



Transformative Coaching: A Learning Theory for Practice (Institute of Education Publications)

By Susan Askew, Eileen Carnell

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The authors draw on their own experience and research to go beyond the ‘how to’ stage of coaching and instead focus on explicit learning in the coaching process. This book integrates both theoretical and practical knowledge and shows how coaches and learners can work together more effectively.

Chapters in the book identify central themes in relation to coaching and learning, for example, learning about oneself in relation to power and status, learning about one’s identity at work, and learning about oneself in relation to change. It then discusses practical activities that can be used to explore these themes. A unique feature of the book is the focus on peer coaching and peer supervision, which draws on the writers’ experiences in the organization in which they work, as well as on their wider working experiences in other contexts.

Because the book integrates a theoretical and practical focus on coaching and learning, it will be useful for practitioners or students of coaching who are ready and willing to reflect on their practice, and interested in their own and their coachee’s learning. It will be particularly useful for training organizations, colleges and universities offering accredited coaching courses, but will also have wide appeal in any educational or social science context in which a coach can support the learning and development of another person.

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Editorial Review

Review

"...influential on my practice as a lecturer... give[s] helpful guidance as to how organisations can become effective and sustainable reflective learning organisations... Their stance is compelling, thought-provoking and deeply exciting with its potential for a collaborative approach to personal development."

(Caroline Leeson, University of Plymouth)

"I would recommend this book to both practitioners and course leaders as adding valuable insight and proposals within the emergent discourse and practice of coaching."

(Dr. Janice Dexter, Senior Fellow, University of Lincoln Leadership and Management Center)

"This book is timely therefore in that it seeks to locate coaching, in HE, within a more extensive theoretical framework that takes into account: organisational and national cultures; learning organisations; organisational values; and individual empowerment and learning." (Paul Dixon, Deputy Chair SDF)

"Drawing on concepts of reflective and transformational learning, this book skillfully applies these sophisticated theories to a coaching protocol. Refreshingly scrupulous in their terminology and perceptive in their analysis, Askew and Carnell take an approach that is both intellectually sophisticated and demystifying. They discuss issues such as identity and empowerment with a persuasive blend of research and argument, exploring areas of knowledge that are critical if coaching is to become a more solidly grounded discipline. This is a thoughtful, scholarly, and at the same time eminently practical book for coaches." (Leni Wildflower, co-editor of *The Handbook of Knowledge-Based Coaching* and Director, Coaching Initiatives)

"[A] remarkable piece of work for any 'learner', or practising coach, at any stage of their ongoing professional development." (Katherine Tulpa, Global CEO, Association for Coaching and Co-Founder)

"[I]ntegrates a powerful mix of critical theory and practical suggestions, which is something missing from other coaching texts." (Dr. Elaine Cox)

About the Author

Susan Askew is Lecturer in the School of Curriculum, Pedagogy and Assessment at the Institute of Education, University of London.

Eileen Carnell is Lecturer in the School of Curriculum, Pedagogy and Assessment at the Institute of Education, University of London.

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