, “Negative”, “Grief”, “Horrific”, “Awful”, “Selfish”
Light Skinned People

Dark Skinned People


Weight Bias IAT Content

Positive d-scores: support a stronger association between 'Thin People-Good' and 'Fat People-Bad' than for the opposite pairings

Negative d-scores: support a stronger association between 'Fat People-Good' and 'Thin People-Bad' than for the opposite pairings

Good
“Joy”, “Love”, “Peace”, “Wonderful”, “Pleasure”, “Glorious”, “Laughter”, “Happy”
Bad
“Agony”, “Terrible”, “Horrible”, “Nasty”, “Evil”, “Awful”, “Failure”, “Hurt”
Thin People

Fat People


Appendix 17

Improvised Coaching Tool - Visual Prompt (Photo-Based Trigger)



Figure A1: Google Image 1



Figure A2: Google Image 2



Figure A3: Google Image 3



Figure A4: Google Image 4

Appendix 18

IAT Results Raw Data

Table A6: IAT Results Coachee Group Raw Data

Participant	Bias	Pre-test Results	Description	Post-test Results	Description
P1	Gender-Career	0.34	"a slight" preference for hypothesis-conforming pairings	0.43	"a moderate" preference for hypothesis-conforming pairings
P2	Gender - Career	0.68	"a strong" preference for hypothesis-conforming pairings	0.14	"little to no" preference
P3	Disability	0.57	"a moderate" preference for hypothesis-conforming pairings	0.54	"a moderate" preference for hypothesis-conforming pairings
P4	Weight	0.77	"a strong" preference for hypothesis-conforming pairings	0.45	"a moderate" preference for hypothesis-conforming pairings
P5	Skin tone	0.47	"a moderate" preference for hypothesis-conforming pairings	-0.52	"a moderate" preference for hypothesis-NONconforming pairings
P6	Weight	0.71	"a moderate" preference for hypothesis-conforming pairings	0.48	"a moderate" preference for hypothesis-conforming pairings
P7	Race	0.44	"a moderate" preference for hypothesis-conforming pairings	0.58	"a moderate" preference for hypothesis-conforming pairings
P8	Age	0.07	"little to no" preference	0.19	"a slight" preference for hypothesis-conforming pairings

Table A7: IAT Results Control Group Raw Data

Participant	Bias	Pre-test Results	Description	Post-test Results	Description
C1	Disability	0.31	"little to no" preference	0.55	"a moderate" preference for hypothesis-conforming pairings
C2	Disability	0.42	"a moderate" preference for hypothesis-conforming pairings	-0.05	"little to no" preference
C3	Weight	0.51	"a moderate" preference for hypothesis-conforming pairings	0.57	"a moderate" preference for hypothesis-conforming pairings
C4	Age	0.42	"a moderate" preference for hypothesis-conforming pairings	0.57	"a moderate" preference for hypothesis-conforming pairings
C5	Age	0.36	"a slight" preference for hypothesis-conforming pairings	0.30	"a slight" preference for hypothesis-conforming pairings
C6	Age	0.96	"a strong" preference for hypothesis-conforming pairings	0.79	"a strong" preference for hypothesis-conforming pairings
C7	Disability	0.12	"a moderate" preference for hypothesis-conforming pairings	1.15	"a strong" preference for hypothesis-conforming pairings
C8	Age	0.56	"a moderate" preference for hypothesis-conforming pairings	0.72	"a strong" preference for hypothesis-conforming pairings

Appendix 19

Raw Data IAT Level of Change as Qualitative Assessment

'Hypothesis conforming pairings' are equivalent to bias and 'Hypothesis non-conforming pairings' indicate associations in the direction away from the social stereotype. The second test results are coloured in the tables below as red where there has been an increase in bias from pre to post-test, and green to highlight where there has been a shift away from bias. Greater opacity in the colour has been used to visualise a higher level of change in the qualitative category.

Table A8: Coachee differences as qualitative units of bias or lack of bias

Participant	Level of Change	Direction	Pre	Post
P1	-0.09	more bias	"a slight" preference for hypothesis-conforming pairings	"a moderate" preference for hypothesis-conforming pairings
P2	0.54	less bias	"a strong" preference for hypothesis-conforming pairings	"little to no" preference
P3	0.03	less bias	"a moderate" preference for hypothesis-conforming pairings	"a moderate" preference for hypothesis-conforming pairings
P4	0.32	less bias	"a strong" preference for hypothesis-conforming pairings	"a moderate" preference for hypothesis-conforming pairings
P5	0.99	less bias	"a moderate" preference for hypothesis-conforming pairings	"a moderate" preference for hypothesis-non-conforming pairings
P6	0.23	less bias	"a strong" preference for hypothesis-conforming pairings	"a moderate" preference for hypothesis-conforming pairings
P7	-0.14	more bias	"a moderate" preference for hypothesis-conforming pairings	"a moderate" preference for hypothesis-conforming pairings
P8	-0.12	more bias	"little to no" preference	"a slight" preference for hypothesis-conforming pairings

Table A9: Control Group differences as qualitative units of bias or lack of bias

Participant	Level of Change	Direction	Pre	Post
C1	-0.24	more bias	"a slight" preference for hypothesis-conforming pairings	"a moderate" preference for hypothesis-conforming pairings
C2	0.47	less bias	"a moderate" preference for hypothesis-conforming pairings	"little to no" preference
C3	-0.06	more bias	"a moderate" preference for hypothesis-conforming pairings	"a moderate" preference for hypothesis-conforming pairings
C4	-0.15	more bias	"a moderate" preference for hypothesis-conforming pairings	"a moderate" preference for hypothesis-conforming pairings
C5	0.06	less bias	"a moderate" preference for hypothesis-conforming pairings	"a slight" preference for hypothesis-conforming pairings
C6	0.17	less bias	"a strong" preference for hypothesis-conforming pairings	"a strong" preference for hypothesis-conforming pairings
C7	-1.03	more bias	"little to no" preference	"a strong" preference for hypothesis-conforming pairings
C8	-0.16	more bias	"a moderate" preference for hypothesis-conforming pairings	"a strong" preference for hypothesis-conforming pairings

Appendix 20

Participant 1 Analysis of Change Compared to Goal

Analysis compares transcript evidence from Session 4 (2024b) review/close-out conversation and survey data re self-assessed changes (mid and post-coaching) and compares these to the summary of the Well-Formed Outcome.

Well-Formed Outcome in Summary

Core Purpose: Resolve internal conflict regarding parental roles and create a balance in caregiving and work roles through open and collaborative conversations with his partner.

Specific Goals:

- Reduce internal mental conflict between traditional beliefs and flexible family roles.
- Develop confidence in shared caregiving responsibilities and decision-making about children.
- Identify and challenge biased beliefs (e.g., *"Nobody is going to take care of the kids as well as the mum"*).
- Increase awareness of unconscious bias, including supporting female colleagues in his workplace.

Sensory-Based Evidence:

- Internal beliefs about caregiving would feel less true (e.g., *"Nobody is going to take care of the kids as well as the mum"*).
- A more open, balanced discussion with his partner about parental roles.
- Noticing more bias-related behaviours in external contexts (e.g., at work).

Analysis of Final Coaching Session and Comparison to Coaching Goal:

Core Purpose: Resolve Internal Conflict Regarding Parental Roles and Create a Balance in Caregiving and Work Roles Through Conversations with Partner

- **Evidence from Final Session (Timestamp 12:34 - 13:44):** The coachee describes having prompted a discussion with his partner about caregiving roles, acknowledging that it's an open topic for future conversations rather than a fixed perception. He reflects on the importance of making thoughts explicit rather than assumptions: *"I think that I have put this topic like... this is something that we know that we have to discuss"*.
- **Alignment with Goal:** This reflects the movement toward open and collaborative conversations about caregiving roles.

Specific Goals

1. **Reduce Internal Mental Conflict Between Traditional Beliefs and Flexible Family Roles**

- **Evidence from Final Session (Timestamp 18:12 - 19:02):** The coachee admits that the statement *“nobody is going to take care of the kids as well as the mum”* feels less true and that discussion with his partner may further evidence this shift. He states, *“That statement was not as strong as I thought.”*
 - **Survey Reflection (Post-Coaching Q12):** The coachee reports noticing internal shifts, describing a feeling of calmness replacing anxiety once he questions the origin of his beliefs: *“I can feel that anxiousness going away and the feeling of calmness overtakes my mood.”*
 - **Summary:** Strong evidence suggests reduced internal conflict.
2. **Develop Confidence in Shared Caregiving Responsibilities and Decision-Making About Children**
- **Evidence from Final Session (Timestamps 20:01 - 21:09):** The coachee expresses a desire for decisions about caregiving to stem from mutual agreements, stating: *“It’s not something that happened maybe because of what I thought but because [of] something that we agree.”* He associates this with “peace of mind”—his original desired emotional state.
 - **Summary:** The coachee has developed a clear vision of shared decision-making that is aligned with mutual respect and collaboration.
3. **Identify and Challenge Biased Beliefs (e.g., “No one is going to take care of the kids as well as their mum.”)**
- **Evidence from Final Session (Timestamp 24:51 - 25:16):** The coachee actively questions this biased belief and acknowledges that *“Maybe the mother is not always going to be the best carer?”*
 - **Summary:** The coachee demonstrates success in challenging his own bias.
4. **Increase Awareness of Unconscious Bias, Including Supporting Female Colleagues in His Workplace**
- **Evidence from Session (General Reflection):** There is no discussion about workplace behaviour in the final session or the survey. The focus of the coaching has turned inwards to change in himself (Post-Coaching Q12) shows the coachees’ heightened awareness of internal thoughts and their source and an ability to detach from something that he feels is a societal bias.
 - **Summary:** Evidence in the form of an interest in applying the coaching questions to himself beyond the coaching, supports a readiness to continue to change unconscious biases, however there was no in-session focus on women in the workplace.

Sensory-Based Evidence

1. **Internal Beliefs About Caregiving Would Feel Less True**
 - **Outcome:** Achieved. The coachee states that previously held beliefs feel “less strong” after coaching.
2. **A More Open, Balanced Discussion with His Partner About Parental Roles**
 - **Outcome:** Partially achieved. The coachee initiated a conversation but acknowledged more discussion was needed.

3. Noticing More Bias-Related Behaviours in External Contexts (e.g., at Work)

- **Outcome:** Partially achieved. There is an indication of increased internal awareness, but the application in workplace contexts was not explicitly mentioned in the final session.

The final coaching session demonstrates significant progress, with transcript reflections aligning with post-coaching survey responses.

Key Achievements

- The coachee demonstrates growth in initiating and participating in open conversations about future options for caregiving roles with his partner, shifting from internal assumptions to collaborative discussions.
- He reports a noticeable reduction in internal conflict and a stronger ability to question and reframe biased beliefs, such as “nobody is going to take care of the kids as well as the mum.”
- The coachee associates these shifts with feelings of calmness and peace of mind, indicating alignment with his stated emotional goals.

Unexpected Outcomes

- The coachee expressed a desire to independently replicate the reflective questioning process used in the sessions, indicating a commitment to long-term self-sufficiency in addressing biases.
- The final session revealed the coachee’s increased readiness to apply reflective methods to broader contexts.

Final Assessment

The coachee’s goals have been achieved and he has self-reported as feeling the outcome had been ‘more than I had hoped to achieve’. This is supported by both transcript evidence and survey data. While the personal element of the goal subsumed the original work context, this is not surprising, considering the deeply personal nature of the role of father in a man’s life.

Appendix 21

Participant 2 Analysis of Evidence of Change

Analysis compares transcript evidence from Session 4 (2024) review/close-out conversation and survey data re self-assessed changes (mid and post-coaching) and compares these to the summary of the Well-Formed Outcome.

Well-Formed Outcome in Summary

Core Purpose: Be a stronger advocate for individuals (male or female) in their career decisions, including the role as primary parent, ensuring that their gender does not influence the coachees' thinking.

Specific Goals:

- Break down personal perceptions and barriers to avoid unconsciously forming biases in conversations about career aspirations.
- Facilitate conversations that support others' personal goals without directing based on the coachees' beliefs.
- Change the reaction of "pausing" when a man mentions a career break to take parental leave.
- Learn new ways of thinking and adopt a supportive mindset.
- Understand why certain thought patterns emerge in specific situations.

Sensory-Based Evidence:

- Conversations feel more "every day" and natural, with no internal "pause" or sense of discomfort when a man discusses a career break to be a parent.
- Proactive and constructive discussions, regardless of the person's gender.

Analysis of Evidence across multiple sources:

1. **Progress Toward General Goal of Supporting Career Decisions Without Bias:**

- **Timestamp: 7:55 – 11:04:** The coachee mentions a key reflection between sessions was that the gender/career bias was part of the larger gender bias and that when she taught her sons to cook in the past, she was already acting outside of that bias.
- **Related to Core Purpose:** Demonstrates active awareness of gender-based expectations, retrospectively recognising flexibility in herself re gender roles.

2. **Breaking Down Personal Perceptions and Barriers (Specific Goal 1):**

- **Timestamp: 13:53 - 14:41:** The coachee describes how she initially her sister-in-law's career (road paving) as unconventional for a woman but now see it as "pretty cool" and respect her choice. This reflects an ongoing shift in thinking away from gendered expectations about career roles.

- **Timestamp: 15:22 - 16:07:** The coachee talks about approaching conversations with a “blank slate,” avoiding preconceptions, and remaining open to the information presented, regardless of gender.
 - **Post-Coaching Survey Response 12 (Q12):** The coachee mentions she no longer “pause” when a male mentions a career break to be a primary parent, indicating an absence of previous hesitation
 - **Interpretation:** Together, these reflections indicate a conscious effort to break down personal perceptions and barriers, addressing unconscious biases during discussions about aspirations.
3. **Facilitating Conversations Without Directing (Specific Goal 2):**
- **Timestamp: 23:32 - 24:10:** The coachee describes her approach of remaining present and not personalizing conversations, focusing solely on the other person’s experiences rather than sharing her own stories.
 - **Survey Evidence (Q10):** The coachee states she feel “calmer” and more confident in challenging adverse biases, indicating progress toward unbiased, supportive discussions.
4. **Changing Reactions to “Pause” (Specific Goal 3):**
- **Timestamp: 22:19 - 23:22:** The coachee explains how internal conflict (push-pull reaction) has reduced, making her reactions more neutral, or calm.
 - **Post-Coaching Survey (Q12):** She notes being “less reactive” and more comfortable with uncertainty, showing improvement in responding without hesitation.
5. **Adopting a Supportive Mindset (Specific Goal 4):**
- **Timestamp: 26:23 – 34:09:** The coachee reflects on symbolic representations like “the tree” as supporting her to experience a natural flow of thoughts, reactions and feelings, which she later describes as a lack of attachment (non-judgmental mindset).
 - **Survey Data (Q12):** The coachee reports that changes exceeded her expectations, emphasizing openness and a shift away from preconceived notions of gender roles in parenting.
6. **Understanding the Source of Thought Patterns (Specific Goal 5):**
- **Timestamp: 15:04 - 26:23:** The coach and coachee discuss how they arrived at an ‘ah ha’ moment about ‘not knowing who the better parent would be, or person to support the family’. This included discussion about the neuroscience of our conscious minds, Zen Buddhism, mindfulness and presence.
 - **Survey Evidence (Q10):** She described noticing biases in herself and others, suggesting increased awareness of the root causes of bias.

Sensory-Based Evidence

1. Natural Conversations (No Pause or Discomfort):

- **Timestamp: 27:14 - 29:05:** The coachee looks forward to interactions with new people and expresses excitement, indicating readiness for continuing to engage in unbiased, open engagement.

- **Post-Coaching Survey (Q12):** The absence of hesitation when discussing male career breaks supports this goal as achieved.

2. **Proactive Discussions, Independent of Gender (of the person talking about parenting):**

- **Timestamp: 32:00 - 34:09:** The coachee highlights her ability to conduct discussions cleanly and confidently, describing ‘taking herself out of it’, or being less attached.
- **Survey Reflection (Q12):** She described being “less inclined to be defensive,” aligning with the goal of proactive, constructive discussions.

Key Achievements:

- The coachee demonstrates growth in real-time interactions, particularly when reflecting on recent gender-related discussions.
- She reported a shift from defensive emotional reactions to calm, non-judgmental engagement, highlighting an increased ability to challenge biases.
- Coachee reflects that she has changed her perception of her sister-in-law’s career as a road paver from ‘unusual’ to ‘cool’.

Unexpected Outcomes:

- The use of symbolic anchors (e.g., “the tree”) as a calming strategy to be more present exceeded the coachee’s expectations and contributed to their emotional regulation and open mindset.
- The Coachee shares a reflection that this topic is one part of a larger gender bias that creates limits and that as a parent she supported her boys to be able to cook for themselves (identifies with past flexibility on gendered role bias).
- The Coachee expresses looking forward to future conversations with people about their career and family responsibilities and noticing what happens, suggesting a commitment to continuing self-reflection and growth beyond the coaching.

Final Assessment:

The coachee’s goals have been achieved and she self-reports that she feels the change was ‘more than I had hoped to achieve’. This is supported by both transcript evidence and survey data describing real world changes in feelings and cognitive processes. It is the researcher’s assessment that this change was transformational, with deep structure changes beginning in the first session and metaphors of resourceful states carrying through between coaching sessions and to the final session.

Appendix 22

Participant 3 Analysis of Changes

The analysis compares transcript evidence from Session 3 (2024a) and Session 4 (2024b) review/close-out conversation and survey data re self-assessed changes (mid and post-coaching) and compares these to the summary of the Well-Formed Outcome.

Well-Formed Outcome in Summary

Core Purpose: Treat individuals with physical disabilities with the same respect as able-bodied people, while being conscious of support they may need and providing it discreetly, maintaining dignity.

Specific Goals:

- Provide assistance discreetly without drawing attention to oneself as a “good person” who is helping.
- Self-educate by seeking information about disability-related symbols (e.g., green lanyard for hidden disabilities).
- Foster authentic engagement by better understanding the lived experience of people with disabilities.

Sensory-Based Evidence:

- Conversations and interactions reflect authenticity and respect, without condescension or assumptions of weakness.
- The coachee gains knowledge about disability-related accommodations and applies it.

Evidence Relating to the Well-Formed Outcome:

1. Respect and Discretion Toward Disabled Individuals

- **Session 4, transcript (16:28 - 17:19):** The coachee emphasized her belief in seeing individuals as unique rather than categorizing them by ability. She stated, “I’m not really into categories of people. I’m into people,” reinforcing her internalized respect for individuals with disabilities, avoiding stereotypes or oversimplified labels.
- **Session 4, transcript (21:12 - 24:06):** The coachee discussed admiration for individuals like Stephen Hawking and highlighted a shift in recognizing abilities rather than disabilities: “Stephen Hawking... so much smarter than you and I together times 100.”
- **Post-Coaching (Q10):** “I’m less likely to feel sorry for people with a disability, rather respect for this other human being.”

Both the transcript and survey data reflect the intended goal of treating disabled people with dignity and equality.

- **Providing Support Discreetly Without Drawing Attention to Oneself**

- **Transcript Evidence:** No direct mention of performing supportive actions discreetly in the reviewed transcript section, though reflections on allyship were present.
- **Survey Data:** No evidence explicitly referenced discreet support.

2. Evidence Relating to Self-Education and Social Media Engagement

- **Learning About the Hidden Disability Lanyard or Similar Educational Actions**
Survey data indicates prior action regarding self-education, though not mentioned again in the final session.
- **Mid-Coaching (Q3):** *"I am also aware of my reaction to people who wear the Hidden Disability lanyard, and am noticing ads for this more."*

3. Sensory-Based Evidence of Understanding Lived Experience Authentically

- **Session 4, Transcript: (21:12–23:56):** Discussion of language shifts (e.g., use of "differently abled") showed thoughtful consideration of how language affects perceptions and internal assumptions.
- **Post-Coaching (Q12):** *"The main change is greater awareness of the strength of people with physical disabilities, rather than the initial perception of 'weakness'."*

Both transcript and survey responses suggest significant progress toward an authentic understanding of lived experiences.

4. Reflections on Past Experiences and Making New Meanings

- In this segment, the coachee discusses how past memories of people with disabilities have resurfaced during the coaching sessions, prompting her to rethink her initial assumptions and recognize their capabilities. This reflection marks a key moment of reframing and demonstrates a shift toward greater self-awareness and empathy.
- **Session 3, Timestamp: 23:16 - 41:09:** Context: The coachee shares several anecdotes about people with disabilities, emphasizing resilience and contentment despite physical limitations.

- **Detailed Exchanges:**

Coachee: *"I met a guy who became a paraplegic after a plane crash... He's the happiest guy you'll meet at a party."*

Coach: *"That's interesting... Research shows people often bounce back after significant events."*

- **Session 3, Timestamp 45:43 - 46:38:** Coachee: *"In the past, I might have assumed people with disabilities had limitations... but these sessions brought back memories of capable people I've known, and it has shifted my thinking."*

5. Reflections on Unexpected Outcomes and Internal Shifts

- **Session 4, transcript (33:22–35:08):** The coachee expressed her belief in happiness as a choice, emphasizing that the focus should not be on physical limitations but on individual agency: *"It doesn't matter if you're able or disabled."*

- **Post-Coaching (Q12):** *“The outcome has been quite unexpected... greater awareness of strength rather than weakness.”*

Both the survey and transcript indicate that the coachee exceeded her initial expectations, demonstrating a deeper, more positive reframing of her perceptions.

Analysis uses session 3 and 4 transcripts.

Key Achievements:

- The coachee demonstrates growth in her perception of disability, moving from generalizations to recognizing the unique strengths of individuals, as evidenced by reflections on specific people in her own acquaintance and public figures such as Stephen Hawking.
- She reports a noticeable reduction in feelings of pity (“feeling sorry for”), replaced by genuine respect for the individual strengths of people with disabilities.

Unexpected Outcomes:

- The reflections on language (e.g., “differently abled”) demonstrate an increased awareness of the impact of linguistic framing on unconscious assumptions.
- The coachee reflected on a memory with self-compassion to rethink what an acceptable internal response is when seeing profound physical differences in others.

Final Assessment:

The coachee’s goals have been achieved, and she reported in the survey feeling that the change was ‘more than I had hoped to achieve’. Transcript evidence and survey data indicate meaningful shifts in feelings and cognitive processes aligned with her coaching goal. Note that the coachee already had stories of providing assistance discreetly and respectfully to differently abled people in the past, so entered the coaching at a high baseline as an ally. Resolving feelings of pity that were difficult to acknowledge consciously, and self-criticism were unexpected, but highly positive outcomes for someone who is already an ally.

Appendix 23

Participant 4 Analysis of Changes

The analysis compares transcript evidence from Session 4 (2024) review/close-out conversation and survey data regarding self-assessed changes (mid and post-coaching) and compares these to the summary of the Well-Formed Outcome.

Well-Formed Outcome in Summary

Core Purpose: Eliminate physical and emotional reactions to overweight individuals, replacing judgment with neutrality.

Specific Goals:

- No longer have a physical reaction or judgment based on appearance (e.g., assumptions like “lazy” or “undisciplined”)
- Develop a neutral, present-minded response based on interaction, not assumptions.

Sensory-based evidence:

- Includes no physical response, openness to discovering mutual interests, and no feelings of pity or compassion based on appearance alone.

Key Evidence from the Transcript Compared with Survey Responses:

1. Observation Without Emotional Judgment

- **Transcript (17:43–18:54):** The coachee described noticing an overweight woman at an exercise class and an overweight man at a bus stop. These observations were described as factual, with no internalized emotional response.
- **Post-Coaching Survey (Q12):** *“I no longer have a strong physical reaction to overweight people in person or when viewing them in media.”*

This indicates the coachee has achieved her goal of responding neutrally to physical characteristics without associating these observations with automatic judgments or assumptions.

2. Noticing Broader Characteristics

- **Transcript (19:05–19:39):** The coachee reflected on and compared what she notices now in overweight individuals with what she notices about thin individuals, such as clothing, hair, or accessories. This shift in attention suggests that the coachee can now engage with others based on non-physical traits, indicating increased flexibility in her observations.
- **Post-Coaching Survey (Q10):** *“It’s not necessarily the first thing I notice about them.”*
This supports the coachee’s reflections during the session, indicating that weight has become less salient as an identifying factor.

3. Moving Beyond Compassion or Pity

- **Transcript (30:33–31:23):** The coachee described attending a dance performance where one dancer was overweight. Instead of pity, she noted the dancer’s confidence and comfort

in his body. This demonstrates a shift away from associating compassion or pity with overweight individuals and aligns with the goal of neutrality.

- **Post-Coaching Survey (Q12):** *“The main change is greater awareness of the strength of people with physical differences, rather than the initial perception of ‘weakness’.”*
This excerpt complements the coachee’s reflections about the dancer, suggesting the coaching has led to a reframing of her perceptions.

4. Internal Reflection on Noticing Weight and Achievement of Her Coaching Goal

- **Transcript (26:14–27:03):** The coachee admitted to previously feeling that noticing someone’s weight at all, even factually, was “wrong” but concluded during the discussion that it is acceptable as long as it doesn’t carry judgment. This highlights an important cognitive shift, reinforcing self-compassion and reducing self-criticism.
- **Post-Coaching Survey (Q11):** Answered “Yes” to whether there was a noticeable change in her internal process regarding bias, showing recognition of progress toward the coaching outcome.

Analysis uses coaching session 4 transcript.

Key Achievements:

- The coachee demonstrated neutral reactions when observing overweight individuals in the public context at least three times, fulfilling the sensory-based evidence criteria.
- She reported a shift from noticing weight as a defining characteristic to observing a broader range of traits, indicating increased non-judgmental engagement.
- She moved from self-critical to self-accepting thoughts about her own final reactions, which she decided were similar to ‘noticing if someone is tall... I observe this without judgement’.

Unexpected Outcomes:

- The coachee explored shifting societal norms within broader cultural narratives around appearance, showing an increased awareness of social constructs influencing her bias.
- She acknowledged a connection between this bias and her own body image and the need for continued self-work on personal body image, indicating readiness for a future focus on self-perception.

Final Assessment:

The coachee’s goals have been achieved and, in some respects, exceeded, supported by both transcript evidence. In post-coaching survey she rated the change as ‘the level I had hoped to achieve’. The evidence indicates a reduction in unconscious bias and increased self-awareness.

Appendix 24

Participant 5 Analysis of Changes

The analysis compares transcript evidence from Session 3 (2024a) and Session 4 (2024b) the review/close-out conversation, and survey data regarding self-assessed changes (mid- and post-coaching). It compares these to the summary of the Well-Formed Outcome.

Well-Formed Outcome in Summary

Core Purpose: To respond naturally and comfortably when meeting the eyes of Aboriginal people, without overthinking or averting gaze.

Specific Goals:

- Meet eyes with Aboriginal individuals in everyday encounters and respond with a natural smile and sense of ease.
- Prevent automatic, intrusive thoughts or racist labels from crossing the mind during interactions.
- Measure progress in daily environments such as the shopping centre or while walking.

Sensory-Based Evidence:

- Encounters with Aboriginal people occur without noticeable shifts in thoughts or emotional responses.
- Eye contact feels natural, automatic, and comparable to interactions with others in public spaces
- Absence of tension, physical unease, or hesitation during social interactions.

Key Evidence from the Transcript Compared with Survey Responses:

1. Natural and Comfortable Interactions:

- **Session 3, Transcript (22:11-23:32):** The coachee describes a recent incident in a shopping centre where she made eye contact and smiled naturally at a stranger without realizing it at the time, reflecting ease and absence of self-monitoring (a spontaneous micro-behavioural change indicative of unconscious level change reflecting in non-verbals).
- **Session 4, Transcript (54:18-56:12):** Descriptions of “a glimmer of joy or cheekiness” in the visual recall of the eyes of an Aboriginal man in her memory, replacing previous visual recall that looked like 'woundedness', following change process to address projections that triggered the urge to rescue. This was during an exercise to re-access a memory and 'notice if anything has changed' as a result of the eye movement exercise.

2. Reduction in Bias-Driven Thoughts:

- **Session 3, Transcript (17:03-18:25):** The coachee acknowledges practising the Mickey Mouse strategy interrupt technique and notes that biased words no longer “jump into” her mind unprompted.

- **Session 4, Transcript (58:50-59:24):** The coachee expresses increased non-judgment, reporting a greater focus on present interaction rather than historical assumptions.
- **Mid-Coaching Survey (Q3):** Reports of a “softening in unconscious thoughts” reinforce these behavioural changes.
- **Post-Coaching Survey (Q10):** The coachee notes that negative connotations associated with race have ceased, aligning with transcript evidence of reduced biased thoughts.

3. Unexpected Outcomes:

- **Emotional Regulation and Symbolic Anchoring:**

Session 3, Transcript (19:58-20:39): The coachee finds the eye movement exercise particularly helpful for gaining a sense of peace and shares this insight with colleagues.

Session 4, Transcript (1:01:22-1:02:24): Mentions of plans to engage in cross-cultural gatherings on country with increased confidence.

- **Awareness of Systemic Issues:**

Session 3, Transcript (41:36-59:00) The coachee reflects on societal privilege and the challenges faced by Aboriginal people, demonstrating an existing awareness of the structural aspects of bias and the courage to explore ‘what this means’ for the people she has contact with, as an ally. This conversation was significant for bringing to conscious awareness the projected feelings of sadness/hopelessness that were connected to an urge to ‘rescue.’

Analysis uses coaching sessions 3 and 4 transcripts.

Key Achievements:

- The coachee demonstrates growth in real-time interactions, particularly when reflecting on spontaneous micro-behaviour level exchanges with Aboriginal people who are strangers in everyday contexts (e.g., in the shopping centre).
- She reports a shift from a specific automatic, bias-driven thought to calm, intentional engagement, highlighting increased emotional regulation and reduced self-monitoring during interactions. The coachee acknowledged that a previously unwelcome unconscious internal dialogue (racist label) has ceased crossing her mind. This was a thought that she consciously rejected and experienced as a distressing intrusive thought.

Unexpected Outcomes:

- The use of strategy interrupt, eye movement techniques and visualization exercises exceeded her expectations, fostering both emotional regulation and greater spontaneity and self-acceptance in cross-cultural interactions.
- The coachee expresses a greater focus on present interaction rather than the projection of hopelessness that had previously driven an urge to ‘rescue’.

Final Assessment:

The coachee’s goals have been achieved or exceeded across multiple dimensions, supported by evidence from the transcripts and survey data, indicating meaningful changes in internal thought processes, micro-behaviours and emotional responses. The coachee expressed that the change was ‘the level I had hoped to achieve’.

Appendix 25

Participant 6 Analysis of Changes

Analysis compares transcript evidence from Session 3 (2024a) and Session 4 (2024b) review/close-out conversation and survey data re self-assessed changes (mid and post-coaching) and compares these to the summary of the Well-Formed Outcome.

Well-Formed Outcome in Summary

Core Purpose: Shift focus away from the person's weight and avoid initial negative assumptions about their lifestyle.

Specific Goals:

- Notice the person's expression rather than their body size.
- Develop emotional regulation to reduce automatic, judgmental thoughts.
- Foster a more neutral, non-judgmental approach in interactions with people of different body sizes.

Sensory-Based Evidence:

- The coachee would meet someone for the first time and notice their feelings or expressions before forming any assumptions about their lifestyle.

Key Evidence from the Transcript Compared with Survey Responses

Core Purpose:

1. Shift focus away from the person's weight and avoid initial negative assumptions about their lifestyle

- **Session 3, Transcript (3:39 - 4:51):** The coach notes that the coachee's mid-coaching reflection matches the initial goal—observing the person's face rather than their weight. The coachee acknowledges this alignment, emphasizing the power of the intervention and the fast progress.
- **Session 4, Transcript (12:06 - 12:48):** The coachee reflects that consciously focusing on reactions has changed her automatic responses, reinforcing a shift from judgmental thoughts.
- **Mid-Coaching (Q3):** The coachee explicitly reports, *"I am noticing that I look up to their face and not focus on their body. I feel better about my reaction."* This shows evidence of a real-life interaction in which she successfully shifted focus from body size to facial expression, meeting the goal of a non-judgmental interaction.
- **Post-Coaching (Q10):** The coachee mentioned becoming aware of her unconscious bias and wondering about other biases, demonstrating deeper metacognitive reflection.
- **Post-Coaching (Q12):** The coachee describes her internal process as *"noticing it, accepting the thought, and changing the thought."* This implies a sustained effort to maintain neutrality during interactions.

2. Emotional Regulation

- **Session 4, Transcript (12:34 – 13:12):** The coachee reflects on not needing to consciously track her reactions, suggesting that emotional regulation has moved from effortful, conscious control to automatic, unconscious regulation.

The shift to automatic regulation suggests that the coachee's development went beyond short-term conscious adjustments to a more sustainable, profound transformation.

3. Non-judgmental engagement in Interactions

Evidence of exceeding expectations:

- **Post-Coaching (Q12):** The coachee notes that the change was “more of a change than I had hoped to achieve,” suggesting that her goals for non-judgmental engagement were surpassed.

The coachee reached her goal of non-judgmental engagement and demonstrated confidence in applying this change across multiple contexts.

3. Broader Self-Awareness and Metacognition

Evidence of exceeding expectations:

- **Post-Coaching (Q10):** The coachee expresses curiosity about other unconscious biases she may hold, indicating a growing awareness of the broader scope of her thought patterns.

This curiosity about broader unconscious biases represents an unexpected outcome, as the original focus was solely on body size-related assumptions.

4. Speed of Progress

- **Session 3, Transcript (5:03 – 5:35):** The coachee and coach both comment on how quickly the belief-change process has taken effect, with the coachee noting that she did not expect the intervention to be so powerful.
- **Session 4, Transcript (15:07 – 15:42):** The coachee explicitly states she gained “more than expected” from the sessions.

The rapid pace of internal change suggests that the coachee's progress was faster and more comprehensive than anticipated, with significant progress after just a few sessions.

Analysis uses coaching sessions 3 and 4 transcripts.

Key Achievements:

- The coachee demonstrates improved emotional regulation (e.g. no longer experiencing a feeling of 'disgust'), reporting a shift from effortful self-monitoring to unconscious, automatic responses during interactions with overweight people. This was highlighted when she described noticing fewer automatic assumptions without needing to consciously correct her behaviour.
- The coachee reports meaningful real-world changes, including moments where she redirected focus to conversation and expressions rather than body size in interactions.

Unexpected Outcomes:

- The belief-change exercise was described as more impactful than anticipated, with changes in thinking occurring faster than expected and feeling natural rather than forced.

Final Assessment:

The coachee's goals have been achieved or exceeded, supported by both transcript evidence and survey data in which she describes the coaching outcomes being 'more than I had hoped to achieve'. Real-world reflections, where the coachee described successful shifts in her behaviour, feelings and cognitive processes outside of coaching sessions provide particularly powerful evidence of change.

Appendix 26

Participant 7 Analysis of Changes

Analysis compares transcript evidence from Session 3 (2024) review/close-out conversation and survey data re self-assessed changes (mid and post-coaching) and compares these to the summary of the Well-Formed Outcome.

Well-Formed Outcome in Summary

Core Purpose: Develop more natural interactions with colleagues of colour, reduce fear-based avoidance of Aboriginal people in public, and feel more comfortable with language differences.

Specific Goals:

- Start conversations in the kitchen with colleagues who are people of colour and have them feel natural.
- Respond with less fear or defensiveness in interactions with Aboriginal people in public spaces.
- Shift from feeling excluded or suspicious when colleagues speak another language to either feeling unconcerned or comfortable enough to talk about it.

Sensory-Based Evidence Criteria:

- Does not change walking direction due to fear of confrontation.
- Has more conversations in the kitchen with colleagues of colour, where conversation feels comfortable and routine.
- Feels neutral about language differences and able to discuss them if relevant.

Comparison of Coaching Session Transcript, Survey Data and Coaching Goal:

Core Purpose: Develop more natural interactions with colleagues of colour, reduce fear-based avoidance of Aboriginal people in public, and feel more comfortable with language differences.

Progress Summary with Timestamp Ranges

1. Interactions with Colleagues of Colour (Goal: Start conversations in the kitchen that feel natural)

- **Transcript (12:44 - 13:28):** The coachee stated: *"I have been having conversations with different cultures... it's just normal."* These conversations were described as "light, general conversation," indicating she feels routine and comfortable.
- **Transcript (21:56–22:14):** When reflecting on the overall goal, the coachee confirmed: *"I think I've pretty much done that."*
- **Mid-Coaching (Q3):** *"I've become more mindful of my bias and not so scared by people of colour."*

- **Post-Coaching (Q12):** The coachee reflected that she achieved “more of a change than I had hoped to achieve.”

The coachee demonstrated natural, positive engagement with colleagues of colour, achieving this goal.

2. Fear-Based Avoidance of Aboriginal People (Goal: Respond with less fear or defensiveness in interactions with Aboriginal people in public spaces)

- **Transcript (9:07–10:06):** The coachee shared: *“I don’t have that feeling of, ‘Oh my God,’ anymore... I guess that has probably diminished. Definitely. Yeah. I’d say. Yeah, yeah, yeah.”*
- **Mid-Coaching (Q3):** The coachee mentioned increased mindfulness and decreased fear.

The transcript and survey data show a marked reduction in defensive or fearful reactions, aligning with this goal.

3. Language Differences (Goal: Shift from feeling excluded or suspicious to feeling neutral or comfortable discussing language differences)

- **Transcript (14:32 - 15:18):** The coachee described: *“I might make a funny comment like, ‘I wish I could speak two languages.’”* This demonstrates a shift from discomfort to openness and light-hearted engagement.
- **Transcript (16:09 - 16:43):** The coachee reframed her perspective: *“Maybe it makes them feel more comfortable...”*
- **Transcript (18:20 - 19:21):** She reflected that while language differences could feel exclusive, she had reframed it as a way for others to feel connected to her culture: *“I guess that makes them feel more comfortable. So maybe that’s not more important than me, but that’s important to them when they’re living outside of their home...”*
- **Transcript (19:06–19:21):** The coachee acknowledged reframing her feelings: *“If it makes them feel more comfortable, then it’s not a big deal.”*
- **Post-Coaching (Q10):** *“I now choose to understand that many of these behaviours... are natural for other cultures.”*
- **Post-Coaching (Q10):** The coachee acknowledged that her previous negative assumptions had shifted to understanding cultural behaviours.

The coachee demonstrated a clear shift from suspicion or discomfort to curiosity and openness, achieving this goal.

Sensory-Based Evidence Criteria:

1. Does not change walking direction due to fear of confrontation:

- **Transcript (9:07 - 10:06):** The coachee confirmed no longer feeling fear-based avoidance in public spaces.

2. Has more conversations in the kitchen with colleagues of colour, where conversation feels comfortable and routine:

- **Transcript (12:44 - 13:28):** The coachee's descriptions of light conversations reflect routine comfort.

3. **Feels neutral about language differences and able to discuss them if relevant:**

- **Transcript: (16:09 - 16:43 and 18:20 - 19:21):** The coachee demonstrated neutrality and a reframed perspective toward language differences.

The analysis is based only on the transcript of session three (the final session).

Key Achievements:

- The coachee reports no longer experiencing fear-based avoidance of Aboriginal people in public places (no longer crossing the street to avoid).
- The coachee described routine, comfortable conversations with colleagues of different cultural backgrounds.
- The coachee reframed her feelings about language differences at work and acknowledged that others speaking their first language might be motivated by something other than exclusion. Instead of discomfort or suspicion, described engaging positively by making light-hearted comments.

Unexpected Outcomes:

- The coachee reported reaching her goals more quickly than anticipated.
- The coachee shared an example of discussing the coaching process with others during a networking event, indicating openness in conversations about her unconscious bias change process.

Final Assessment:

The coachee has achieved her coaching goals and rated the outcome in the survey as being 'more than I hoped to achieve'. The coachee's progress demonstrates meaningful real-world changes in behaviour, feelings and cognitive responses aligned with her coaching goal. The bias that the coachee has changed has allowed greater congruence between her thoughts and actions and her self-image as someone committed to supporting DEI (as someone who has worked in this area).

Appendix 27

Participant 8 Analysis of Changes

Analysis compares transcript evidence from Session 4 (2024) review/close-out conversation and survey data re self-assessed changes (mid and post-coaching) and compares these to the summary of the Well-Formed Outcome.

Well-Formed Outcome in Summary

Core Purpose: Recognise and create a place for the knowledge and experience that comes with age, fostering more respect for ageing and ensuring a sense of belonging for elders.

Specific Goals:

- Proactively lean into personal networks to foster intergenerational connection (e.g., sending letters to grandparents and finding other ways to engage with them).
- Develop more knowledge about career inclusion concerning ageism and ways to foster inclusion.
- Reframe personal perspective to view the 50s and 60s as opportunities for growth and development.

Sensory-Based Evidence:

- Initiating conversations and actions to connect with elders.
- Opening space for intergenerational sharing and belonging.
- Demonstrating increased understanding of career inclusion regarding age.
- Shifting internal perception of later life stages to be viewed as periods of growth.

Analysis of the Final Coaching Session Compared to Goal (Updated with Personal Life Changes):

Goal Description: To recognise and create respect for the knowledge and experience that comes with age, foster a place for belonging for elders, and embrace future opportunities as one grows older.

Sensory-based Evidence Criteria:

- Engage in networks.
- Find ways to connect with grandparents (e.g., writing letters).
- Develop knowledge of age-related inclusion.
- Shift perceptions of the 50s and 60s as growth and development stages.

Evidence from the Final Coaching Session

1. Recognition of Age and Its Value (Respect for Elders and Personal Reflection)

- **Transcript (12:29 - 14:22):** The coachee reflects deeply on the privilege of aging and contrasts Western and non-Western cultural respect for aging. *“Ageing is actually a*

privilege... you don't know how much aging you'll get to do." This aligns to reframe aging positively.

- **Mid-Coaching (Q3):** *"I've been thinking a lot more about the ageing process..."* (consistent reflection about what constitutes a fulfilling life).

2. Reflection on Intersectionality of Age and Disability Bias:

- **Transcript (17:23 - 18:20):** The coachee's reflections expanded beyond age-related assumptions to explore intersectionality, specifically drawing comparisons between the biases faced by older adults and people with disabilities. *"There's actually a lot of similarities to disability in terms of social models and assumptions... It's probably created more around the social construct rather than because they're old."* This demonstrates a deeper understanding of how social assumptions and structures influence inclusion and exclusion. By recognising shared processes of bias, the coachee highlights the need for more person-centred, inclusive approaches rather than generalised assumptions about abilities based on age or disability.

3. Living More for the Present and Personal Goals (Carpe Diem Mindset)

- **Transcript (9:28–10:25):** The coachee describes intentionally embracing opportunities to enjoy life and trying new things. *"just do it... if there are things you want to try or do, just do it and enjoy life."*
- **Transcript (11:17 - 12:07):** The coachee notes she is creating space for herself without guilt. Examples include planning to join a **hockey club** in a way she describes as spontaneous. *"I can bring those [activities] back in now and not feel guilty about saying... 'I'm going to play hockey on Thursday night...'"* This demonstrates a shift to reclaiming personal interests.

4. Community Connection and Proactive Actions (Expanding Networks)

- **Transcript (26:51 - 27:25):** The coachee discusses writing to grandparents and organising a family roster for letter writing. While no letters were received yet, there was intentional follow-through.
- **Transcript (43:27 - 44:08):** The coachee expresses interest in volunteering as a family to model community service for her children and make opportunity to meet elders locally.
- **Mid-Coaching (Q4):** *"Take more time for a smile and a chat when out and about."* (showing outward-directed connection behaviours).

5. Knowledge of Age-Related Inclusion (Career and Social Contexts)

- **Transcript (27:26 - 27:57):** The coachee acknowledges the start of researching career inclusion and age-related social constructs but expresses strong motivation to continue learning.

- **Transcript (46:05 - 46:12):** The coachee notes age-related inclusion has not been fully considered in her work but sees opportunities to make an impact.

6. Internal Changes and Beliefs

- **Transcript (16:01 - 16:16):** The coachee confirms a 10/10 alignment with the belief: *“You have something to give at every age.”* This indicates a substantial internal shift.
- **Post-Coaching Survey (Q10, Q12):** *“I feel like I am more open and curious in my approach to others.” “Less assumption, more acceptance, listening first.”* (reflecting intentional change in interactions).

Analysis of session 4 transcript.

Key Achievements:

- The coachee demonstrates a shift in her mindset towards embracing aging as an opportunity for growth, as reflected in her statement: *“Aging is actually a privilege.”*
- The coachee has taken proactive steps to enhance intergenerational connections by engaging in letter writing with grandparents overseas and exploring community-based family activities.
- She acknowledges an increased self-awareness of age-related inclusion issues within her professional context in career development, expressing a desire to conduct further research and promote change.
- The coaching process catalysed a plan to use community service as a means of fostering in-person relationships across generations for herself and her children.
- The coachee’s reflections on age-related biases expanded into a broader exploration of intersectionality, comparing social constructs of age and disability.

Unexpected Outcomes:

- The connection to a vision of her own older years as rich and fulfilling unexpectedly saw a new ‘carpe diem’ mindset that involved prioritising personal interests alongside her responsibilities as a mother to a new level. This was evident in action when the coachee spontaneously joined a hockey club.

Final Assessment:

The coachee’s goals have been achieved, supported by transcript evidence and survey data. The coachee rated the change as ‘the level I had hoped to achieve’. She has not only reframed aging as a stage of growth but has also taken tangible steps to strengthen intergenerational ties and, unexpectedly, prioritise living a fulfilling life at her current age.

Appendix 28

Integrated vs Conscious Mind Levels of Change

Table A10: Evidence of Integrated Change in the Post-coaching Survey

Participant	Post-Coaching Survey Q10: Please describe your experience of any change in your own awareness of responses (internal or behavioural) that you believe relate to unconscious bias:	Post-Coaching Survey Q12: Please describe one, or more examples of the changes you have noticed internally (in thinking and feelings) and/or externally (in your behaviour):
P2 – Gender/Bias (Female)	<i>I am internally aware and now believe I am more aware of my bias (and others). I do not 'react' in the same manner and feel more confident to be support and challenge other's position if adverse. I am calmer in my thinking and less inclined to be defensive.</i>	<i>I do not take a pause or feel I do. I am more open in discussions and less reactive. I am prepared for not knowing and am ok with not knowing - there is not preconceived idea that a person based on gender should automatically be the one to be home vs. a career</i>
P3 – Disability	<i>I'm less likely to feel sorry for people with a disability, rather respect for this other human being who (like me) has challenges to deal with. I watched some of the Paralympics - extraordinary.</i>	<i>I've only said "more of a change" for Q12, because the outcome has been quite unexpected, and I could not have "hoped to achieve" it. The main change is greater awareness of the strength of people with physical disabilities, rather than the initial perception of "weakness".</i>
P4 – Body Image	<i>I think I am becoming less aware of overweight people as overweight, that is it's not necessarily the first thing I notice about them.</i>	<i>I no longer have a strong physical reaction to overweight people in person or when viewing them in media (photos or videos).</i>
P5 – Race	<i>I feel that the process of [coaching] has helped me to stop a bias thought process that seemed to be happening very automatically in my brain. I'm still seeing 'colour' but negative connotations that seemed to be instantly linked have ceased.</i>	<i>Even though I've never really classed myself as a 'racist' person, I was having thoughts that felt to me to be out of my control when I would see Indigenous people in the street. Through this process this has pretty much stopped.</i>
P8 – Age	<i>I feel like I am more open and curious in my approach to others</i>	<i>Less assumption, more acceptance, listening first</i>

Table A11: Evidence of Conscious Mind Change in the Post-coaching Survey

Participant	Post-Coaching Survey Q10: Please describe your experience of any change in your own awareness of responses (internal or behavioural) that you believe relate to unconscious bias:	Post-Coaching Survey Q12: Please describe one, or more examples of the changes you have noticed internally (in thinking and feelings) and/or externally (in your behaviour):
P1 – Gender/Career Male		<i>Every time I think about a biased belief, I feel a fair amount of anxiousness, but when I realise from where this belief is coming from, I can feel that anxiousness going away and the feeling of calmness overtakes my mood.</i>
P6 – Body Image	<i>I think that if we have to reflect on our behaviour and thoughts then there was unconscious bias, but knowing it exists helps to address. It also make me wonder what other unconscious biases exist that I haven't tuned into yet</i>	<i>Noticing it, accepting the thought, and changing the thought</i>
P7 – Cultural & Race Biases	<i>As above I now choose to understand that many of these behaviours that I took offence to are natural for other cultures.</i>	<i>I choose to understand that many of the behaviours that I took offence to are natural for other cultures.</i>

Appendix 29

Coaching Tools and Techniques

Introduction

This section has been generated by Chat GPT from the transcripts and closely corrected so that it is a reflection of the researchers understanding. It is provided for interest only, as it has not been possible to create a standardised level of analysis across the coachees with the technology. It is not an exhaustive list of all tools used with each participant. Note that italics indicates this is verified as *only for the Participants indicated*. Other tools may have been used more broadly and were not picked up by the application (e.g. 'Calibration of Non-verbals and Sensory-Based Language' is more realistically present across the coaching).

Table A12: Summary of the Analysis of Coaching Transcripts for Coaching Tools and Techniques

Tool	Participants	Sum
<i>Goal Setting (Well-Formed Outcome)</i>	<i>P4, P6, P7, P5, P1, P2, P3, P8</i>	8
Powerful Questioning	P1, P2, P3, P4, P7, P8	6
Mindfulness for Bias Awareness or Interruption	P1, P2, P3, P4, P6, P7	6
Visualisation (Future Pacing)	P5, P3, P2, P5, P6	5
Reframing	P3, P5, P2, P6, P8	5
Psychoeducation	P1, P3, P4, P5, P6	5
Parts Integration theory (Internal Conflict Resolution)	P1, P6, P2, P5	4
<i>Integral Eye Movement Therapy</i>	<i>P2, P5, P6, P4</i>	4
<i>Belief Change with Sub—Modalities</i>	<i>P1, P2, P6, P8</i>	4
Positive Presuppositions (Milton Model)	P1, P2, P3	3
Parts Integration theory only (Internal Conflict)	P1, P2, P5	3
Visualisation (Mental Rehearsal)	P2, P7	2
<i>Visual Goal Alignment (Visualization and Mental Rehearsal)</i>	<i>P1, P8</i>	2
<i>Strategy Interrupt (A or K)</i>	<i>P4, P5</i>	2
Reflective Listening and Validation	P4, P7	2
Meta Model Questions-Reframing	P1, P3	2
<i>Visual Goal Alignment (Visualisation)</i>	<i>P1, P8</i>	2
<i>Visual Prompt (Photo-Based Trigger)</i>	<i>P4, P6</i>	2
<i>Anchoring Positive States</i>	<i>P5, P2</i>	2
<i>Proposed use of Journaling</i>	<i>P5, P6</i>	2
Perceptual Positions (as a concept, the third position)	P2	1
<i>Mind-Body Integration (mBIT)</i>	<i>P4</i>	1
<i>Metaphor Work with Clean Language</i>	<i>P1, P2</i>	1
Meta Model Questions (Precision)	P3	1
Future-Pacing to test changes	P2	1
Clean Listening – introduced for Coachee to use herself with others	P2	1
Chunking Up (Higher-Order Thinking) by Intention	P2	1
Calibration of Non-verbals and Sensory-Based Language	P2	1

Table A13: Coaching Tools and Techniques used in Coaching Process by Participant

Participant 1			
Coaching Tool/Process	Explicitly Proposed	Looked/Sounded Like (Sessions)	Purpose/Outcome
Belief Change with Sub—Modalities	Yes	Questioning about the subjective structure of beliefs in the body and mind to guide awareness (Sessions 3 & 4) <i>"Does this belief still feel true to you?"</i> (Session 3) Prompted coachee to notice how beliefs felt in the body (<i>"Where do you feel this belief?"</i>) (Session 4) <i>("What colour or texture does it have?")</i> (Session 4)	Shift unconscious limiting beliefs by changing the 'sub-modality' coding/sensory associations associated with 'true' and 'used to be' to recode the beliefs consciously believed as true at an unconscious level and recode old limiting (biased) belief as 'no longer true'.
Future Pacing & Visual Goal Alignment (Visualization)	Yes	<i>"Imagine your future—holding your child and feeling confident."</i> (Session 4) Used reflective prompts (Session 4) and scenario-based mental rehearsal without naming it as future pacing (Session 3,)	Reinforce the coachees' confidence in new behaviours by mentally rehearsing success in future situations.
Metaphor Work with Clean Language		<i>"What happens when it's straight?"</i> (Session 4) Encouraged deepened exploration of the metaphor without explicitly labelling it as Clean Language (Session 4)	Help the coachee make sense of internal conflict as something solvable and continue the integration of internal conflict below consciousness through his own metaphor.
Powerful Questioning		Frequent reflective, open-ended questions (<i>"How do you know when this bias arises?"</i>) (Session 4)	Encourage self-awareness and deeper reflection to guide the coachee toward self-discovery rather than offering direct solutions.
Meta Model Questions-Reframing		The coach subtly reframed narratives through the coachees' language without explicitly naming it as reframing (Sessions 3 & 4). <i>"What if it's not about who is better but what works best?"</i> (Session 2)	Supporting the creation of new generalisations, deletions and distortions that are more aligned to the Coachees' goal.

Participant 1			
Coaching Tool/Process	Explicitly Proposed	Looked/Sounded Like (Sessions)	Purpose/Outcome
Visual Goal Alignment	Yes	Integrated mental <i>"time placement"</i> of goals in conversation without explicitly describing timeline work (Session 4) <i>"Imagine placing this goal into your timeline."</i> (Session 4)	Align unconscious motivations with future-oriented goals to strengthen belief in the desired outcome.
Mindfulness for Bias Awareness	Yes	Research-based mindfulness for bias reduction explicitly mentioned (Session 4) Encouraged non-judgmental awareness of thoughts during reflective exercises (Sessions 3 & 4)	Increase the coachees' ability to notice biased thoughts without reacting or becoming attached to them.
Parts Integration theory (Internal Conflict Resolution)		Discussion of conflicting feelings as a <i>"push and pull"</i> (Session 4)	Helping the coachee integrate opposing internal beliefs to achieve emotional congruence occurred throughout, but not as a direct 'Parts Integration' process
Positive Presuppositions (Milton Model)		Embedded success-oriented language (<i>"When you see this progress"</i>) (Session 4)	Subtly reinforce the coachees' belief in his capacity to change by affirming strengths and successes through language.
Psychoeducation		1. Explaining NLP Concepts: - The coach introduced the idea of the unconscious mind's coding of beliefs (Session 2) 2. Explanation connected adult learning to NLP processes, making it relevant to the coachees' theoretical interest. - The coach clarified the difference between pedagogy (children's learning) and andragogy (adult learning), integrating it into the NLP discussion: (Session 2). 3. Distinction between Coaching and Therapy: - The coach framed NLP as a developmental coaching method rather than therapy: (Session 2)	Session 2 reflected Psychoeducation and informational coaching approaches where the coach intentionally shared knowledge to deepen the coachees' understanding of NLP based on the Coachees' interest in learning NLP. The coachees' theoretical orientation made this appropriate, as they were keen to "learn" rather than solely reflect.

Participant 2			
Coaching Tool/Process	Explicitly Proposed	Looked/Sounded Like (Sessions)	Purpose/Outcome
Belief Change with Sub-Modalities	Yes	<i>"We'll work on the belief 'women are expected to take care of the family' and try to re-code that as no longer true."</i> (Session 2)	To increase the unconscious feeling of 'truth' in the belief the conscious adult mind is aligned to and change the old limiting (in this case biased) belief to 'no longer true' by using sensory-based coding unique to the individual's own mind.
Integral Eye Movement Therapy	Yes	The coach describes the procedure step-by-step: Session 3 prior to using it to clear an emotion Coachee believes is part of her bias.	To integrate different neurology relating to the emotion to allow for the intensity of an emotion to 'clear' and learning to emerge (as would naturally occur through sleep.
Metaphor Work with Clean Language Included an Anchor	Yes	<i>"Tree"</i> as a metaphor for growth and centring (Session 1 onwards). Anchoring the <i>"tree"</i> image for calmness/flow and presence was revisited multiple times without further explanation.	Encourage emotional balance and act as a trigger for self-regulation in moments of uncertainty or bias
Clean Listening – introduced for Coachee to use herself with others	Yes	Encouraged non-directive communication through mindful attention, without labelling it as <i>"clean"</i> (multiple sessions)	Support non-judgmental conversations and help others express their goals freely
Visualisation (Mental Rehearsal)		Coachee was asked to visualize an ideal conversation using new behaviours (Session 4) Visualization prompts were also integrated in reflective moments (Session 4)	Strengthen the coachee's ability to "practice" new supportive behaviours mentally
Parts Integration theory (Internal Conflict Resolution)		Discussion about the <i>"push and pull"</i> of conflicting feelings (Session 4)	Help integrate conflicting internal perspectives to foster emotional congruence
p for Bias Awareness or Interruption	Yes	Research on mindfulness as a method for unconscious bias reduction was explicitly mentioned (Session 4) The coachee was prompted to notice thoughts without judgment during reflective exercises (Sessions 3 & 4)	Increase awareness of unconscious bias and reduce automatic reactions
Powerful Questioning		Pivotal moment:	Generally, to foster self-discovery and deeper reflection rather than offering direct answers. In this case it set up the 'new belief'

		<i>"If you think about a same-sex couple, what do you know about who's responsible for taking care of the children and who brings in the money? Because all of that whole system has to drop away."</i> (Session 2) The coach frequently asked reflective, open-ended questions to prompt self-awareness (e.g., <i>"How do you notice your internal responses?"</i> in Session 4)	to use in the Belief Change Process, which was 'I don't know who will make the better parent, and who is better to earn the money'.
Perceptual Positions (as a concept, the third position)		Coach reframes the client's change, which she describes as 'taking herself out of it' as 'a form of increased flexibility and presence', reinforcing the positive impact of this externalized observer position.	The coachee describes a shift in perspective, acknowledging that they now approach conversations with detachment rather than personalization and the Coach offers a 'frame' on this from NLP theory that this is a sign of freedom from the old emotional trigger.
Calibration of non-verbals		The coach calibrated emotional shifts by mirroring and commenting on observed emotional changes (e.g., recognizing calmness, Session 4)	Enhance coachee's awareness of her own emotional state and shifts
Psychoeducation		Left Hemisphere storytelling process explained explicitly (Session 4)	Highlight how internal stories may reinforce bias and encouraged not to identify with the story, but be curious about how you make meaning
Future-Pacing to test changes		The coach integrated forward-looking reflections into the flow of conversations (Session 4) Explicitly asked to imagine future situations applying new behaviours (Session 4)	Encourage anticipation of success and mental rehearsal of new actions in future situations to support integration of changes
Positive Presuppositions (Milton Model)		The coach embedded language that presupposed the coachee's success and ability to change e.g., acknowledging progress (Session 4)	Reinforce belief in her capacity for change by subtly affirming strengths and communicating confidence in her ability to choose her own responses
Chunking Up (Higher-Order Thinking) by Intention		Prompts to link individual experiences to broader values (e.g., <i>"growth for yourself and others,"</i> Session 4)	Help the coachee connect specific behaviours to overarching values and motivations

Participant 3			
Coaching Tool/Process	Explicitly Proposed	Looked/Sounded Like (Sessions)	Purpose/Outcome
Psychoeducation		<i>"It measures a millisecond latency between associations."</i> (Session 4). Reinforced self-assessment importance: <i>"Your perception of change is important—it's not just about the score."</i> (Session 4)	Helped the coachee understand the limitations of external bias measures and trust internal reflections.
Powerful Questioning		Open-ended questions: <i>"What belief may be driving this reaction?"</i> (Session 2).	Fostered deep self-awareness by prompting the coachee to reflect on her assumptions.
Reframing		Reframed perceptions: Encouraged reflection on strength versus limitation, including by recalling experiences with differently abled people in her acquaintance: <i>"The assumption of lack is actually a really big deal. It can shape how we treat people without realizing it."</i> (Session 4) Discussion on how adopting a mindset of open inquiry, using language softeners, rather than fear of missteps can deepen connections: <i>"What happens if you approach this with curiosity rather than assumptions?"</i> (Session 3)	Helped shift the coachee's perspective from pity to respect. Helped address a barrier to connection in conversation with differently abled people
Mindfulness for Bias Awareness or Interruption		Encouraged observation: <i>"Notice what you feel when you see the lanyard—without trying to change it."</i> (Session 3)	Supported the coachee's ability to observe internal responses.
Visualization and Future Pacing		Guided visualization: <i>"Imagine yourself offering support—how does that feel?"</i> (Session 4) <i>"What might it look like to connect naturally?"</i> (Session 4)	Strengthened confidence by imagining supportive future interactions.
Positive Presuppositions (Milton Model)		Embedded affirming language: <i>"When you notice these changes, what stands out the most?"</i> (Session 4)	Reinforced the coachee's belief in their capacity to change.

Meta Model Questions (Precision)		Clarified terms: <i>"What do you mean by 'helping' in a way that maintains dignity?"</i> (Session 2)	Helped the coachee define key terms and identify own assumptions.
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Participant 4			
Coaching Tool/Process	Explicitly Proposed	Looked/Sounded Like (Sessions)	Purpose/Outcome
Powerful Questioning		Open-ended questions such as <i>"What would success look like for you?"</i> and <i>"What makes this experience significant?"</i> (Session 1 and Session 2).	Prompted deeper reflection and self-awareness, enabling the coachee to articulate goals and insights.
Mindfulness for Bias Awareness or Interruption		Explicitly invited the coachee to reflect between sessions on <i>"thoughts that cross your mind that might be your own unique version of either beliefs or truisms that relate to weight or being overweight."</i> (Session 1)	Increase the coachees' ability to notice biased thoughts without reacting or becoming attached to them.
Goal Setting (Well-Formed Outcome)	Yes	Used language to define desired internal shifts, e.g., <i>"What would a neutral reaction feel like?"</i> (Session 1).	Facilitated a clear, sensory-based goal that aligns with internal change and realistic expectations.
Integral Eye Movement Therapy	Yes	Facilitated structured eye movements with descriptive instructions, e.g., 'Look left, then up right' (Session 2 and Session 3).	Aimed to release emotional associations connected to bias.
Mind-Body Integration (mBIT)	Yes	Introduced the neuroscience of the 'gut brain' and 'heart brain,' followed by reflective exploration accessing gut, heart and head as 'parts' and guiding an integration of all three with the resources of compassion, courage and curiosity (Session 3).	Enabled a resolution of negative visceral response to overweight people that was located in the gut and included a 'block' in the throat (gut/brain intersecting neurology).
Strategy Interrupt (Kinaesthetic)	As part of mBIT process	Removed a blockage in the throat that in mBIT theory prevents communication between gut and head neurology.	Integration and alignment of three neural centres and resolution of disgust feeling in gut connected to bias.

Participant 4			
Coaching Tool/Process	Explicitly Proposed	Looked/Sounded Like (Sessions)	Purpose/Outcome
Visual Prompt (Photo-Based Trigger)	Yes	Presented different photos and asked for emotional reactions to each (Session 3).	Revealed unconscious responses and patterns by triggering real-time reactions to visual stimuli.
Reflective Listening and Validation		'That's interesting' and 'You're doing great' after coachee disclosures (all sessions).	Built rapport/psychological safety and encouraged continued sharing of sensitive content by validating coachee disclosures.
Psychoeducation	Yes	Provided educational insights into unconscious processes and her conceptual framework for how NLP could help change biases: <i>"When we don't know someone, we fill in the gap by falling back on generalisations and stereotypes. And we make up a story about them, but we never go in completely present to the objective reality."</i> (Session 1)	Enhanced coachee's understanding of her own learning process and enabled informed participation.

Participant 5			
Coaching Tool/Process	Explicitly Proposed	Looked/Sounded Like (Sessions)	Purpose/Outcome
Psychoeducation	Yes	<i>"Eye movement processes replicate what happens during REM sleep to reprocess emotional memories."</i> (Session 2)	Provided neuroscientific explanations to increase coachee understanding of how tools worked.
Visualisation (Future Pacing)	Yes	Used to build confidence and 'towards motivation' in own vision for the future: <i>"Imagine yourself walking past and feeling completely comfortable."</i> (Session 1) <i>"Picture a moment where you smile naturally."</i> (Session 3)	This technique strengthened the coachee's belief in her capacity to exhibit the desired behaviour by pre-experiencing success.

Parts Integration Theory		Acknowledged and reconciled internal conflicts that influenced the coachee's behaviour relating to a 'rescuer mode'. <i>"It's like part of you wants to help, but another part feels unsure."</i> (Session 4) <i>"What is that part of you trying to protect?"</i> (Session 4)	This technique aimed to help the coachee understand and align conflicting internal drives in order to resolve them.
Integral Eye Movement Therapy	Yes	<i>"Let's use eye movements to help reprocess this emotion... follow my voice prompts as we target that awkward feeling."</i> (Session 2) <i>"We'll do a series of directional eye movements—left, right, and diagonals."</i> (Session 4)	Applied eye movement desensitisation-style work to weaken the emotional intensity of certain memories. The coach emphasised that this technique engages neural pathways linked to emotional processing.
Strategy Interrupt (audio)	Yes	Mickey Mouse auditory scramble of internal voice	Supports the client to end an intrusive thought connected to bias.
Reframing		<i>"What if the assumption wasn't that they're struggling, but that they're resilient?"</i> (Session 4) <i>"Could there be another way to interpret that moment that doesn't involve judgment?"</i> (Session 3)	Supported the coachee in reshaping limiting narratives to more empowering interpretations. This reframe reduced biased assumptions and encouraged more flexible thinking.
Anchoring Positive States		<i>"Notice that warm feeling when you described walking through the shopping centre and smiling naturally."</i> (Session 3) <i>"Reflect on that moment of peace you mentioned—how does it feel in your body?"</i> (Session 4)	Reinforced positive emotional states associated with the desired outcomes, such as a natural and confident demeanour. This technique helped the coachee strengthen and recall positive experiences.
Proposed use of Journaling	Yes	<i>"We talked about journaling—how do you feel about using it to notice patterns?"</i> (Session 3)	Suggested as a tool for self-reflection between sessions. However, the coachee expressed

		<i>"Some people find writing their thoughts down helps track subtle changes."</i> (Session 3)	discomfort with journaling, feeling it made them vulnerable.
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Participant 6			
Coaching Tool/Process	Explicitly Proposed	Looked/Sounded Like (Sessions)	Purpose/Outcome
Belief Change with Sub-Modalities	Yes	Used rapid questioning to uncover belief coding and recode beliefs about 'fat people are lazy' to 'fat people can still have balance' (Session 3). <i>"Let's explore how this belief feels in your body—can you point to where you know it's true?"</i> (Session 3)	Transform ingrained beliefs through sensory associations.
Integral Eye Movement Therapy	Yes	Eye movement exercises to clear emotional associations tied to past experiences (Session 2). <i>"This movement helps clear the feeling—let's try it with a memory you've mentioned."</i> (Session 2)	Reduce emotional intensity tied to unconscious bias.
Visualisation (Future Pacing)	Yes	Guided imagery to rehearse meeting overweight individuals with curiosity instead of judgment (Session 2). <i>"Imagine meeting someone for the first time—what do you notice now?"</i> (Session 2)	Reinforce adaptive responses through mental practice.
Mindfulness for Bias Awareness or Interruption	Yes	Encouragement to notice biases nonjudgmentally, emphasizing pause and reflection (Sessions 3 & 4). <i>"So just pause and reflect, and notice what's coming up for you when you think about that thought."</i> (Session 3)	Enhance awareness and reduce reactive judgment patterns.
Reframing		Challenging coachee's story with counterexamples and alternative interpretations (Sessions 2 & 3). <i>"In that story generation, you know, like in the creating of the story, what happens if we challenge that assumption?"</i> (Session 3)	Break habitual patterns of biased thinking.

Participant 6			
Coaching Tool/Process	Explicitly Proposed	Looked/Sounded Like (Sessions)	Purpose/Outcome
Parts Integration Theory (Internal Conflict Resolution)		Addressing conflicting internal beliefs about overweight individuals and societal expectations (Session 4). <i>"Like we're a system, everything's connected. So, I was wondering... does it feel like there's any push and pull between those feelings?"</i> (Session 4)	Integrate opposing beliefs for greater emotional congruence.
Psychoeducation	Yes	Explaining theoretical underpinnings of bias, belief systems, and NLP techniques to contextualize coaching (Sessions 1 & 3). <i>"So, you can see it's not very rational. There's no arguing with yourself. It's just basically going, let's play with how we know below language that this statement is true."</i> (Session 3)	Build coachee's understanding and engagement with the coaching process.

Participant 7			
Coaching Tool/Process	Explicitly Proposed	Looked/Sounded Like (Sessions)	Purpose/Outcome
Reflective Listening and Validation		Validation of coachee's experiences to build trust and provide a supportive space: <i>"That's good to me to know about that stuff in between sessions?"</i> (Session 2).	Build trust and provide a supportive, nonjudgmental environment.
Mindfulness for Bias Awareness or Interruption	Yes	Encouragement to notice biases nonjudgmentally and reflect: <i>"Just notice what's coming up for you when you think about that thought."</i> (Session 1).	Enhance awareness of bias and promote nonjudgmental reflection.
Powerful Questioning		Encouraging deeper reflection to identify emotional conditions for change: <i>"What would you need to feel to be like, OK with that? Like, what would be the type of feeling that would allow you to just...?"</i> (Session 2). Challenging and unpacking assumptions contributing to unconscious bias: <i>"What about making eye contact and smiling with homeless people who are white?"</i> (Session 2).	Encourage deeper reflection to identify emotional conditions for change. Challenge and unpack assumptions contributing to unconscious bias.

Participant 7			
Coaching Tool/Process	Explicitly Proposed	Looked/Sounded Like (Sessions)	Purpose/Outcome
Visualisation (Mental Rehearsal)	Yes	Guided visualization to rehearse adaptive responses (Session 2). <i>“Let’s use our imagination. Imagine that you were to just be with her, walking down the street when she spontaneously starts talking to homeless people.”</i> (Session 2). Used naturally to explore future interactions with colleagues (Session 3). <i>“How do you feel about that now?”</i> (Session 3).	Rehearse adaptive responses in imagined future scenarios.

Participant 8			
Coaching Tool/Process	Explicitly Proposed	Looked/Sounded Like (Session)	Purpose/Outcome
Belief Change with Sub-Modalities	Yes	Explored the coachee’s belief that every age has value: <i>“You have something to give at every age. How true does that feel to you?”</i> (Session 4).	Helped the coachee challenge and shift limiting beliefs about ageing.
Powerful Questioning		Used open-ended questions to encourage deeper reflection: <i>“What would it look like to value wisdom differently in the workplace?”</i> (Session 3). <i>“How do you see yourself contributing as you grow older?”</i> (Session 4).	Encouraged the coachee to explore her assumptions and beliefs about ageing and its societal value.
Reframing		Discussed societal norms and their influence on perceptions of ageing: <i>“In traditional cultures, knowledge is verbal, and it takes time to become someone wise with deep understanding of culture and land.”</i> (Session 3). Explored examples of wisdom and strength in older generations.	Encouraged the coachee to examine cultural biases influencing her views on ageing, pacing the coachee’s interest in culture (anthropology).
Visual Goal Alignment (Visualization)	Yes	Guided visualisation exercise connecting goals to future scenarios: <i>“Imagine placing this goal into your timeline; what does that future feel like?”</i> (Session 4).	Enabled the coachee to mentally rehearse achieving her goals. Strengthened confidence and motivation for future actions aligned with her values.

Appendix 30

Extract of Conversation Beyond Political Correctness

Extract from: Participant 5, Session 3, 2024, 53:28 – 1:05:36

Coachee 53:29

I believed that to a degree, but it's kind of **[audio failed]** ... like and maybe that's my rational mind. It's underpinned by my understanding of what intergenerational trauma, you know, it does and you know what it must be like for these children to be born into families, you know, where there's alcohol and drug addiction and sexual abuse. And, you know often mothers who are not present in the way that you know, you would hope that mothers would be and so it's underpinned by all that

Grace Minton 53:44

Yeah, I understand. Yeah.

Coachee 54:05

Result, you know, in many instances is that these people are living and it's maybe more hopeless than useless, like living in a, you know, very hopeless lives.

Grace Minton 54:09

Yes, yeah, that's a really good distinction. That's there's some hopeless feeling around it, not a belief. Yeah, and so because the question is you know, when you meet an Aboriginal person, how do you know when someone's had that upbringing?

Coachee 54:46

Yeah.

Grace Minton 54:47

You know, versus when they haven't, do you know what I mean? Yeah.

Coachee 54:50

Well, from what I'm just, you know, just from what I'm learning, I feel that like in majority of cases, Aboriginal people like, my bestie since I was twelve, you know, I was **[audio failed]** home laughing, thought it was really amazing.

Grace Minton 55:00

Yeah.

Coachee 55:09

My own home life was a little bit challenging and so I'd go to her and feel like a lot of love and warmth. Her dad was amazing and mum, you know.

Grace Minton 55:12

Yeah.

Coachee 55:22

But you know a few times she's said things to me. Stuff that maybe went on that I didn't see and I don't know if that was from her parents directly, but or other family members have not really asked, but

Grace Minton 55:34

Yeah.

Coachee 55:39

Yeah, but I mean, I'm sure there are lots of families where, you know, it's not going on, but

Grace Minton 55:46

Yeah, and one of the things that's interesting is that like some of the stuff you're talking about goes on also in white middle class families.

Coachee 55:59

Yes, oh for sure.

Grace Minton 56:00

Like yeah and so in some ways, it is like Aboriginal, you know, families are held up, but it's the people you can talk about those things about. Does that make sense? Yeah. Because I've, you know, just see it in the news they're talking about

Coachee 56:15

Yeah, absolutely. That makes a lot of sense.

Grace Minton 56:23

Who are these men that are killing these women in domestic violence, and that a lot of them are really well to do middle class white men with no criminal records who've been controlling their wife for 10 years. You know what I mean? Like or 20 years and

Coachee 56:31

Yeah. Yep.

Grace Minton 56:40

Yeah. So, they're, that is one of the really tricky things. The same with the deaths in custody. I remember the

data showing that Aboriginal kids would get less leniency from police, cause the police would assume they've already been in trouble. This is not the first contact with the police, but exactly what you describe. The white kids would get the benefit of the doubt. This is your first contact with us, does that make sense? So, would this kind of leads to a really different outcome? Yeah.

Coachee 57:00

Yep. Yeah.

Grace Minton 57:17

Yes. So, this is tricky because there is healing to do as the resolve colonisation and the impact of oppression, you know what I mean? And an addiction is a big part of it, and an addiction destroys people and their families, you know.

Coachee 57:33

Yeah. Yes.

Grace Minton 57:38

Yeah. So, something that doesn't get talked a lot about, but I like to talk about is the concept of internalised oppression, which is the way people when people believe these oppressive beliefs, these limiting beliefs about their own group and then they hurt themselves and each other.

Coachee 57:59

Yeah.

Grace Minton 58:01

Yeah. And so, I think as an ally, you know, this is the tricky space. It's like, how do we also help someone with their internalised oppression? We say, hey, you don't get to destroy your health with alcohol like there's so there must be another way. Does that make sense? You know what I mean? Like, that is not what it means to be Aboriginal. That's not culture, that's oppression. Yeah, you know, culture is 40,000 years old. Like it didn't involve alcohol and this stuff, like all of those things

Coachee 58:22

Yes. Yeah.

Grace Minton 58:32

That we associate with Aboriginality are actually the result of oppression and internalised oppression. Yeah, and so

Coachee 58:40

Yes.

Grace Minton 58:48

Yeah, it's a really important thinking to go, what would be the beliefs that allow us to notice people, what's going on for them right now and lean in potentially, you know, for support even in internalised oppression, does that make sense? Like hold up an expectation but still see the internalised oppression at work so

Coachee 59:15

Yeah.

Grace Minton 59:17

I'm kind of not sure how articulate I'm being about this.

Coachee 59:21

So, sorry, I've just I lost my train of thought. No, that's all right. It's gone. It's gone.

Grace Minton 59:35

Yeah, this 'cause sometimes the political correctness stops people from talking about this stuff where it's almost like either or like we could talk, everyone's OK, you know, like, yeah, we're all the same or you can also kind of go hey, you can't categorise people and assume something from how they look, but you can talk about the experience of a group that has in common as oppression and you can talk about the impact in internalised oppression. The way people may hurt themselves and their own people, yet as a result of that experience from the outside and so for me, well, I also grew up with parents who had, who taught me, yeah, Aboriginal people are OK and a lot of sadness about their experience. That's what I picked up. So, my version of racism for Aboriginal people involves a lot of sadness, like a lot of, like, yeah.

Coachee 1:00:42

Sadness for

Grace Minton 1:00:42

Yeah, like sadness for experience. Sadness, you know, like for

Coachee 1:00:48

Mate, yes, absolutely.

Grace Minton 1:00:49

Yeah, yeah. And it's not like, I don't know that it's helpful, like, you know, like, you know, for them, for me to feel like that. So, it's kinda like there's different versions of this or gradients or something, yeah.

Coachee 1:01:04

I think you, I think it's not helpful because, you know I feel the same. But I think as a society, if we go forward assuming that Aboriginal people are useless and

Grace Minton 1:01:19

Yeah. Hopeless.

Coachee 1:01:21

Hopeless and can't do, then we just keep we like, do handouts and we do to them. But it really is not doing any, you know, favours so.

Grace Minton 1:01:23

Yeah. No, 'cause that I think that has been, yeah, like you say, you've worked in the welfare system. There's an element of

Coachee 1:01:36

Yeah.

Grace Minton 1:01:44

You know, rescue, but all the, you know, all the voice stuff recently was, 'hey, you know, we need to trust us to talk about what will work', you know, like for us, like, if this way of doing it hasn't worked for us. Yeah, and

Coachee 1:01:54

Yeah. Yes.

Grace Minton 1:02:00

So, my feeling is, that it would be up to you like to think that maybe something about this hopeless feeling, maybe we could shift that something else might emerge. Like what, how, what do you think? Yeah.

Coachee 1:02:13

Yeah, I'm willing to go. Absolutely. I'm yeah

Grace Minton 1:02:16

OK, because. Yeah. There's a bit of on this one, there's a bit of a parallel process because, I know. I think we, you know we have some similar material as white Australians for the same generation, you know what I mean?

Coachee 1:02:17

Yeah.

Grace Minton 1:02:31

And so yeah, so if we were to work on the hopeless feeling that's around here, I think we could have a, have maybe make that the focus of our next session. How does that feel?

Coachee 1:02:39

Yep, that sounds good, yeah.

Grace Minton 1:02:41

It's been an intense theoretical discussion in the lead up to that.

Coachee 1:02:45

[Inaudible] It's really interesting having this conversation because, as you say, these are not conversations that, I don't think I've ever had this conversation openly and honestly.

Grace Minton 1:02:57

Yeah.

Coachee 1:02:59

For fear of offending or, you know, sounding like a racist person. Not because, I've always sort of thought, I always have thought of myself as a not a racist person.

Grace Minton 1:03:11

Yeah.

Coachee 1:03:12

But and then the one time, Oh my God, Grace. The one time I actually, did I was acting in a manager role and I went along to this huge meeting and we had like this cross-cultural awareness stuff.

Grace Minton 1:03:25

Hmm.

Coachee 1:03:29

And the guy was up the front and he was talking about racism and what that feels like for Aboriginal people and then, he said, put your hand up if you think that you are ever racist.

Grace Minton 1:03:42

Yeah.

Coachee 1:03:43

And I put my hand up.

Grace Minton 1:03:45

Yeah.

Coachee 1:03:46

And I was the only one in the room

Grace Minton 1:03:48

Wow.

Coachee 1:03:49

Who put my hand up and it was like was not taken well. It was really. Oh my God. Like

Grace Minton 1:03:57

Oh wow, that's so wrong.

Coachee 1:04:00

If I could crawl under a rock and I was trying to explain. I was saying it's not that I'm racist, but like there are preconceived, you know, and I just can't believe that no one else in the room like I was. Yeah.

Grace Minton 1:04:14

Wow, I think that goes to show the level of maturity about the understanding of racism because, you know, when you read the theories of racism, they actually talk about explicit racism. And maybe that's what he was talking about. But we're talking about the implicit, subtle stuff.

Coachee 1:04:24

Maybe. Yeah.

Grace Minton 1:04:37

And this what we're talking about now, this is the glue that's holding it together. Do you know what I mean? This is way more powerful people talking about this because that other thing that's been dealt with by law already.

Coachee 1:04:41

Yep. Yes.

Grace Minton 1:04:50

And talking about it in such a way that people are scared now to even talk about this implicit thing, this thing that goes on in their head, whether or not they believe in it, because of how they're brought up or what was on the TV like, we can't make a space talk about it. We're never gonna change that glue that's holding this systemic inequality together. You know, so well done for you having the courage to the you do that, know, mate, you're not the only one

Coachee 1:05:13

Yep, Yep. Oh, I don't know **[audio failed]**

Grace Minton 1:05:21

Who's done, you've been like a warrior ahead on the concept of something where people just completely don't get it. But it is scary because you were just completely judged.

Coachee 1:05:33

Oh yeah, it was real.

Grace Minton 1:05:34

Like incorrectly.

Coachee 1:05:36

I would not do that again.

Appendix 31

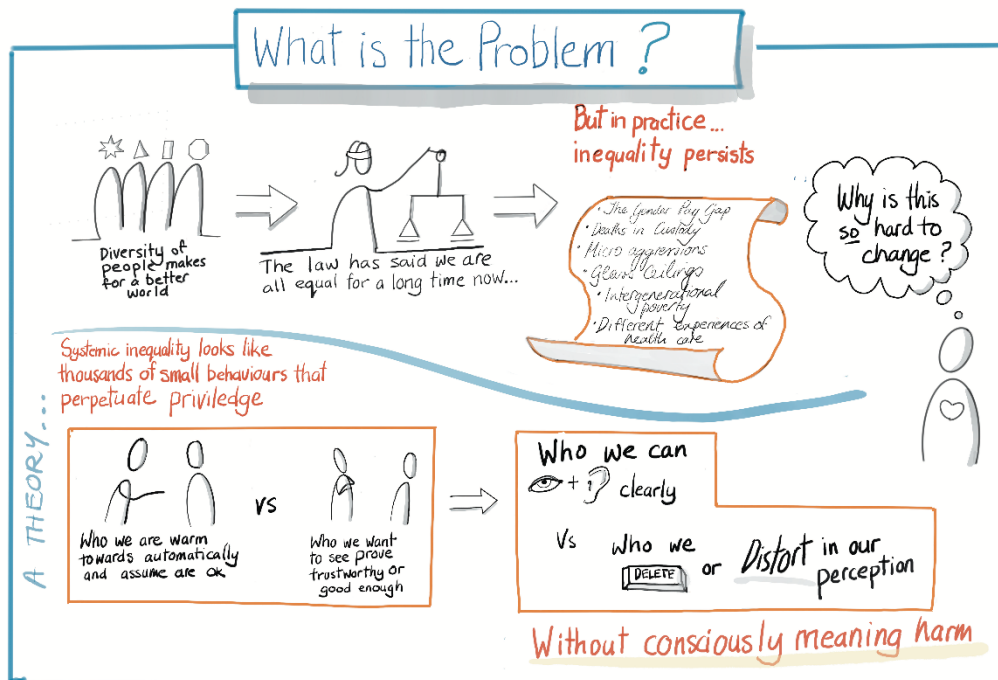
Coachee Intentions from Goals

Table A14: Extract of Coachee Goal Intentions

P#	Bias	Intention (What will this outcome give you?)
1	Gender/Career (as a man)	Providing an experience of functional and supportive family, without exposure to broken marriage and economic problems (that he had) for his own children. <i>"I would be the father that I would like to be... To know them and have a relationship with them."</i>
2	Gender/Career (as a woman)	Supporting Grandchildren in their choices/growth. <i>"It would make me more of a balanced person emotionally about things that have happened to me to get to where I am and it would remove that from creating barriers."</i>
3	Disability	<i>"I would have a greater understanding of their situation, and I would be a position to help other able-bodied people [as allies]... Satisfaction of seeing other people grow and develop. Although they are the ones that have to do all of the work. I have helped them and given them a starting point to develop themselves."</i>
4	Body Image	<i>"More real connections, less polite and reserved in interactions with overweight people. Able to create friendships, and more possible relationships (independent of their weight). Being less conscious of what I say.... Less thinking about censoring myself or concern about being offensive."</i>
6	Body Image	<i>"I would get a better connection with the person (rather than an assumption about their lifestyle). More perspectives on life and more people to interact with. A greater sense of self-belonging and happiness."</i>
5	(Race) Aboriginal Australians	<i>"Sense of peace. Feel this is how humans should be. I would like everyone to be – not label and judge. I would like to help other people who have racist thoughts to not. To change other people's thinking. Love."</i>
7	(Race) Aboriginal Australians and People of Colour in the workplace	<i>"Make me feel more comfortable in my surroundings. Feel like a better person. Better about myself and connection with different people."</i>
8	Age (Elders)	<i>"Imagine – I would have a place at work worthwhile – self-awareness – deeper understanding of where I am now and in the future. Having a richer life with connection, plus filling a gap, like church used to with the community there."</i>

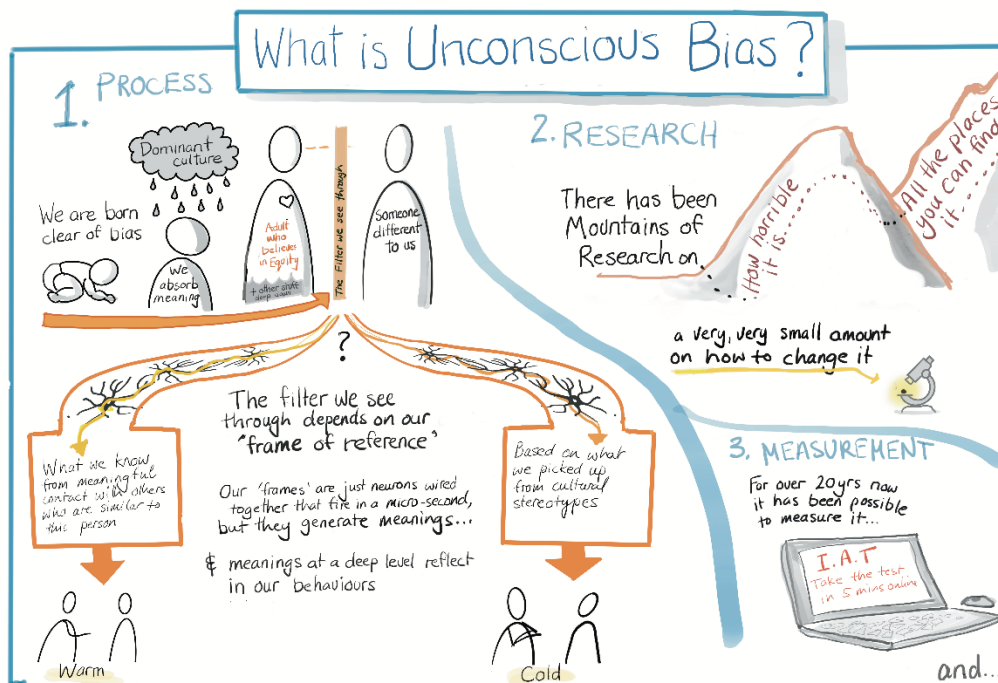
Appendix 32

Bikablo Images Used in Recruitment of Participants from the Public



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Figure A5: Bikablo Image 1



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Figure A6: Bikablo Image 2

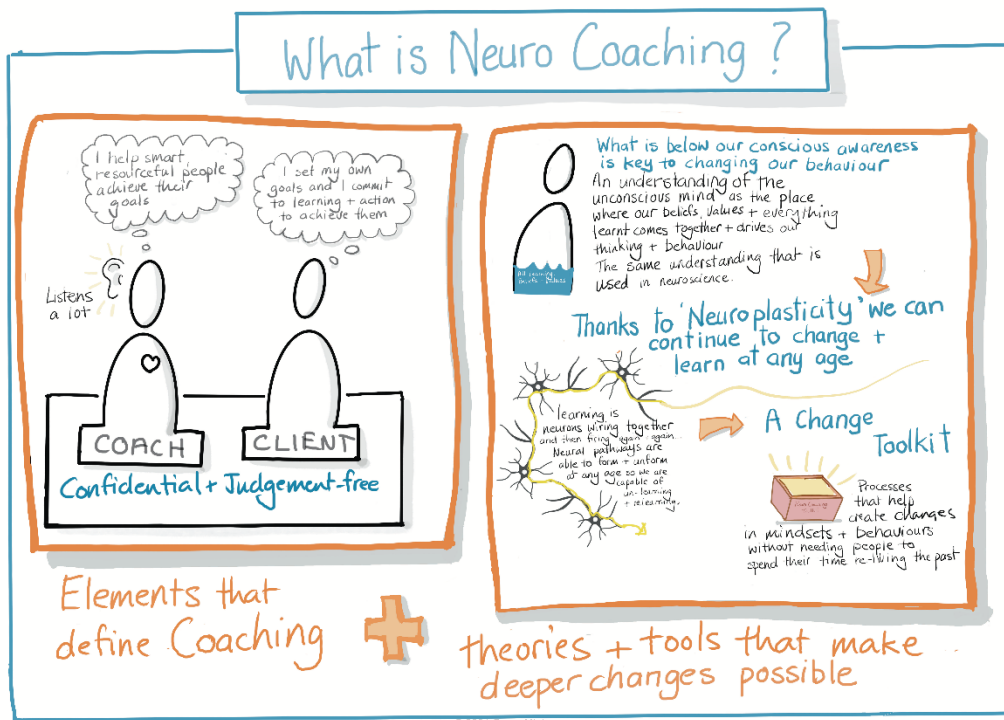
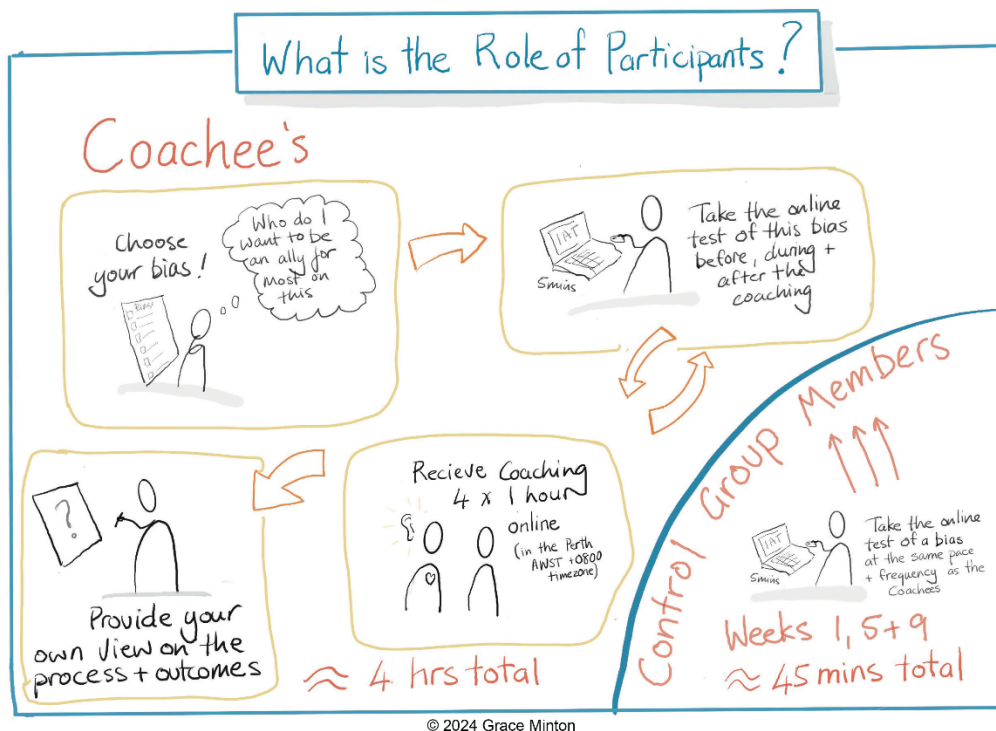


Figure A7: Bikablo Image 3



Appendix 33

Summary of Improved Scoring Algorithm

This explanation is provided by (Millisecond, 2024). The IAT instrument was taken by Participants on the Millisecond app.

Summary of Improved Scoring Algorithm

The table below summarizes method for computing the improved scoring algorithm that was first reported in:

Greenwald, A. G, Nosek, B. A., & Banaji, M. R. (2003). Understanding and using the Implicit Association Test: I. An improved scoring algorithm. *Journal of Personality and Social Psychology*, 85, 197-216.

The table below is from p. 92 of:

Lane, K. A., Banaji, M. R., Nosek, B. A., & Greenwald, A. G. (2007). Understanding and using the Implicit Association Test: IV. What we know (so far) (Pp. 59–102). In B. Wittenbrink & N. S. Schwarz (Eds.). *Implicit measures of attitudes: Procedures and controversies*. New York: Guilford Press.

The full Lane et al. chapter can be downloaded from:
<http://faculty.washington.edu/agg/bydate.htm>

SPSS syntax for computing the *D* measure can be found in the “Generic IAT zipfile download” at:
http://faculty.washington.edu/agg/iat_materials.htm

SAS syntax is available at:
<http://projectimplicit.net/nosek/papers/scoringalgorithm.sas.txt>

TABLE 3.3. Summary of IAT Scoring Procedures Recommended by Greenwald et al. (2003)

1	Delete trials greater than 10,000 msec
2	Delete subjects for whom more than 10% of trials have latency less than 300 msec
3	Compute the “inclusive” standard deviation for all trials in Stages 3 and 6 and likewise for all trials in Stages 4 and 7
4	Compute the mean latency for responses for each of Stages 3, 4, 6, and 7
5	Compute the two mean differences (Mean _{Stage 6} – Mean _{Stage 3}) and (Mean _{Stage 7} – Mean _{Stage 4})
6	Divide each difference score by its associated “inclusive” standard deviation
7	<i>D</i> = the equal-weight average of the two resulting ratios

Note. From Greenwald, Nosek, and Banaji (2003, Table 4). Copyright 2003 by the American Psychological Association. Adapted by permission. This computation is appropriate for designs in which subjects must correctly classify each item before the next stimulus appears. If subjects can proceed to the next stimulus following an incorrect response, the following steps may be taken between Steps 2 and 3 in the table: (1) compute mean latency of correct responses for each combined Stage (3, 4, 6, 7); (2) replace each error latency with an error penalty computed optionally as “Stage mean + 600 msec” or “Stage mean + twice the *SD* of correct responses for that Stage.” Proceed as above from Step 3 using these error-penalty latencies. Stage numbers refer to the stages depicted in Figure 3.1. SPSS and SAS syntax for implementing the new scoring algorithm are available at faculty.washington.edu/agg/iat_materials.htm and www.briannosek.com, respectively.

Appendix 34

Extract - Conversation Coach's Working Theory of Unconscious Bias

This is an extract of session 2, Participant 1, (2024b, 00:44:22 - 01:01:51) Transcript where the outcome of the coaching and the theory behind the intended change was discussed by the Coach at length in order to propose a 'replacement' belief for the Belief Change with Sub-modalities Process relating to Gender – Career. In this case the Coachee was also a theoretical learner.

This is included as an example of the Coachee's working theory and also of the style that often involved the Coach talking about her own experience of having the same bias, or information that helped counter that bias for her. The conversation below took approximately 15 minutes.

Extract:

Grace Minton 44:22

Good yeah. It'd be amazing we could talk more about gender roles.

Coachee 44:27

Yeah.

Grace Minton 44:32

Because you can be fully male and still be loving children. You know what I mean? And loving spending time with children and you can be fully female and still love being ambitious and you know, expect to get paid well and there's nothing about those things that has, you know, has anything to do with the you know the actual physicality of reproduction.

Those things are way after that moment you know, and they go on for the life of a child, for many years. So people being empowered in that choice and having flexibility to just be do what they need to be to be happy, you know, is really the outcome that we want and it's and it's different for different couples, isn't it? That's why I was like talking about the different couples I know, and then, in between, there's all these people who I don't know the details of how they've managed it, but I, you know, I do know a lot of people don't talk about it before they have children as well. They just make these assumptions. So it can be a real cause of pain in the relationship.

Coachee 45:50

Wow. Well, I don't like it's, It's not that my relationship is a very is a new relationship. So I just one year

Grace Minton 45:58

Yeah, yeah.

Coachee 46:05

But what I want to say is that I don't imagine embarking in this huge project without talking about this thing before

Grace Minton 46:12

No, I can't imagine it either doing it without talking about it, but I also know that there's, like, there's some people who just do.

Coachee 46:20

But not from a judge, not from a judgmental point of view. But it's like, but how are you gonna manage all these kind of situations if you don't discuss?

Grace Minton 46:28

Yes. Well, so there there's like the culture, you know, is one way of describing culture, which is normally inside organisations, as if I say, what, what is culture? So it's *the way we do things around here. It's just the way you do things and the way you do things is there are unwritten rules.*

Coachee 46:42

Mm hmm.

Grace Minton 46:52

And unwritten rules mean that you don't have to talk about it or agree on it to know how to behave. Does that make sense? And so stereotypes create a kind of rules of engagement where people don't have to talk about things.

Coachee 47:17

Hold on so if I every time I find myself disagreeing with something in general, no

Grace Minton 47:27

No, only should the, with the social identity

Coachee 47:32

OK. OK, let's OK, let's frame it within these, like, like the sexual bias that we the sex bias that we are discussing. So every time I feel something that, like makes like there's like, makes us strange noise for in my head if I am able remember to be flexible I am going to be prone to not just change it like, like this, but I'll be more prone to accept the counterpart

Grace Minton 48:00

Yeah. The, it's not so much disagree with something, let's say you imagine that we, you know, we move through the world making a lot of assumptions. So we don't have to check and negotiate constantly, but when those assumptions are about other people who we don't know, they're often based on generalisations based on identity, like gender, race. You know, some age, something.

So, so this is the theory of bias that you know, we're moving through the world. Falling back on generalisations in the stories we create and then we, we make decisions based on those stories that affect other people and they limit them. Yeah. So, so to ask, so you'd ask yourself, you know, say for example Merit is a really big one like where people go oh, we recruit on merit. It just always happens to be men that end up in the senior leadership also really tall men. What a coincidence.

And so, so people would have to ask themselves, well, how do I know about this person's merit? And how can it possibly be that tall men are particularly talented? It is actually really statistically low chance. Do you know what I mean? Really tall men are way more over represented in senior executive positions than even shorter men, so you take the gender thing out and the gap in the career and all that stuff of raising children. There's something also just going on about height. Does that makes sense?

And so people's ability to notice merit may not be based in reality that what they see and what they delete about merit is probably not a good basis of decision. Like if you are a senior women may see more merit in women than the senior men. So who's right? That's obviously a filter between the person and the objective reality and yeah. So the, and those, those filters, they're the stories and the generalisations that come from when you don't really know someone, you see what you expect to see. Yeah. See a tall man they seem impressive.

Do you know? Yeah, they've got a presence. You know, a commanding presence that seems like the kind of thing that a leader should be like. Yeah, it's such a simple process that compounds into a particular demographic having access to very powerful positions that others don't easily access.

So, and that's, that's the diabolical nature of bias in general. So, in the moment when you notice yourself making assessments or stories about people, you have to say, *how do I really know that? What's that based in?* you always have to go a bit further to observe your thinking process and know that it is fundamentally flawed, like you're not a walking around scientist using real data, so this capacity to go, ... *how do I really know what's that based in?* That that is the self-critical thought process if you like and that is quite hard to pull off when you're under stress.

And you're flat out. It's hard to go wait a second, how do I don't know that? How do I know that? Like it slows us down a lot to do this level of [thinking about our thinking].

So, what we're talking about now is mindfulness, is kind of going, *I'm not my thoughts*. This is, asking ourselves *what is the objective reality that I'm present to?*

So, all of that is kind of like mindfulness - being present to the reality. But when we are stressed, our

capacity to do that diminishes and you know we're under pressure most of the time in workplaces, parents are under pressure a lot with their kids...

So this study is looking at, *could you change the underlying assumptions that run in the background and come forward as those stories that fill the gap with information that's not based on this person, but on a generalisation?*

Because then you would be capable. This is the hypothesis of potentially you know, being stressed and still not making up a story. Do you know what I mean? Like it's just not happening yet, so, you know, asking the questions you need to ask to know instead of assuming potentially, yeah, would be an outcome of not falling back on a generalisation.

Or even, it's a bit Zen, but even just saying, *'I don't know, but I just don't know'*. Instead of filling the space, does that make sense? Yeah. So that's why I asked when you think about two parents of the same gender, who would be the better parent? You're faced with oh, I don't have a generalisation based on gender to answer that question. Yeah, you'd have to know a lot of different things to answer that question about these people.

So, when you let go of the safety net of the generalisation, you let go of knowing something without effort, without being present to the work of finding out the specifics of this situation, these people.

Coachee 55:10

Yeah. Hmm, like the real data that would fit a fair answer.

Grace Minton 55:31

So yeah, you let go of being able to make up that story in a moment and feel very much like, you know, something which you really don't know

Coachee 55:44

It's very relative, no? It's not, it's not absolute, it's like, totally relative.

Grace Minton 55:46

Yes, yes, yes, the you when you give up on the generalisations are so the left hemisphere, which is kind of like where our conscious mind is making up the stories and feeling very confident about them.

And so, to give that up is to move from being like you know, *'yes, I can make these statements and I know'* to *'I don't really know in the in this situation... that's beyond my knowledge. I don't know those people well enough'* ... and it makes things more effortful to make decisions when you can't just use those categories. Does that make sense? And so your experience is on just one bias, but applied to you and your partner, where you have a lot of information about the two of you. But other people, when they talk to you about this, they project *'for this reason, for that reason.... (based on gender), you should do this or should do that'*, and

that's the reinforcement in our culture of the bias. So imagine if people were going around having conversations like this with each other, they'd find out that sometimes the man is really good with children.

Like I found that with my partner that I was like, wow, he's, like, amazing with children. He's so patient, he's really playful. Children love him. Like when we're out at the cafe, they approach him like, what is it with him and children like he should be working with children. And, you know, it was like a moment for me to go what the I thought I was good with children, but he's better with children. Yeah. There was this moment where I broke the generalisation because being with him and seeing him with children and going, 'that's what it actually looks like to be good with children'.... So yeah, if people talked more about that, it might shake up some of the rigidity.

Coachee 58:28

Beliefs. Yeah, yeah.

Grace Minton 58:30

Because we started this conversation with that belief that came up *nobody's going to take care of the kids as good as the mum*. So that's come, that came straight out of your unconscious, the way you said it was like, 'obviously'.

Coachee 58:47

Yeah.

Grace Minton 58:47

So we won't do it this session. But if you want to change it, something we could look at change it to, so I'm, (I'm borrowing this from the other person with the same topic) is, *I don't know who would be the better person to take care of the children*, but because there's you and (your partner) but you and someone else if you have children with them, you wouldn't know. Does that make sense? Yeah, until you actually know them.

Coachee 59:11

Mm hmm mm hmm. But I still I wouldn't know. I mean, like I would be inferring, inferring the answer from what I know about [my partner], but I still don't know.

Grace Minton 59:21

Yes, exactly. So, so what's weird about this belief change process, you know... we're not going to change it to *no one's good in taking care of the kids as the dad* 'cause, that's just flipping the rigidity to the other gender.

Coachee 59:58

Yeah, it's the same, but in the other the opposite side, yeah.

Grace Minton 1:00:00

So and so it's still a problem. It's still a generalisation. It's not going to be true of individuals

Coachee 1:00:04

OK. OK.

Grace Minton 1:00:07

So we need to go like above it almost, if we if we're trying to get out of this this opposition of two, you know what I mean? One or the other, we say, *someone may be better, but we don't know who*. Does that make sense? Yes. So it's weird. It's a weird belief change because it's almost like I go from feeling thinking I know the truth to *I don't know*.

Coachee 1:00:28

Yes, absolutely. Openness.

Grace Minton 1:00:40

The truth is, I don't know until I have more information. I will have to discover that. Does that make sense?

Coachee 1:00:52

Yes, yes, absolutely.

Grace Minton 1:00:53

Yes, yes, so. Yeah. So if you would like to, I mean have a think about it between sessions, if you're up to moving into it, 'not knowing' space on this...

Coachee 1:01:05

Absolutely. Yeah. Makes sense.

Grace Minton 1:01:05

But yeah, being curious instead of knowing automatically at the deep level.

Coachee 1:01:09

And actually it made me feel more comfortable. It's not that I have to, like, control things.

Grace Minton 1:01:11

Yeah.

Coachee 1:01:16

I don't know.

Grace Minton 1:01:17

Yeah, all you have to do is be able to be present, finding out what's real, you know, in the people, in the specific people involved, yeah.

Coachee 1:01:28

Hmm.

Grace Minton 1:01:34

I know it feels like we're talking about philosophy, doesn't it? Yeah, yeah.

Coachee 1:01:37

Yeah. No, but I like it. I like this. This is different, like putting myself in these different scenarios and where I can become a more, it's not, I don't know the word permeable.

Grace Minton 1:01:51

Yeah, that sounds good. You're permeable. Like there's less of a less rigidity, more of a flow.

Appendix 35

Access to Raw Data for Assessment

The following materials have been provided to the Assessors for verification/marketing and auditing purposes.

Participant names and contact details have been removed to maintain anonymity:

- 31 Transcripts as PDFs
- 8 Goal Sheets as PDFs
- 3 Excel Spreadsheets containing raw data from pre, mid and post coaching surveys

Signed Participant Agreements are also provided as PDFs.

Transcripts and Goal Sheets are organised into folders by Participant Number.

It is a condition of the Participant Agreement that transcripts are destroyed at a later date, following the marking/auditing timeframe of the University.

The nominated Markers can access the above using this link:

[Marker Access Raw Data](#)