

TRANSFORMATIONAL COACHING PROCESSES

WITH APPLICATION OF THE GRAPHOLOGICAL ANALYSIS

ABSTRACT

A goal of this article is to present the author's innovative concept of an application of the graphological analysis in the transformational coaching processes. The initial stage of the transformational coaching process has been proposed for the application of the graphological analysis. A role of the graphological analysis as an external portrait and a method to broaden the self-awareness of a coachée has been suggested by the author. The article presents a scientific approach to graphology and the handwriting analysis as a projective technique. A structure of the graphological analysis in the area of intellect, emotions, activity and adaptability has been specified in the article. Correlations between graphology and transformational coaching and contributions of graphology in coaching processes have been highlighted in the paper.

Keywords

graphology; graphological analysis at the initial stage of transformational coaching process; functions of the graphological analysis: an external portrait and a method to broaden the self-awareness of a coachée

ABSTRAKT

Celem artykułu jest prezentacja innowacyjnej, autorskiej koncepcji zastosowania analizy grafologicznej w procesie coachingu transformacyjnego. Inicjalna faza procesu coachingu transformacyjnego została zaproponowana do zastosowania analizy grafologicznej. Autorka zasugerowała funkcję analizy grafologicznej w dwóch aspektach: zewnętrznego portretu i metody poszerzania samoświadomości coachée. Artykuł prezentuje naukowe podejście do grafologii i analizy pisma ręcznego jako techniki projekcyjnej. Struktura analizy grafologicznej w sferze intelektu, emocji, działania i adaptacji zostały przedstawione w artykule. Autorka przedstawia korelacje pomiędzy grafologią i coachingiem transformacyjnym oraz wartość dodaną wniesioną przez grafologię w proces coachingu transformacyjnego.

Słowa kluczowe

grafologia; analiza grafologiczna w inicjalnej fazie procesu coachingu transformacyjnego; funkcje analizy grafologicznej: zewnętrzny portret i metoda poszerzenia samoświadomości coachée

DEFINITION OF TRANSFORMATIONAL COACHING

Coaching is in a process of scientific research and professionalization. Referring to the scientific publications over the past decade, coaching could be defined as a dialogue between a facilitator (coach) and a participant (client) where the majority of interventions applied by the facilitator are open questions which are aimed at stimulating the self-awareness and personal responsibility of a client for a coaching process (Pasmore et al. 2011). Six generic stages of a coaching process constitute an integral part of transformational coaching process and they are as follows: 1. formal contracting, 2. relationship building, 3. assessment, 4. getting feedback and reflecting, 5. goal setting, 6. implementation and evaluation (Dingman 2004).

Transformational coaching is an exclusive partnership involving a leader and a coach. It is a specific type of coaching with a main focus of development of leadership qualities by a coachée. This aim, growth into a higher stage of development, constitutes the essence of transformational coaching process. Entering into a higher stage fosters subtle internal capabilities that enhance qualities of leader's actions and interactions (Joiner & Josephs 2007). Leaders are guided and supported to be proactive and intentional in self-leadership mastery. It includes a reflective action to define and realize business goals, to develop firm's teams, to be more agile in leading their initiatives, and to achieve higher levels of performance. Aiming to a leader's growth and transformation is a main distinction from performance coaching with a core focus on the new skills acquisition. Transformational coaching is a positive, life-affirming process that guides clients in becoming individuals they aim to be. It is a pathway enabling coachées to become their best "selves". The self-actualization process is taking place in the transformational coaching, in which clients are supported in realizing their own qualities of excellence including the latent ones (The Psychology Career Center 2013). To broaden self-knowledge, to discover a value system and to deepen self-awareness of a client are the main goals of the transformational coaching. It constitutes a method to discover a coachée's authenticity, to define his/her life mission with a purpose of fulfilling it.

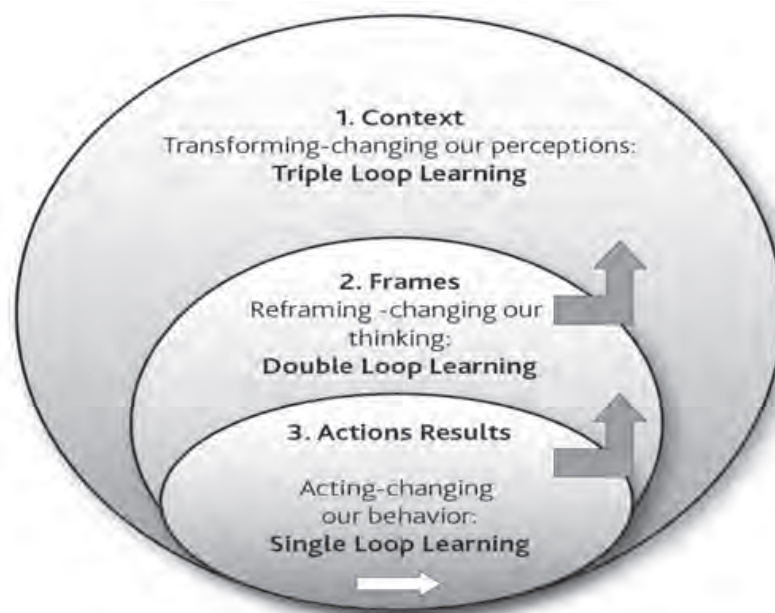
Coaching is a client-oriented process based on a partnership between a coachée and a coach. Applying inner and outer resources, a client designs visions, broadens self-awareness, takes action and evaluates progress of a coaching process. Responsibility for a client's life in diversity of its aspects is laid upon a coachée in transformational coaching process. Self-awareness, maturity, innovativeness and courage are qualities demanded from a coachée in a coaching process (Baca 2010). To broaden the awareness of a coachée's attributes and values constitutes an immanent part of a transformational coaching process.

Research has suggested that coaching is a compilation of activities and techniques applied from other disciplines such as counselling, psychology, learning and consulting (Tobias 1996). However, the uniqueness of synthesis of these elements to create a beneficial offer to a leader in transformational change is worth mentioning. Transformational coaching includes growth, which refers to a perception change of an issue a leader is working on. Consequently, transformational coaching is more about 'to be' than 'to act'.

Different aspects of transformational coaching can be observed. Three following aspects of transformational coaching have been defined by Hargrove (1996):

1. **Transforming people (a context or a perception change)** – empowering a coachée to create a shift in his/her context or self-perception with a purpose of a client's growth and generating the desired results (triple-loop learning),
2. **Coaching people to learn new things (a thinking reframing/changing)** – enabling coachées to fundamentally reshape their patterns of thinking with the intent of helping them resolve impasses and learn to do different things (double-loop learning),
3. **Coaching for incremental improvement (a change of behaviour)** – coaching people to continuously improve their current practices or performance of what they are doing in a better way (single-loop learning).

FIGURE 1. THREE ASPECTS OF TRANSFORMATIONAL COACHING



Source: own elaboration on a basis of Hargrove (1996).

As presented above, the aspects of transformational coaching refer to: (1) a behaviour change, (2) a thinking reframing and (3) a perception change by a coachée. A transformational change is a perception change which includes both a thinking and a behaviour change. It shall be mentioned that Hargrove (1996) understands transformational coaching as an interaction between people in a way that teaches them to generate spectacular results in their businesses. A stand for the future of humanity, communities and societies is taken into account in a highly moral process of creating outstandingly productive business enterprises that contribute to a human spirit growth.

RESULTS OF TRANSFORMATIONAL COACHING

Transformational coaching has a great influence on the main areas of a person's life, often simultaneously. It is a holistic and a demanding process which implies a high quality partnership between a coach and a client. Transformational coaching concentrates on a coachée's transformation and strives for his/her authenticity and self-realization. Coachée's roles in society and workplace, which may determine a goal of a coaching process, play a secondary role in a transformational coaching process. A client undergoes a transformational change to reach his/her greatness, to discover and realize a coachée's potential. Transformation visible on a coachée's behavioural level

TABLE 1. AREAS OF INFLUENCE OF TRANSFORMATIONAL COACHING ON A COACHÉE

1. Health	a beneficial effect of transformational coaching on physical health of a client. Awareness of unhealthy habits and behaviours constitutes a motivation factor to a balanced diet and physical exercises, which improve an energy level and an ability to focus;
2. Relationships	a coachée's relational world of workmates, family and friends tends to become more positive and appreciative with transformation of insecurities. Growth of clients imposes positive and fulfilling relations in their lives. State of greater openness and love are natural for individuals who value themselves more;
3. Finance	a positive shift of financial concerns by anticipation of doing what clients love to do. Clients realign themselves with a constructive plan for building the future toward their own greatness. It was observed that that clients unhappiness is about what they are not doing, not what they are doing;
4. Spirit	transformational coaching contributes to acknowledging a client's inner sources of knowing. Stability and greater presence in life are brought by such a unifying process. Confidence in a client's ability to define life's objectives is observed (The Psychology Career Center 2013).

constitutes a consequence of their internal deep change. Transformational coaching is mostly dedicated to leaders with high integrity, whose private and professional lives are in congruence. A high trust level between a coach and a coachée supported by a wealth of knowledge stemming from psychology, philosophy, anthropology, literature, art and religion traditions, constitute a prerequisite of cooperation between the partners in transformational coaching processes.

DEFINITION OF GRAPHOLOGY

The word graphology comes from the Greek word '*graphie*', meaning 'writing' and the suffix *-ology*, which is applied to the names of scientific studies. Graphology is an analysis of the psychological structure of a person based on their handwriting. It is a human science that correlates handwriting patterns with personality traits (Rodgers 1993). Graphologist European Code of Conduct (1992) defines graphology as a technique of observation and interpretation that enables personality to be studied through the examination of handwriting.

It is a social science, which relies on research and experimentation. Graphology has its rules and regulations from which one cannot deviate without running a risk of an error (Nezos 2005). Graphology is based upon researched laws, deduced and predictive theories verified by observing if their predictions comply to reality (Nezos 1993). Graphology is based on psychology and statistics with a core focus on handwriting features and their correlation to the psychological profile of the writer. Graphology holds that writing is a reflex action from our brain, which reflects our personality and frame of our mind (Coll et al. 2009).

Graphology can be located as a part of psychology of expression and diagnostic psychology. Graphology is called a 'handwriting psychology', which implies a strict connection of graphology with a science of psychology. Nauer (2001) defines graphology as a broadband diagnostic tool, which provides a sophisticated personality analysis as a test situation independent of presence of a writer and presenting the best price-performance ratio.

There are voices (Teillard 1993) that graphology is comprised of two elements: the graphic signs and their interpretations. Graphology concentrates on correlation between the visible elements of handwriting (the signs of the writing) and the invisible elements of it (the psychological data). The visible elements have been well defined, but the invisible psychological elements constitute a subject of scientific research and classification with a support of psychological theories at our disposal (Teillard 1993).

DEFINITION OF HANDWRITING AND HANDWRITING ANALYSIS

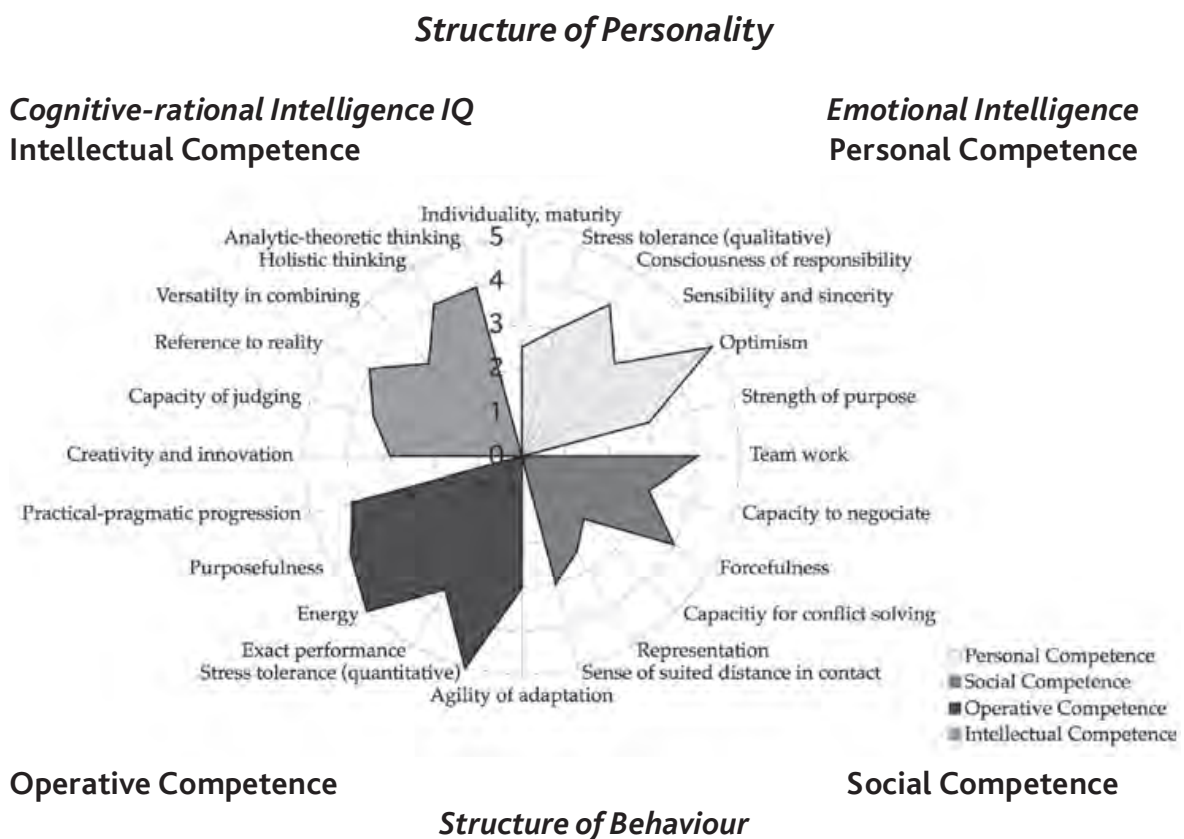
According to Rodgers (1993) handwriting is a diagram of person's attitude towards life. It is far more than combination of words put together to create a means of communication. In graphology handwriting is treated as a "brain writing" (Pulver 1994). Handwriting depends upon certain parts of the cerebral cortex from which the motor impulses for the pen's movement originate. Process of writing is an action, which starts in a brain that impels us to write (Hayes 1993: 1). The writing organ (hand, foot, mouth) is governed by the central nervous system – an unconscious process, but most revealing (Nezos 1986: 5). Handwriting is a fixed trace of the movement of your hand and therefore a memory medium of your very person by expressing your personal characteristics. The *movement* of your hand creates a certain *form* within the *space* of the sheet you are writing on. Consequently, movement, form and space constitute comprehensible aspects leading the interpretation of handwriting.

Different approaches to relation between a handwriting and an individual can be found in a scientific literature. Branston (1998: 2) is of an opinion that handwriting is closely tied to impulses from the brain and it constitutes a barometer of moods and of physical, emotional and mental health of the writer. Handwriting as a brain writing is definitely individual according to his understanding. Mendel (1982: 17) stressed that writing is certainly not only a physiological muscular activity – it is an expression of the whole personality, both in forms as in content. Grandin (2008) suggested correlation between a thought and a handwriting. He confirmed that handwriting originates from thoughts and ideas in a brain, which are incorporated into viable and understandable form by the hand (foot/mouth). Branston (1998) and Nezos (1993) understand writing as a personal symbol, unique to each individual. They define handwriting as an outward expression or an index of inner attitudes, clearly and absolutely individualized. Handwriting from a trained graphotherapist's perspective is a direct path to the long-forgotten hiding places inside each person (Rodgers 1993). Handwriting constitutes the unique expression of human behaviour and means of analysing and studying personality of a writer (Cronje 2009). Olyanva (1960) states that handwriting is a composite picture of the way a person's mind works, how his/her thinking affects emotions, what is his/her attitude towards life and other human beings. She holds that handwriting constitutes a congealed integrated behaviour of the author of handwriting.

Handwriting analysis proves that graphology constitutes both a science and an art (Barrett 1995: 13). The science involves a thorough examination of a single detail of the writing to identify the writer's individualized expressions (Barrett 1995: 10) and is based on

experiments, statistical data, measurements and combination of technical characteristics (Grandin 1994a: 4). Hayes (1993: 19) reports that graphology becomes an art when the handwriting analyst moves from the pure observation of isolated signs to the assessment of the graphical indicators as a whole creating a proper personality profile. According to Grandin (1994a: 4) graphology becomes an art at the stage of interpretation of the complex constellation of characteristics involved in the psychodynamics of the writing movement. Evaluation of human being's complex personality includes both a scientific approach and an application of intuition (Mendel 1982: 23–24). Handwriting analysis constitutes one of the most efficient tools in personality diagnostics due to the fact that it comprehends deeper personality layers than observations of behaviour, performance tests and personality inquiries (Nauer 2001).

FIGURE 2. A STRUCTURE OF PERSONALITY ASSESSED WITH THE HANDWRITING ANALYSIS



Grading: 5 highly pronounced / 4 pronounced / 3 medium / 2 below average / 1 not present

Source: Nauer (2006).

According to Nauer (2006), a structure of personality identified with handwriting analysis can be divided into four main areas: (1) intellectual competence, (2) personal competence, (3) operative competence, (4) social competence. Qualities specified in above mentioned areas are evaluated in a scale from 1 (not present) to 5 (highly pronounced).

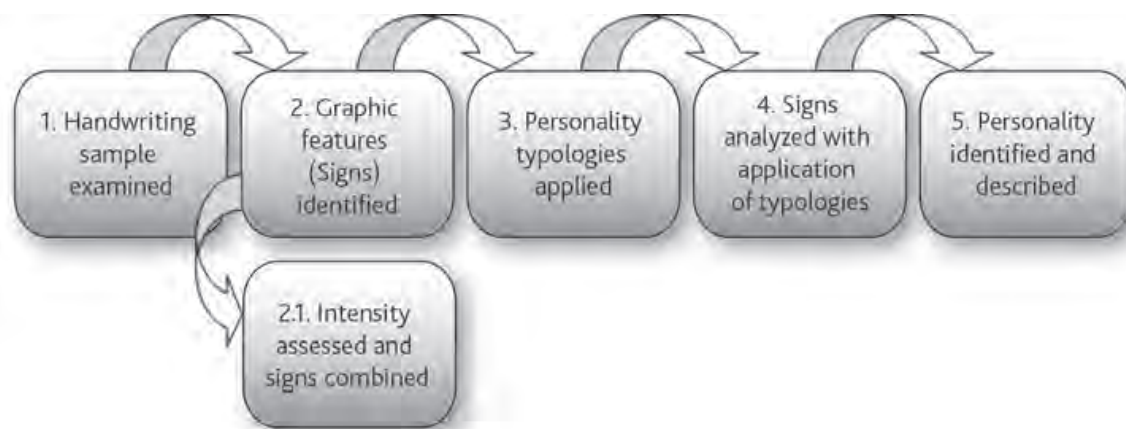
TABLE 2. CHARACTERISTICS VERIFIED WITH A HANDWRITING ANALYSIS

1. Intellectual Competence:	a way of thinking, problem solution, mental flexibility, conferring to reality, planning and organizing, developing strategies, overview of a situation, etc.;
2. Operative Competence:	a way of working in general, approaching to situations and tasks, orientation to targets and efficiency, level of drive, speed, energy, staying power, adaptation capacity, accuracy, conscientiousness, etc.;
3. Personal Competence:	resilience, stress tolerance, emotional stability, empathy, emotional openness, motivation, responsibility, inner independence, personal autonomy, decision-making ability, etc.;
4. Social Competence:	adaptability, team work, ability to communicate, extraversion, agreeableness, ability to handle conflicts, etc.;
5. Leadership Competence:	autonomy, assertiveness, resilience, staying power, negotiating skills, overview, inner distance, aplomb, etc.;
6. General Potential:	further resources and identification of the way of activating them, identification of the obstacles inhibiting the process of personal development, etc.;
7. Psychological dynamic:	functional and emotional personality structure, particular difficulties due to psychic constellations, ways to overcome problems.

Source: Nauer (2001).

The handwriting analysis – provides a deep and thorough assessment of intellect, emotions, activity and adaptation skills of a writer within a concrete structure and order.

The graphological analysis enables to discover and assess key personality elements such as ambition, clarity of mind, communication, consistency of action, concentration, diplomacy, decision taking, discretion, detail handling, imagination, initiative, independence, energy, intelligence, intuition, judgment, loyalty, mental balance, reliability, stability, tenacity to name a few personality traits of a person being assessed with a handwriting analysis (Nezos 1993).

FIGURE 3. A PROCESS OF THE GRAPHOLOGICAL ANALYSIS'S PREPARATION

Source: own elaboration on a basis of Nezos (1993) and Bradley (2011).

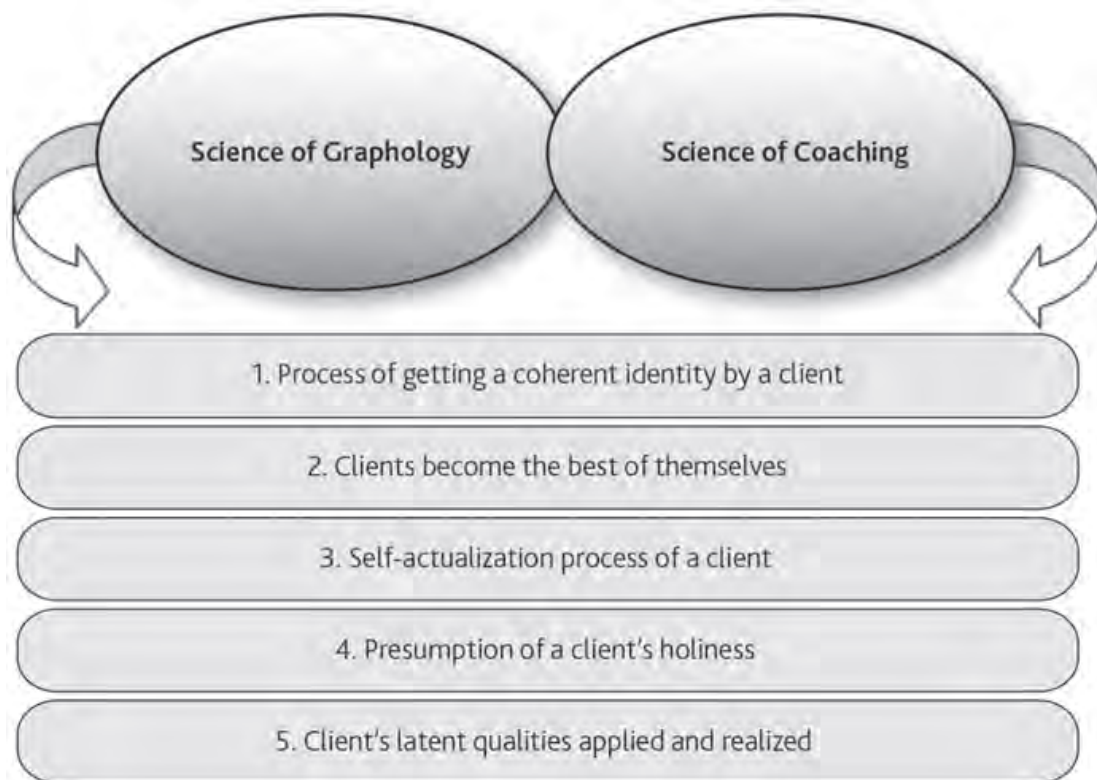
Graphological analyses are built on solid and proven knowledge, dating back to ancient China, Egypt, and Greece and also on findings from other cultures. A graphologist carefully assesses and balances negative features against positive ones, strengths against weaknesses. Through the graphological analysis we can discover traits, attributes and talents in ourselves that we were not aware of. The graphological analysis allows us to discover our potential, as well as the characteristics to be strengthened or eliminated from our personalities.

GRAPHOLOGY AS A PROJECTIVE TECHNIQUE

According to Nezos (1986: 4) a writing sample (symbol) contains a subject (writer) in their entirety. Graphology constitutes an independent projective technique, which can be applied as a test to record 'individual behaviour patterns' (Mendel 1982: 17). As handwriting is an expression of individual, graphology as a projective technique could be a part of expressive technique. Content of information expressed on a paper by a writer is voluntary. Conclusions made by the graphologists derive from an unconscious presentation of the words by a writer. Consequently, the writer provides a graphologist with information, which is beyond their awareness (Grandin 1994; Broschk 2003). We can presume that a stimuli in form of paper, pen and writing instructions, can be reacted to in a variety of ways by an object who reveals unconsciously their personality in handwriting process. A subject cannot manipulate the answers or hide information in the graphological analysis. A risk of premeditated responses in case of the graphological analysis as a projective technique is minimized. The main foundation

of a projective technique is introduction and recognition of the object's underlying personality traits. According to Roman (1952: 17) a researcher can receive the answers from an author of handwriting from 'underlying personality factors'. The advantage of the graphological analysis as a projective technique is its ability to present a person as a whole. The ambiguous nature of projective technique allows respondents to answer from their frame of reference and reveal their imaginative, unique thoughts and feelings (Catterall, Ibbotson 2000: 245; Broschk 2003). It shall be mentioned that the unstructured character of the projection test and a lack of reflection how the writer writes, reduce the risk of manipulating graphological analysis results.

FIGURE 4. CORRELATIONS BETWEEN GRAPHOLOGY AND COACHING



Source: own elaboration.

Coaching presumes perfectness of a client, who works on context or perspective change to reach their growth. Coaching is a school of taking responsibility for our lives and outcomes of coaching processes we enter in (Baca 2010). High demands of maturity and self-awareness are laid upon a coachée in the transformational coaching process. Coachée is a courageous, mature individual, willing to leave a comfort zone

in order to reach an optimal and sustainable vision created by him/her. A coaching process proves to be an effective transformational method, which supports our creative abilities, uniqueness and self-esteem. Coaching beliefs that human beings are capable of creating an optimal reality they desire. The acceptance of current situation by a coachée constitutes a prerequisite of successful coaching process. A client works on what is given, rather than against it (Baca 2010).

CONCEPT OF APPLICATION OF THE GRAPHOLOGICAL ANALYSIS AT THE INITIAL STAGE OF TRANSFORMATIONAL COACHING PROCESS

We may consider an application of the graphological analysis at the initial stage of transformational coaching process. Such an analysis in the area of intellect, emotions, activity and adaptability, brings a significant information about a coachée's personality profile. A goal of applying the graphological analysis at the initial stage of transformational coaching process is to broaden the self-awareness of a coachée by defining his/her strengths and weaknesses. A deeper understanding of a client's advantages and disadvantages contributes to a balanced and an optimal self-esteem when entering a coaching process. Having realized his/her personality profile, a coachée participates in the coaching process with awareness and strength. The graphological analysis activates coachée's resources to create a powerful and lively vision they would like to achieve in the transformational coaching process. Furthermore, the graphological analysis supports a shift in client's context or self-perception of an issue they are working on in the coaching process. Consequently, the graphological analysis contributes to a client's growth, which constitutes a core value of the transformational coaching process. Moreover, the graphological analysis serves as external portrait of a coachée, which brings additional information for the client. The graphological analysis seems to support a coachée in self-introspection and self-identification in transformational coaching processes.

A transformational change, a substance of the transformational coaching, has been discussed by Maurer (1996) and Bourne (2009). They are of view that facilitation of a client's change through a 'cycle of experience' includes the following processes:

1. guiding a coachée's attention to 'what is' (cognitive process),
2. helping a coachée to envision a possibility of prospective success (interpretive process),
3. encouraging a coachée to enact constructive behaviours and experiences supporting growth (process bearing fruit),
4. facilitating a synthesis and an assimilation of learning into new paradigms.

Seven stages of transformational change have been defined by Maurer (1996) and Bourne (2009).

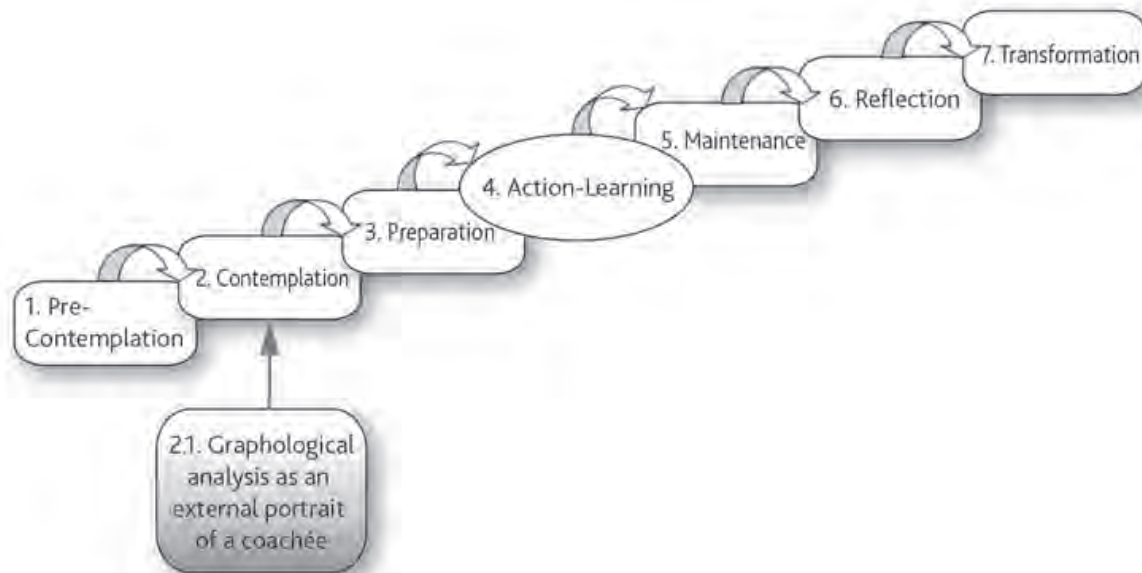
TABLE 3. THE 7 STAGES OF TRANSFORMATIONAL CHANGE

<i>Coachée's change phase</i>
<p>1. Pre-Contemplation: change is not under consideration. <i>Primary Focus:</i> draw attention to a situation, achieve an emotional-arousal, encourage the coachée to reflect on the status quo (i.e., importance of change).</p> <p><i>Operative Change Processes:</i> awareness-raising, social liberation and motivational interviewing,</p>
<p>2. Contemplation: need-awareness created: change-related action anticipated within 3–6 months. <i>Primary Focus:</i> awareness and exploration of an importance, impact and implications of an issue/behaviour.</p> <p><i>Operative Change Processes:</i> awareness-raising, social liberation, emotional arousal and self-re-evaluation.</p>
<p>3. Preparation: confrontation of a coachée's comfort zones. The coachée is getting ready, action is imminent. <i>Primary Focus:</i> goal-setting and action planning, focusing energy to act.</p> <p><i>Operative Change Processes:</i> emotional arousal, self-re-evaluation, commitment to action.</p>
<p>4. Action-Learning: experimentation with acquired skills/behaviours. Results inconsistent or new behaviour enacted for less than six months. <i>Primary Focus:</i> reflection on barriers/obstacles, available support and resources to ensure success.</p> <p><i>Operative Change Processes:</i> social liberation, commitment to act.</p>
<p>5. Maintenance: behaviour-change sustained, successful and consistent performance of an acquired behaviour for more than 6 months. Occasional relapses. <i>Primary Focus:</i> accountability, anticipating and thwarting occasional relapses.</p> <p><i>Operative Change Processes:</i> commitment, reward, environmental control, supportive relationships.</p>
<p>6. Reflection: consistent with an adult learning theory, a pause to reflect enables development of new cognitive patterns and for generalization of learning to other job situations. Awareness of behaviour and its consequences are integrated into the coachée's standard way of acting. Innovative cognitive models are established and generalized.</p> <p><i>Operative Change Processes:</i> self-re-evaluation, reward, supportive relationships.</p>
<p>7. Transformation: innovative behaviour is established as a coachée's "standard normal" behaviour pattern.</p>

Source: adjusted from Maurer (1996) and Bourne (2009).

The contemplation stage of the transformational change is proposed for an application of the graphological analysis in the coaching processes. The graphological

FIGURE 5. THE GRAPHOLOGICAL ANALYSIS IN THE 7 STAGES OF TRANSFORMATIONAL CHANGE



Source: own elaboration on a basis of Maurer (1996) and Bourne (2009).

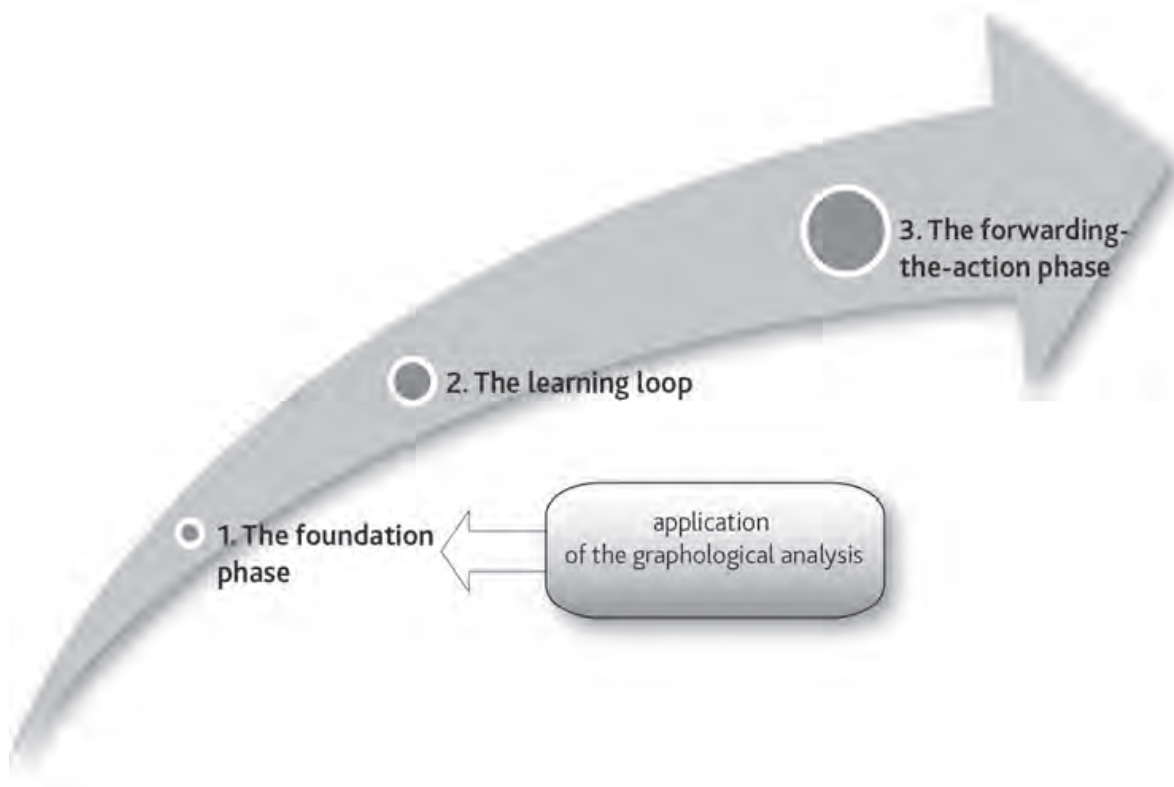
analysis can function as a feedback and an initial point of “gap analysis” discussions. It can support identification of the unconscious cognitive patterns driving a current behaviour of a coachée.

Another approach to transformational coaching process represents a model defined by Crane (2009), which divides a coaching process into three following phases:

1. **The foundation phase:** creation of a coaching relationship (the climate where coaching occurs) in which a particular coaching session takes place,
2. **The learning loop:** feedback sharing, active listening to a coachée, engagement in dialogue with a coachée to learn from the exchange,
3. **The forwarding-the-action phase:** creation of a positive momentum and commitment for a transformational change.

There is a space for an application of the graphological analysis in transformational coaching process proposed by Crane (2009). The foundation phase is suggested for an application of the graphological analysis where strengths and weaknesses of a client are becoming conscious for a coachée.

FIGURE 6. THREE PHASES OF TRANSFORMATIONAL COACHING WITH APPLICATION OF THE GRAPHOLOGICAL ANALYSIS



Source: own elaboration on a basis of Crane (2009).

1. The foundation phase includes the four following steps:

- connection: establishing a coaching relationship,
- setting GRATTE expectations: defining responsibilities: goals, roles, resources, accountabilities, timeframe and coachée's empowerment,
- observation: a coachée's performance is observed,
- preparation: an independent work of a coach: becoming conscious of his/her thinking processes (the assumptions, beliefs, interpretations and judgments, which may be influencing a coach perception).

2. The learning loop consists of the four following steps:

- being present, stating your purpose and your positive intentions: focusing a conscious attention on a person and a situation at hand,
- sharing perceptions of the results cycle: our **beliefs** drive our **behaviours**, which influence our **relationships** that lead to our **results**,

- asking learning questions to explore beliefs: this aspect of the results circle includes: assumptions, interpretations, values, and judgments that stand behind a coachée's actions,
 - respectful and reflective listening process: a deep listening to people's answers. Simple reflection or mirroring back to the coachée.
3. The forwarding-the-action phase is composed of the five following steps:
- soliciting and options' suggesting: asking the coachées for the options they see available to them,
 - specific changes' request: supporting a coachée who is struggling or resisting a needed change,
 - requirement of changes in performance levels and consequences clarification: a highly assertive intervention of clarifying the consequences of not implementing a change required,
 - clarification of the action commitment and a follow-up plan: a coachée's statement of understanding of an action commitment and its schedule,
 - offering a support: designed to uncover the possible actions a coach can take to optimally support a coachée (Crane 2009).

The graphological analysis can be applied at the foundation phase of the transformational coaching model proposed above. It contains thorough information about strengths and qualities to be improved by a coachée in the transformational coaching process. We may suppose that the graphological analysis broadens the self-awareness of a coachée and gives a solid base for a coaching process.

CASE STUDY 1

Transformational coaching consultancies have been ordered by a respected German corporation. A coachée has been a Chief Financial Officer who shall undergo a coaching process. The goals of the coaching process have been defined and the transformational coaching has started. The graphological analysis has been applied at the very beginning of a coaching process. According to the requirements, a professional graphological analysis in the area of intellect, emotions, activity and adaptability has been prepared for the coachée. Furthermore, a proposal of the qualities to be improved in the coaching process, has been presented to the client. Accuracy of the provided graphological analysis has been assessed as very satisfying by the client. The coachée has expressed a positive influence of the graphological analysis on her self-awareness.

The graphological analysis has included thorough information about the strengths and characteristics to be transformed in her personality. The coachée has confirmed the influence of the graphological analysis on the selection of goals and development areas defined in the transformational coaching process. Innovativeness of the graphological analysis as a personality assessment method has been stressed by the coachée. Value of the graphological analysis as an external portrait of a client has been expressed by the coachée. A deep analysis of the client's strengths and weaknesses performed at the very beginning of a coaching process constitutes a helpful method when entering a transformational change.

CASE STUDY 2

A Human Resources Director of a well-known German corporation has decided to undergo the graphological analysis at the very beginning of the coaching process. The graphological portrait has been made according to the professional graphological standards. The graphological analysis in the area of intellect, emotions, activity and adaptability with specification of the qualities to be strengthened by the coachée, has been provided to her. The graphological analysis has been deemed an innovative and a valid assessment method by the Human Resources Director. She stressed the accuracy of qualities to be improved, specified in the graphological analysis. A correctness of the graphological analysis has been assessed as very satisfying by her. A value of the graphological analysis applied at the very beginning of coaching processes as a method to broaden the self-awareness of a coachée, has been expressed by the Human Resources Director. An influence of the graphological analysis on selection of the goals of the coaching process, has been observed by the coachée.

CONCLUSIONS

The author's innovative proposal of an application of the graphological analysis at the initial stage of transformational coaching process is discussed in the article. A function of the graphological analysis as a method to broaden the self-awareness of a coachée at the very beginning of the coaching process has been suggested by the author. An influence of the graphological analysis on a choice of the qualities to be improved by a coachée in a coaching process, is mentioned in the paper. A scientific definition of graphology, handwriting and the graphological analysis have been highlighted by the author. Graphology as a projective technique and correlations between a science of graphology and coaching are included in the paper. It has been stated that both

graphology and coaching are in a process of professionalization and getting an appreciation in a scientific community. The graphological analysis and the transformational coaching process contribute to getting a coherent identity and self-actualization process of a client. They constitute a real method which supports individuals to become the best of themselves. Client's responsibility for a change in the transformational coaching process is clearly stated in the paper. Both graphology and transformational coaching participate in a client's transformation process, which determines fundamental changes in the essential areas in his/her life. A concept of an application of the graphological analysis at the initial stage of the transformational coaching process seems to be justified and further research in this field is recommended.

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