

## **A New Concept of Coach Development: From CPD to CPPD**

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### **Abstract**

Coaches today work in unpredictable and emotionally complex contexts that demand both personal capacity and professional capability. While continuous development is recognised as intrinsic to effective coaching, there is growing recognition that traditional Continuing Professional Development (CPD) is no longer sufficient. In this article, we join the voices advocating a reframing of coach development as Continuing Personal and Professional Development (CPPD) and introduce a conceptually grounded, practice-oriented perspective integrating professional and personal growth. Drawing on our research and experience, we propose that reflexive learning, self-awareness, and psychological integration are crucial for developing the capacity required for sustainable, high-quality coaching.

*Keywords: Coach Development, Professional Capability, Personal Capacity, Reflexivity, CPD*

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### **Introduction**

Coaching is an ever-expanding business sector with the global market valued at approximately 6.35 billion USD (Waite, 2024). The International Coaching Federation (ICF) estimates that 109,200 coach practitioners generated 4.564 billion USD in revenue in 2022 (ICF, 2023). These figures sit alongside an even larger leadership development market, projected to reach 105.69 billion USD by 2025 (Coherent Market Insights, 2025). This demand is increasingly centered on ‘soft skills’ and personal leadership qualities, often supported by coaching. Alongside this exponential growth, the nature of coaching practice is also changing with coaches being increasingly called upon to work in what Cascio (2020) describes as a BANI world: Brittle, Anxious, Nonlinear, and Incomprehensible. This framework captures the emotional volatility, structural fragility, and sense of overwhelm that many clients now bring into the coaching space. This view is reinforced by De Haan (2008), who highlights that coaches are increasingly required to support individuals at critical moments in their lives and careers, necessitating that coaches work at a deeper level, addressing identity, values, self-worth, and emotional distress (Stelter, 2014). The Coaching Market Outlook (Waite, 2024) highlights a growing organisational and coaching focus on mental health, well-being, and resilience.

This context requires coaches to go beyond technical competence to engage with identity, values, and self-awareness (Stelter, 2014), and to develop a deeper personal capacity from coaches. If coaches are to sit with clients in emotional distress, those who may be anxious or navigating mental health challenges, they will require an inner capacity to meet such moments. This enables them to respond with humanity and ethical integrity in complex situations. As

Laske (1999) emphasises, coaches can only work with and develop clients to the level they have taken themselves. In addition, research has highlighted that the coach is the primary and central instrument in the coaching process (Bluckert, 2005; Carden et al., 2022) and that the use of self is a key and important aspect of this (Bachkirova, 2016; Carden et al., 2022). With this territory comes the need for the coach to develop personal self-awareness, capacity and resilience.

Although the landscape that coaches are working within has shifted, traditional approaches to the ongoing development of coaches remains characterised and underpinned by the Continuing Professional Development (CPD) requirements of the Professional Coaching Bodies (PCB), which tend to focus on knowledge, skills, and coaching competencies (Burt et al., 2024; Carden et al., 2022), namely professional capability (Collin & van der Heijden, 2012). However, more recent research (Carden et al., 2022; Crosse, 2024) emphasises the need for a more holistic approach to development, one that prepares coaches to work effectively with the complex, multi-layered issues that clients now bring. There is a growing call for developmental approaches that foster deeper self-awareness, psychological flexibility, ethical maturity, and the ability to navigate complex and ambiguous situations (Burt et al., 2024).

Considering this, we argue for a more holistic conception of coach development, one that encourages coaches to attend to their internal landscape, emotional maturity, and capacity for reflexivity, a move away from CPD to Continuing Personal and Professional Development (CPPD). This is differentiated by CPD focusing on capability, i.e., professional skills and competencies, and CPPD focusing on personal capacity, i.e., self-awareness, working on oneself, and resilience.

In this article, we propose that it is time to make a formal shift to CPPD where coach development is holistic, non-linear, and places greater emphasis on building personal capacity. We offer a practical and dynamic framework of CPPD which coaches and coach educators can utilise to inform and underpin individual approaches to coach development and guide the education of ongoing development. We show how capability and capacity can be integrated, offering coaches, educators and PCBs with a flexible model to support development that is both personal and professional. We support the move for PCBs to build on steps already being taken and to embrace a more holistic approach to credentialing that incorporates formative assessment and reflexivity.

## **Literature Review**

Scholars have increasingly voiced concerns that coach development has not kept pace with the expanding scope and complexity of coaching practice (Bachkirova & Jackson, 2024; Garvey et al., 2024). In today's fast-changing environment, coaches are routinely called upon to support clients through uncertainty, identity transitions, psychological strain, systemic disruption, and ethically complex dilemmas (Carden et al., 2022; Waite, 2024; Mental Health Foundation, 2025). These realities demand more than the competent application of tools or models. They signal a convergence between coaching and deeper developmental or therapeutic domains, requiring coaches to cultivate psychological flexibility, presence, reflexivity, and discernment, the core ingredients of developmental capacity (Bachkirova, 2016; Carden et al., 2022).

Despite this shift in coaching demands, dominant approaches to coach development remain overly linear, competency-focused, and grounded in reductionist paradigms (Garvey, 2017; Burt et al., 2024). The prevailing emphasis on capability, knowledge and skill acquisition fails to adequately prepare coaches for the depth, complexity, and ethical nuance increasingly inherent in their work (Garvey, Dierolf, & Clutterbuck, 2024). While these frameworks offer useful markers for novices, they may constrain more experienced coaches whose practice depends on reflective judgment and contextual insight (Bachkirova & Lawton Smith, 2015).

Calls for developmental approaches that reflect this complexity are not new. Pandolfi (2020), in a systematic review of executive coaching, highlighted that many of the active ingredients driving coaching effectiveness, such as trust, reflexivity, and the quality of the coaching relationship, are not always those emphasised in training or competency-based assessment. Scholars have also challenged the dominance of competency-based development, arguing that this approach prioritises external conformity over internal maturity (Bachkirova & Lawton Smith, 2015; Garvey, 2017). While competency frameworks offer useful guidance for novices, they may constrain more experienced coaches whose practice depends on reflective judgment and contextual insight (Bachkirova & Lawton Smith, 2015). This requires a more expansive approach to development, one that cultivates not only *technē* (skills and techniques) but also *phronesis*, or practical wisdom developed through experience, reflection, and self-inquiry (Bachkirova, 2016; Drake, 2011).

The largest PCBs in the UK adopt distinct approaches to continuing professional development, and their relative size significantly influences their impact. The International Coaching Federation (ICF), representing close to half of UK coaches who affiliate with a professional body, employs a structured, competency-based model that requires a set number of continuing education hours and evidence of skills aligned with its framework for credential renewal (ICF, 2024). The European Mentoring and Coaching Council (EMCC), with around a quarter of UK coaches identifying with a PCB, adopts a more formative and collaborative model. Developmental activities are not prescribed but may be recognised if the coach can demonstrate their contribution to practice in relation to the EMCC framework. This process involves maintaining a reflection log, encouraging reflexivity, and engaging in ongoing supervision (EMCC, 2024). The Association for Coaching (AC), representing roughly a fifth of UK coaches with a professional body affiliation, offers a flexible scheme that allows coaches to record a wide variety of activities, from formal education to reflective practices, so long as they can demonstrate alignment with professional standards (Association for Coaching, 2024). By contrast, the Association for Professional Executive Coaching and Supervision (APECS) is a much smaller organisation, with fewer than one per cent of UK coaches, but it occupies a respected niche. Its systemic and dialogic orientation places less emphasis on prescribed hours and more on reflective dialogue and professional impact (APECS, 2024).

These differences highlight the lack of a unified approach to overseeing coach development. Yet what the three main PCBs have in common is a reliance on competency-based assessment as the foundation of their credentialing pathways. While the emphasis varies, ICF tends toward a more structured and summative approach, requiring evidence of set learning hours. EMCC adopts a more formative model, emphasising reflective logs, supervision, and collaborative dialogue. AC provides a flexible framework, recognising a broad range of developmental activities. Each, however, ultimately anchors credentialing in demonstrating

competencies against an agreed framework. APECS, by contrast, places less emphasis on prescribed hours and more on reflective dialogue and systemic impact. However, as a smaller, niche body, its influence is limited, and its approach still sits within the wider competency-driven paradigm that shapes professional recognition.

Scholars such as Burt et al. (2024) and Garvey et al. (2024) suggest that such paradigms overlook the relational, contextual, and identity-based nature of professional growth. They argue that coaching expertise emerges not from technical proficiency in applying models and demonstrating competencies, but from presence, responsiveness, and ethical awareness.

These contrasting approaches to credentialing reveal both the dominance and the limits of competency-based paradigms, creating a valuable backdrop for considering alternative developmental theories that move beyond linear assessment models. Academic perspectives offer more expansive and developmental frames. Constructive-developmental theory (Kegan, 1982; Laske, 2006) views coach maturity as evolving through increasingly complex capacities for meaning-making. Coaches operating at more advanced levels demonstrate higher psychological flexibility, systems thinking, and a greater tolerance for ambiguity. Similarly, transformative learning theory (Mezirow, 1991) emphasises that deep learning arises through disorienting dilemmas, critical reflection, and shifts in identity. Brookfield (1995) extends this perspective by positioning critical reflection as an intentional endeavour, a deliberate process of questioning assumptions and re-examining practice. This emphasis on intentionality reinforces the CPPD model's focus on self-awareness as not merely incidental but actively cultivated by coaches through reflexive practice.

Rather than viewing coach development as a fixed sequence of stages, scholars increasingly favour journey-based models that reflect the lived realities of adult learning (Crosse, 2024). This perspective aligns with the work of Perry (1970) and Daloz (1999), who emphasise that learning is dynamic, non-linear, and shaped by context, relationships, and evolving purpose. Perry argued that developmental progress does not follow a linear, hierarchical path; instead, it emerges through the pursuit of meaningful questions and interests. From this standpoint, coach development is less an ordered progression and more a fluid journey in which criticality and reflexivity arise through experience and engagement. This construction of development aligns more closely with CPPD than with traditional CPD approaches. It emphasises the kinds of learning activities, such as supervision, reflexive practice, and enhancing self-awareness, that foster inner capacity and support personal growth in response to complexity. It acknowledges that developmental shifts can occur at any point in a coach's often messy and ad hoc practice, rather than being the outcome of linear skill acquisition alone.

These perspectives converge on a key insight: effective coach development must go beyond capability and engage with capacity. It must address identity, reflexivity, and meaning-making, dimensions that current CPD models largely overlook. We propose reframing coach development as CPPD to reflect this more integrated, complex, and context-sensitive understanding of how coaches learn and grow. Research by Hullinger and DiGirolamo (2020) underscores this, highlighting the varied ways practitioners conceptualise their development. While acquiring skills and knowledge remains vital, many coaches view experiential learning, supervision, reflective practice, and self-directed exploration as more impactful. Such activities often cultivate the inner capacities needed to navigate complexity and support deep client work.

This reframing also addresses a longstanding tension in the field between doing coaching and being a coach (Drake, 2024). The former refers to the application of techniques, models, and competencies to achieve a defined outcome. The latter implies a developmental identity, one in which the coach brings their whole self into the relationship, informed by emotional intelligence, ethical maturity, and psychological presence. Scholars such as Bachkirova (2016) and Hawkins and Smith (2013) have emphasised that the effectiveness of coaching lies not in technical skill alone, but in the congruence and authenticity of the coach's presence.

This shift in emphasis is increasingly reflected in the evolution of the PCB's competency frameworks. In 2021, the ICF introduced "Embodies a Coaching Mindset" as one of its eight Core Competencies, signalling a turn from exclusively behavioural indicators to a deeper orientation, self-reflection, and inner stance (ICF, 2024). Similarly, the EMCC's revised competence framework incorporates personal congruence, self-awareness, and ethical reflexivity. These additions recognise that coaching expertise cannot be reduced to what the coach does; it must include who the coach is and who they are becoming.

### ***Evolving Understanding of Coach Development***

Since the late 1990s, the nature of executive coaching has evolved considerably, mirroring shifts in the broader organisational landscape and theoretical perspectives on professional practice. Initially positioned as a performance-enhancing intervention rooted in behavioural psychology, coaching was primarily seen as a cognitive, goal-focused process aimed at increasing productivity, confidence, and managerial effectiveness (Grant et al., 2009). Development was conceptualised mainly as acquiring competence, encompassing the mastery of techniques and evidence-based models. Over time, this narrow framing has been challenged (Garvey et al., 2017), with the traditional behavioural approaches to coaching falling short in the current contexts highlighted above.

Bluckert (2005) and Stelter (2014) were among the first to articulate this shift, observing that executive coaching was moving beyond surface-level interventions and into deeper psychological and existential terrain. This is especially critical in a volatile, complex BANI world. They argued that coaches are being called to work with client identity, emotion, and relational dynamics, requiring a different kind of presence and a broader repertoire of developmental strategies. Similar insights have been offered by Lai and McDowall (2014), who found that executive coaching in practice often extends beyond performance enhancement to address questions of self-concept, meaning making, and navigating interpersonal and systemic complexity.

This evolving view positions the coach not only as a skilled practitioner but as a relational instrument whose development must match the complexity of their work. As Garvey (2017) noted, this entails a shift from *technē* to *phronesis*, doing the right thing, in the right way, for the right reasons. It involves ethical discernment, emotional intelligence, and an ability to navigate ambiguity.

As the coaching profession matures, so too does its understanding of development. The earlier focus on behavioural change is giving way to a more integrated view, one that incorporates inner work, emotional regulation, and systemic awareness. This is especially critical

in a volatile, complex BANI world. In such conditions, coaches support clients in remaining grounded and resourceful amid overwhelming situations. Doing so requires maturity and presence that cannot be cultivated solely through competencies. Developmental models, such as CPPD, are needed to support coaches in becoming not only more capable but also wiser, able to meet complexity with clarity, humility, and care.

### ***Why Consider CPPD?***

Some scholars and practitioners (Burt et al., 2024; Crosse & Carden, 2024; Pedrick & Baldelli, 2023) advocate reframing CPD as CPPD to reflect the personal dimensions of growth, including self-awareness, emotional regulation, and reflexive capacity. Hullinger and DiGirolamo (2020) found that many coaches already see development more broadly than traditional CPD suggests. Supervision, therapy, reflective writing, and personal exploration are considered essential to maintaining depth and quality in coaching relationships. Yet these forms of development are often under-recognised or devalued within credentialing structures. For example, when pursuing ICF re-accreditation, activities such as therapy and meditation do not carry the same weight as mentor coaching, which focuses on competencies.

The distinction between doing coaching and being a coach (Bachkirova, 2016; Hawkins & Smith, 2013) reinforces this perspective. Developmental maturity involves aligning inner orientation with outward behaviour. Qualities such as presence, the ability to create psychological safety, and the capacity to navigate complexity arise not only from technical skill but from embodied personal development. Although recent updates to competency frameworks indicate a shift in this direction, implementation is hindered by the continued emphasis on demonstrating competency-based learning activities to maintain professional credentials.

### ***Summary***

While there is growing consensus that coach development must integrate personal and professional dimensions, CPPD remains underdefined. Practitioner guidance primarily focuses on competency-based approaches, while academic writing often describes rather than explicitly explains how developmental change is enacted in practice. Leggett (2016) highlights the absence of applied guidance on pursuing personal development as a coach and the lack of clarity around how it is assessed or valued. There is a need for conceptual and practical models that support a more integrated, pluralistic approach.

Framing coach development as CPPD offers a more accurate reflection of the evolving demands of coaching practice. It draws attention to the relational, emotional, and ethical dimensions of professional growth, prioritising *phronesis* over *technē*, supporting coaches not only in what they do, but in who they are becoming.

### **A CPPD Approach: A New Conceptualisation**

We propose that the coaching profession requires more than the traditional, rational, linear trajectory of knowledge acquisition and skill refinement offered by CPD. Instead, what is needed is a greater focus on the ‘personal’ with a CPPD model, which recognises that development is not always progressive or predictable; instead, it is emergent, developmental, personal, and context responsive. It has a greater focus on the personal, whereby an individual considers how

they are developing as a person to cultivate the self-awareness required in the BANI environment. This repositioning draws on theories of adult learning and transformational learning, both of which offer a more nuanced and holistic understanding of how practitioners evolve and transform. In addition, it reinforces Laske's (1999) idea that coaches can only work with clients at a depth to which they have taken themselves. Based on the current systemic context, coaches are working within a need for deeper work that is increasingly required.

Recent literature in coaching highlights the growing importance of a more holistic approach to coach development, one that integrates both personal transformation and skill refinement (Bachkirova, 2024; Garvey et al., 2024). This shift reflects a recognition that coaches must develop the internal capacity to tolerate ambiguity and complexity, a quality akin to what Keats (1817, cited in French, 1999) described as negative capability: the ability to remain in uncertainties, mysteries, and doubts, without any irritable reaching after fact and reason. In the current BANI context, this capacity for staying with not-knowing is viewed as essential for coaches who support clients navigating rapid change and uncertainty (Bachkirova & Borrington, 2020).

We offer an integrated view of coach development that reframes CPD as part of a broader and more dynamic process – CPPD. This conceptualisation reflects a shift away from technical competence as the sole marker of professional growth and towards a developmental approach that centres the coach as a reflective, adaptive, and evolving practitioner. It is an approach to coach development which offers a more accurate and comprehensive framework for the contemporary coaching profession. It attends to the whole human experience of being a coach, foregrounds development as an ongoing and lived process, and resists the temptation to reduce coaching growth to the number of hours logged or competencies demonstrated. In doing so, it invites a culture of coaching practice that is curious, self-aware, and responsive to the demands of an increasingly complex world.

CPPD moves beyond a checklist of learning activities. It is concerned not only with what a coach learns, but with how they learn and who they are becoming through that learning, and an expansion of their capacity. It draws on learning activities which are most likely to foster developmental growth. This encompasses both formal and informal learning, with formal learning relating to professional development and informal learning contributing to personal growth. When integrated, these dimensions form the foundation of a holistic CPPD approach. The primary focus of formal learning is to build capability as the coach develops knowledge, skills, and tools. In contrast, the primary focus of informal learning is to enhance the coach's capacity to act wisely, work effectively in uncertain situations, and hold multiple perspectives. In terms of capability, this aligns with what Dreyfus and Dreyfus (2008) refer to as advanced beginner or competent performance, which is characterised by guidance from rules and procedural knowledge. Capacity, by contrast, refers to the ability to think and act effectively in complex, ambiguous, or emotionally charged situations. It involves developing presence, resilience, psychological flexibility, negative capability, and self-awareness, qualities that are not taught but cultivated (Bachkirova, 2022; Boston & Ellis, 2019; Carden et al., 2022).

To clarify how we are conceptualising CPPD, Table 1, adapted from Carden and Crosse (2024), contrasts the two orientations.

| Comparison                      | CPD                                                                                                                                                            | CPPD                                                                                                                                                                                                                 |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Focus                  | Professional capability: enhancing knowledge, skills, and competency.                                                                                          | Personal capacity: deepening self-awareness, ethical maturity, reflexivity, and the ability to navigate complexity.                                                                                                  |
| Benefit to Clients              | Improves practice by developing technical expertise and expanding the coaching repertoire.                                                                     | Transforms practice by strengthening relational depth, presence, and capacity to work with and contain complexity and uncertainty.                                                                                   |
| Examples of Types of Activities | Coach-specific education (e.g. webinars, programmes, mentor coaching); skills practice with competency-based feedback; supervision focused on what I am doing. | Deep self-work (e.g. therapy, retreats); embodied and somatic practices (e.g. yoga); learning from life; formal learning that invites engagement with paradox and complexity; supervision focused on how I am being. |
| Inquiry Focus                   | Reflective practice: Focused on improving technique and outcomes; What happened? and What could I do differently?                                              | Reflexive practice: Focused on meaning-making: How am I making sense of this? What assumptions, identities, or systems are shaping my response? What does that mean for a) me as a human being and b) as a coach?    |
| Professional Context            | Often required for accreditation and recording Continuing Professional Development (CPD) hours.                                                                | Although it may not be consistently formally recognised, it contributes significantly to coaching maturity and depth, and adult development.                                                                         |
| Developmental Orientation       | Doing: What am I doing as a coach?                                                                                                                             | Being: How am I being and thinking as a coach? Who am I becoming, and what's my purpose?                                                                                                                             |
| Meaning-Making Orientation      | Reinforces and extends existing frames of reference. Enhances performance within current ways of understanding.                                                | Facilitates transformation in how meaning is made. Supports shifts in perspective and an appreciation of multiple perspectives.                                                                                      |

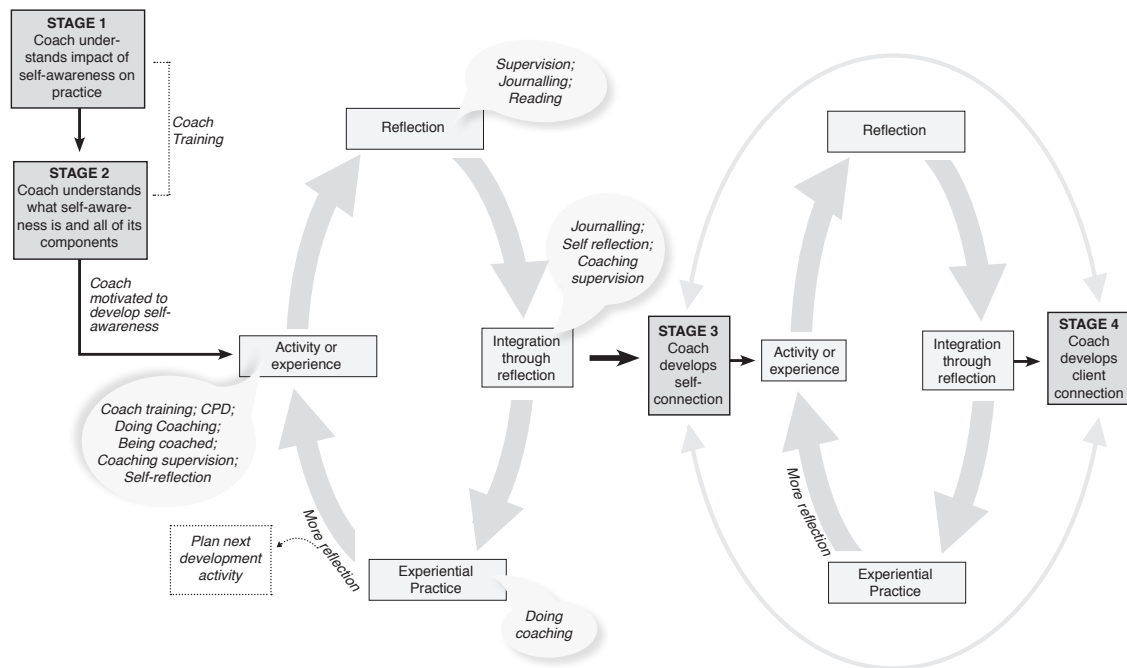
**Table 1: A Comparison Between CPD and CPPD**

This conceptualisation is echoed in empirical research. Crosse (2024) found that experienced coaches often described their development not as a process of adding more but of reconfiguring, letting go of what no longer served them, embracing discomfort, and engaging more deeply with their internal world. The study emphasised that personal development often precedes professional growth: it is through enhancing personal awareness and self-regulation that coaches become better equipped to use their skills effectively. Similarly, Carden et al (2022) found that self-awareness is not a static trait but a dynamic developmental process that requires intentional practice, relational feedback, and continuous reflection. It is proposed that CPPD is



more of an ongoing and dynamic process with no finite endpoint, unlike skills development, which can be viewed as having an end and perhaps an assessment point.

Figure 1 conceptualises CPPD, demonstrating the ongoing cyclical nature of self-awareness and self-development work. It highlights that self-work is required to develop, firstly, self-connection and then the nature of the deep client connection discussed previously. This underpins the perspective that a coach can only take a client as deep as they have taken themselves (Laske, 1999), in that self-connection must first be developed before a coach can attain effective and deep client connection. Whilst client connection will be forming through the coach's development, it is at stage four that the connection becomes qualitatively deeper and more authentic, as the coach brings greater congruence and reflexivity into the relationship. The figure also illustrates how the client's work can inform and shape further self-awareness and self-development through reflexive practice. At this stage, learning takes the form of *phronesis* and situational judgement. CPPD moves beyond the technical mastery of skills and methods, towards a developmental orientation which enables coaches to embody wisdom-in-practice through their relational depth with clients.



**Figure 1: Conceptualising CPPD**

This positions self-work and reflexivity in coaching development as a central tenet, whereby CPPD invites coaches to engage with the deeper layers of their identity, motivation, and meaning making. It recognises that personal and professional development are not separate domains but are inextricably linked, as highlighted in Figure 1, whereby coach development can

be viewed as a strand of self-development. Unlike CPD, CPPD learning is relational rather than solely cognitive, and developmental rather than merely procedural.

The cyclical nature of the CPPD model aligns with Kolb's (1984) experiential learning cycle, in which development occurs through iterative processes of experience, reflection, and application. At Stage 2, where coach motivation and intent shape the developmental process, Brookfield's (1995) view of critical reflection as an intentional practice is especially relevant. Here, self-awareness is not incidental but deliberately pursued through examining assumptions and purpose. Transitions between stages, particularly between Stages 1 and 2, and Stages 2 and 4, can be viewed as "disorienting dilemmas" (Mezirow, 1991, p.168), moments that challenge existing frames of reference and open up the possibility of transformative learning. Together, these perspectives highlight that CPPD is both a deliberate practice of reflexivity and an emergent process shaped by experience, aligning with adult learning theories that emphasise ongoing reflection as central to deepening development.

If coach development is conceived as a journey, this concept of CPPD can be seen as offering a flexible map, one that supports coaches in navigating diverse routes depending on their contexts, motivations, and unique needs. For some, the journey may emphasise skill acquisition and technical knowledge, aligning more closely with conventional CPD models. These coaches might engage in short courses exploring approaches such as Gestalt, Cognitive Behavioural, or Systemic Leadership Coaching, supported by webinars, conferences, or independent reading. While personal development may play a more minor role, reflexive practices such as supervision often remain part of their path. For others, development is centred on cultivating a deeper sense of self or enhancing self-confidence, and their map might include mindfulness training, therapy, or supervision with a focus on reflexivity and presence. Still others may prioritise credentialing, focusing on progressing through professional accreditation levels, logging hours, and learning how to establish a sustainable coaching practice. These routes are not mutually exclusive; instead, they highlight the diversity of perspectives on what development entails and how it unfolds. This plurality reinforces the relevance of journey-based models over linear or stage-based frameworks, reflecting the core ethos of CPPD: that development is ongoing, situated, and shaped by each coach's evolving sense of what it means to work with expertise.

In summary, CPPD offers a more accurate representation of the contemporary developmental needs of coaches. It accommodates both professional development and personal growth, which adds to the coach's repertoire. It creates space for discomfort, experimentation, and identity work. Crucially, it invites coaches to view development not as a box-ticking exercise, but as a lifelong process of becoming.

### **Implications and Emerging Issues**

With the CPPD conceptualisation presented above, there is a disconnect between the competency-based development valued by credentialing systems and what experienced coaches report as most beneficial for their development (Crosse, 2024). Practices such as supervision, reflective journaling, therapy, embodied learning, or time in nature often sit outside conventional CPD frameworks and can be difficult to categorise or credit. The result is a mismatch between

what the PCBs require as evidence of coach development and CPPD, and the lived relational and non-linear nature of what is experienced in practice.

Crosse (2024) suggests that developmental growth is often cyclical rather than linear, emerging through discomfort, reflection, and disruption of habitual responses. Supervision, critical dialogue, personal challenges, and moments of uncertainty frequently act as catalysts for transformation. What is required is not simply a rebranding of CPD, but a re-conceptualisation of coach development, one that acknowledges the role of context, emotional readiness, and purpose in shaping a coach's developmental trajectory.

### ***Implications for Coaches, Supervisors and Coach Educators***

This has practical implications for coaches, supervisors, and educators. For coaches, CPPD reframes development as a self-authored, integrative process. It encourages reflection on personal purpose, values, and identity, rather than defaulting to the next credential. Tools such as the Developmental Mindset Inventory (Crosse, 2023) offer structured ways to prioritise developmental needs and align them with broader life and professional contexts. Individual coaches are encouraged to incorporate activities which develop themselves and their capacity as part of their developmental plans. For supervisors, CPPD provides a foundation for a more relational and person-centred approach to supporting coach growth. Supervision becomes a developmental partnership, focused on ethical discernment, emotional resilience, and reflexivity. Learning environments can be intentionally designed to embrace uncertainty, invite emotional depth, and normalise the messiness of growth. For educators, the CPPD model can establish expectations for ongoing, deeper self-development after course completion/qualification. In addition, this CPPD approach offers educators the opportunity to focus not only on the technical aspects of coach development but also to incorporate self-development, with a focus on reflexivity and meaning-making in course content.

### ***Implications for the Professional Coaching Bodies***

While each of the PCBs differs in emphasis, they share a reliance on competency-based credentialing, which shapes the kinds of developmental activities that are valued and recorded. We recommend that PCBs complement their existing approaches by more explicitly recognising CPPD oriented practices, e.g. accepting therapy hours or a yoga retreat as developmental activities for accreditation. For the ICF, this could mean placing greater weight on reflexivity and personal development alongside structured learning hours. For the EMCC and AC, it would involve strengthening the recognition of diverse and informal learning activities. For APECS, it would involve amplifying its systemic and dialogic orientation within a broader developmental framework. Such steps would enable the PCBs to align credentialing more closely with the developmental demands of contemporary coaching practice, bridging the gap between technical capability and personal capacity.

For PCBs, a shift towards CPPD invites reconsideration of what constitutes valid evidence of ongoing development. Rather than privileging measurable activity, accreditation frameworks might recognise a more diverse portfolio, including embodied and experiential learning, developmental supervision, and reflexive practice that prioritises being as much as doing.

However, this is a call to the PCBs regarding how they support, structure, and evidence coach development, as well as their approach to credentialing.

### ***Implications for Theory and Research***

This article also contributes to a theoretical reframing of coach development as a learning activity, grounded in adult and transformative learning theories. It challenges the prevailing view of development as linear and competence-based, and instead positions it as emergent, cyclical, and shaped by context and identity. Although the CPD/CPPD distinction is gaining conceptual clarity (Crosse, 2024; Burt et al., 2024), empirical research into how coaches engage with CPPD remains underdeveloped.

Future studies, particularly qualitative and mixed-method designs, could examine how coaches navigate this terrain, what supports or hinders their growth, and what differentiates self-authored development from more compliance-based approaches. Future research may also investigate whether differences in client outcomes exist between coaches who engage in CPPD oriented development and those whose practice is primarily shaped by competency-based CPD frameworks. Such studies could provide valuable evidence of the impact of developmental approaches on client experience and effectiveness.

While the literature has often focused on skill acquisition and behavioural competence (Carden et al., 2022; Bachkirova & Jackson, 2024), CPPD prompts inquiry into deeper developmental outcomes such as ethical maturity, psychological flexibility, and the ability to hold multiple perspectives. There is scope to examine how CPPD-informed practices shape supervision, professional identity, and ethical maturity.

Finally, as CPPD draws on traditions in psychotherapy, adult education, and developmental psychology, comparative studies across professions may reveal valuable insights into interdisciplinary models of practitioner growth and maturity.

### **Conclusion**

The shift from CPD to CPPD is not merely semantic. It reflects a necessary evolution in how we conceptualise coach development. Coaching is not a technical profession; it is a relational, ethical, and deeply human endeavour. As such, the development of the coach must be equally human, personal, and contextual. While these insights resonate with experienced practitioners and scholars already attentive to inner development, they also carry important implications for novice coaches and those entering training programmes, who benefit from a clear framework that sets expectations for lifelong growth beyond initial accreditation. For coach educators and supervisors, CPPD offers a foundation for designing developmental learning environments that integrate both personal and professional dimensions. For PCBs, CPPD highlights the need to reconsider how credentialing processes recognise diverse forms of developmental learning. By broadening attention in this way, we underscore the impact and significance of CPPD, positioning it as a dynamic and integrative approach to sustaining depth and integrity in coaching practice. We invite coaches, supervisors, educators, and PCBs to engage in this conversation and consider how we might collectively foster a developmental

culture that supports the depth, complexity, and integrity our clients deserve and need to operate in the current context.

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