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“Leading the development of coaching psychology around the world”

Welcome & Update from the Chair

INSIDE THIS ISSUE:

Welcome & Update from the Chair

Authentic leadership	3
Solution-focused coaching models	6
The adaptation of the PRACTICE model to the Portuguese language	10
Developing Senior Executives	15
Two articles sharing Reflections of a Coaching Psychologist	19 22
Dr Ole Michael Spaten speaks to CPI	26
Update reports from Holland, South Africa, Italy and Israel	28 30 32 34
1st International Congress of Coaching Psychology Reports	35 37
Who is who on the ISCP Board.	39



Dr Siobhain O'Riordan
Chair

Welcome to this issue of Coaching Psychology International (CPI), which offers a range of contributions on topics such as Authentic leadership, Coaching models, Developing senior executives and a new section sharing Reflections of Coaching Psychologists. You will also find update reports from around the world including from the Netherlands, South Africa, Italy and Israel. We also have reports from the 1st International Congress of Coaching Psychology events in the Southern Hemisphere and Ireland. As a strategic partner of the International Congress we are delighted to hear about the success of individual events.

It has continued to be a busy time for the Society in 2011. Perhaps the most recent and important development is our name change to the 'International Society for Coaching Psychology' (ISCP) to reflect the international aspects of our work. We are currently working on the practical changes to support this name change, including the de-

velopment of different versions of our new logo that will be available very soon. We have already launched a new website, which is available at www.isfcp.net and includes a members only area.

Another important development is that In May, the ISCP and the Society for Industrial and Organisational Psychology of South Africa (SIOPSA) and the SIOPSA Interest Group of Coaching and Consulting Psychology (IGCCP) signed a Memorandum of Understanding (MOU) acknowledging a desire to communicate, and work together in support of the development of the Coaching Psychology profession in South Africa and internationally. The Society has also agreed similar MOU's with psychology groups in Italy and Israel.

Throughout this year we have also welcomed a number of additional leading psychologists as Honorary Vice-presidents to support us further in our work (please see our website for details). You will find our interview with Dr Ole Michael Spaten later in this issue.

Happy reading.

siobhain@societyforcoaching.psychology.net

Coaching Psychology International

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Can Coaching Psychology help develop Authentic Leaders: Part One

Tony Fusco, Stephen Palmer and Siobhain O'Riordan



Abstract

This is part 1 of a two part article looking at the emerging field of Authentic Leadership. As this field's rallying cry is "to thine own self be true" the article briefly charts the study of Self and the challenge that poses to the study of this latest leadership paradigm. It looks at the work undertaken to date to conceptualise the term, considers a more contemporary working definition and highlights four constructs underlying this definition. Finally, it will briefly consider some differences to existing leadership theories. Part two of the article will go on to explore how Coaching Psychology can help in the development of Authentic Leadership.



Keywords: Authentic leadership, Leadership Development, Coaching psychology, Self, Self-awareness.

It appears that a decade of corporate scandals has been a sufficient catalyst for the emergence of a new leadership paradigm. One based on values, principles and integrity, and known as Authentic Leadership.

It is being exhorted in the commercial arena by business heavyweights such as Bill George (2003) and studied academically, perhaps most notably, by researchers at the University of Nebraska-Lincoln USA. Nebraska's collaboration with the Gallup Corporation has led to the creation of the Gallup Leadership Institute which held its inaugural summit in 2004 focusing solely on Authentic Leadership, Gardner, W. L., Avolio, B. J., and Walumbwa, F. O. (2007).

The idea of Authentic Leadership is very much in its infancy which means there are still far more questions than answers about it, such as; what are its underlying conceptual constructs, how do these differ from existing leadership theories and is it something that can be developed? And of course of specific interest to us, can coaching psychology play a part in this?

By way of an introduction to this emerging field, this article will look briefly at the first of these questions, what are the theoretical constructs underlying Authentic Leadership? Part Two will then take one of these underlying constructs, namely Self-Awareness and explore in more detail how coaching psychology can assist in the development of this aspect of Authentic Leadership.

To start with though, when considering authenticity, it is

necessary to give some thought to exactly what it is we are being asked to be authentic to.

The term Authenticity is often described using the ancient admonition; "to thine own self be true", which offers some broad sense of purpose and direction, but also poses an immediate challenge. Namely, the considerable task of understanding exactly what it is we mean by 'Self'. At best this forms a disparate path of enquiry. The intellectual inquiry into the Self can be traced back to Plato in Ancient Greece with the discussion continued in modern philosophy by the like of Descartes. However, it was not until William James (1890) who wrote about 'The Consciousness of Self' in his book *Principles of Psychology*, that the question was taken up in psychological terms. Behaviourism and Psychoanalysis then dominated for many years but midway through the 20th Century the issue of 'Self' was actively engaged with once more, through the Humanistic focus on personality. Finally, in the latter half of the century the Cognitive revolution unfolded leading to increased attention on the study of 'Self' through a focus on internal processes such as self-awareness and self-regulation. So it seems from the outset, the task of defining the construct of 'Self' has proved as difficult as any within Psychology, and characterised by the development of many distinctly different definitions. For a fuller exploration of this, see Leary and Price Tangney (2005). So setting aside the exacting subject of 'Self' for the time being, what progress has been made of conceptualising Authenticity?

It may be helpful to start with a more contemporary definition of Authenticity, and in particular Authentic Leadership as, 'a process whereby leaders become self-aware of their values, beliefs, identity, motives and goals, and grow to achieve self-concordance in their actions and relationships' Gardener, W. L., Avolio, B. J., and Walumbwa, F. O. (2007) pp. 392.

To refine this further, the research of Kernis (2003) in the field of social psychology has identified four basic dimensions of authenticity; self-awareness, balanced processing, relational transparency and authentic behaviour. This research has in turn served as a theoretical basis for further developments in the theory, such as that of Gardener, W. L., Avolio, B. J., Luthans, F., May, D. R., and Walumbwa, F. O. (2005) who propose a self-based model which focuses on the self-awareness and self-regulation components of Authentic Leadership.

The emergent nature of Authentic Leadership theory brings with it fundamental and pressing issues; that is, to define the construct of Authentic Leadership and in time to provide evidence for the constructs validity. The work of Walumbwa, Avolio, Gardener, Wernsing, and Peterson (2008) in particular has made a start in addressing this issue with their development of a four-factor Authentic Leadership model, even going as far as to show how this differs from similar leadership constructs such as Transformational Leadership and Ethical Leadership. Building on the work of Avolio, Gardener and Luthans et al (2005) they have proposed the following model of Authentic Leadership:

Self-awareness – that relates to an understanding of how a leader makes meaning of their world and how that impacts how they view themselves.

Relational Transparency – which means presenting one's genuine self to others through the expression of true thoughts and emotions.

Balanced Processing – refers to leaders who objectively assess data and situations free from any form of internal bias or distortion.

Internalised Moral Perspective – includes internal self-regulation based on a leaders own values and moral standards and their inner drive to achieve behavioural integrity and congruence with these.

In sum, "they act in accordance with deep personal values and convictions to build credibility and win the respect and trust of followers" Avolio (2004).

So, if self-awareness is one of the proposed core constructs of authentic leadership, and conceptualising 'Self' remains so problematic, what exactly is it we are trying to be aware of? Gardener et al (2005) suggest that self-awareness is a "process by which persons come to reflect on their own unique values, identity, emotion, goals and

motives" (p349), captured with the acronym GIVE. They propose that authentic leaders will be transparent about the *goals* they have for their leadership of an organization. Also, they suggest that for authentic leaders, the role of leadership is actually encompassed into their own personal *identity*. They also say that once authentic leaders have decided upon a set of *values* they internalise them and remain true to the. Crucially here, it is this set of internalised values that guide them through the challenge and ambiguity of leadership, more than social or situational pressures. Finally we come to *emotions*, which have two defining features. Firstly, authentic leaders are hypothesised to express genuine and open emotions to their followers. And secondly, they are expected to be effective regulators of these emotions along with the decision-making and behaviours that follow them.

One conceptual overlap between Authentic Leadership and Ethical or Transformational Leadership is the moral and ethical element of each theory. That is, they all emphasise leadership behaviour based on honesty and integrity along with ethical role-modelling and a commitment to a set of underlying principles and values.

However, it is one of the conceptual distinctions namely self-awareness, that Part two of this article will explore further. Specifically, can Coaching Psychology help teach it? It is a laudable mantra, "to be true to thine self" but is this something that leaders can learn? How exactly does a leader discover their true Goals, Identity, Values and Emotions and what contribution can Coaching Psychology make to this?

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Biographies:

Tony Fusco is a Coaching Psychologist specialising in leadership development and is currently undertaking research into Authentic leadership development at City University, London.

Professor Stephen Palmer PhD is Founder Director of the Coaching Psychology Unit, City University and Director of the Centre for Coaching, London, UK. He is Honorary President of the Association for Coaching and Honorary Vice President of the Society for Coaching Psychology. He is Co-editor of the *Handbook of Coaching Psychology*, Executive Editor of *Coaching: An International Journal of Theory, Research and Practice*, and UK Co-ordinating Editor of the *International Coaching Psychology Review*.

Siobhain O'Riordan is a Deputy Director of the Coaching Psychology Unit at City University, London, UK.

Correspondence

Tony Fusco

Email: Tony.Fusco.1@city.ac.uk

Prof Stephen Palmer

Centre for Coaching

International Academy for Professional Development Ltd

156 Westcombe Hill

London, SE3 7DH

UK

Email: palmer@international-academy.eu

URL: www.centreforcoaching.com

URL: www.iafpd.com

Dr Siobhain O'Riordan

Email: siobhain.oriordan@btinternet.com



Introducing SOLUTION and FOCUS: Two solution-focused coaching models

Helen Williams, Stephen Palmer and Bill O'Connell



Abstract

This article introduces 'SOLUTION' and 'FOCUS', two solution-focused coaching models. SOLUTION provides a memorable acronym for an established eight-step solution-focused framework used in coaching, counselling and stress management. FOCUS is intended to provide a five-step summary of this framework, for use with coachees who are very familiar with the process, and/or for use in group and team coaching.



Keywords: SOLUTION, FOCUS, Solution-focused coaching, team coaching

Introduction

Solution-focused coaching (SFC) is an '*outcome-oriented, competence-based approach*' (O'Connell & Palmer, 2007: 278), which has benefitted from significant academic and practitioner research over the last decade, demonstrating both its effectiveness as a coaching method and its potential to be integrated with other coaching methods such as cognitive behavioural coaching (Grant 2003; Green et al 2005, 2006; Spence and Grant, 2005, 2007; Green, Grant and Rynsaardt, 2007; Grant, 2008; Yu et al, 2008; Grant et al, 2009) and mindfulness coaching (Spence, Cavanagh & Grant, 2008). Solution focussed brief therapy was originally developed by Steve de Shazer and Insoo Kim Berg (see de Shazer et al., 1986) for use within the field of family therapy. The approach has since been creatively adapted and effectively applied in a range of contexts including coaching, education, social work, health coaching, supervision, team coaching and organisational development (O'Connell & Palmer, 2007). The underlying principles and practices of SFC include:

- Minimising theory and helping the coachee to resolve their problems in the briefest, simplest way possible
- Respecting the individual and viewing them as highly capable of finding the best solutions to their problems
- Validating their concerns whilst encouraging positive re-framing and solution-talk
- Focusing on their goals, strengths and resources and highlighting exceptions to the problem
- Helping coachees to imagine their preferred future
- Identifying signature solutions and small, progressive next steps
- Sharing appreciative feedback on contributions made during sessions, and progress made in-between sessions

A number of solution-focused coaching models exist. Norman (2003) developed the Reflecting Team Model, with six steps of Preparing, Presenting, Clarifying, Affirming, Reflecting and Concluding. O'Connell describes a three-step process model (O'Connell, 2001, 2004) covering Problem talk, Future talk and Strategy talk. In a special report on SFC, 'Solution-Focused Coaching: Lost and Found' (Palmer, Grant & O'Connell, 2007), Grant describes his Probing for Solutions model, with four steps Listen for solutions, Probe for solutions, Talk about solutions and Plan for solutions. Jackson and McKergow (2007) advocate the OSKAR model with five key steps representing **O**utcome, **S**caling, **K**nowhow and resources, **A**ffirm and action, **R**eview. Palmer's (2007) PRACTICE model originated in the field of problem-solving, but has developed in to a solution-focused approach (Palmer, 2008), with seven-steps of **P**roblem identification, **R**ealistic, relevant goals developed, **A**lternative solutions generated, **C**onsideration of consequences, **T**arget most feasible solution(s), **I**mplementation of **C**hosen solution(s) and **E**valuation.

In his book 'Solution-Focused Therapy' (1998; 2005) O'Connell describes an eight-step solution-focused model (O'Connell 1998; 2005; O'Connell, 2003; O'Connell & Palmer, 2007). The intention of this article is to present an acronym to aid recall of this SFC process, which is particularly important for coaching models with more than four or five steps (Palmer, 2007). The SOLUTION acronym should be useful for solution-focused coaching in business contexts, where aide-memoires may form an expectation. In addition, this article presents the FOCUS acronym, which summarises the eight-step SOLUTION model in to five steps. The FOCUS model may be useful for coaching individuals who are very familiar with the SFC process, and/or for use in group and team coaching.

The SOLUTION model

The acronym 'SOLUTION' represents eight important elements of the established coaching process as follows:

- S** Share updates Invite the coachee to reflect on and talk through any change observed in their situation or behaviour prior to coming to the meeting.
- O** Observe interests Interests and hobbies can reveal key strengths and sources of motivation. Invite the coachee to engage in problem-free talk and listen for signature strengths and resources.
- L** Listen to hopes and goals Engage in problem-talk long enough to validate the coachee's problems and concerns. Move discussion on from a problem-focus to a solution-focus, helping the coachee to describe their aspirations and formulate their forward-looking goals.
- U** Understand exceptions Ask questions to understand the exceptions; when has the problem not been present; when has the coachee responded differently and achieved a positive outcome; what was different about the situation; what strengths, skills and resources did they use?
- T** Tap potential Reflect back the coachee's strengths, skills, competences, signature solutions and other resources; help the coachee to consider how these might be of use in solving the current problem or challenge.
- I** Imagine success Using a form of the 'miracle question' (de Shazer, 1988), help the coachee to imagine what their preferred future looks like; e.g. waking to find their problem solved, what do they notice is different; how are they thinking, feeling and behaving; what is the response from others?
- O** Own outcomes Clarify the next steps to be taken; what small step might they take next to progress towards achieving their goal? Use the scaling technique to ascertain the coachee's level of confidence to act; on a scale of one to ten, where ten is completely confident, how confident do they feel; if confidence is less than seven, what might help them to be more confident? Confirm next steps.
- N** Note contributions Offer appreciative feedback on the coachee's contributions during the session and reflect back the progress they have made towards their goal. Seek appreciative feedback on the coaching session; what worked well and what might be done differently in the future? Explore the extent to which the coaching goal has been met, and agree whether or not any further coaching sessions are required.

SOLUTION may be used for coaching in a range of contexts including skills and performance, management and leadership, health and life/personal coaching.

The FOCUS model

The acronym 'FOCUS' summarises the above solution-focused coaching process in five steps as follows:

- F** Free-talk Encourage the coachee or team to talk about hobbies and interests. This is a surprisingly useful step in the coaching process, helping team members to get to know each other, and drawing attention to natural strengths and resources that might be usefully applied to solving current problems.
- O** Openly explore goals Invite the coachee or group to talk through their goals and aspirations – what progress have they made in this area on the run up to the meeting; what do they see as their specific, measurable and achievable goal?
- C** Consider resources and exceptions Help the coachee or group to identify personal or team core strengths, knowledge, skills, qualities and other resources – when are they at their best; what successes have they had recently and what did they do to achieve it; when is the current problem not an issue; how are they thinking, feeling and behaving at those times?
- U** Understand preferred future Using a form of the 'miracle question' (de Shazer, 1988), help the coachee or group to imagine what their preferred future looks like; in a near future where the coachee or team have achieved the desired goal, what can they see happening, and what are they doing; what impact is the team having; how are colleagues and clients reacting; how does it feel to be part of this successful team?
- S** Sign up to small steps Confirm next steps and offer appreciative feedback on the coachee or team's progress and contributions during the session. Seek feedback on the coaching process and agree whether or not any further coaching sessions are required.

The FOCUS model can be useful for coaching coachees who are experienced with the SFC process, and/or for use in team or group coaching.

Conclusion

Solution-focused coaching has gained much attention internationally and across the contexts of coaching, counselling and stress management. O'Connell's eight-step process has been widely used in these contexts. This article presents the SOLUTION acronym for this established framework, as well as a summary five-step model FOCUS which may be usefully applied in group and team coaching. Further academic research and practitioner studies would be useful to add to the increasingly strong evidence-base for the effectiveness of solution-focused coaching, and to generate feedback on the usefulness of the two acronyms here discussed.

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Biographies:

Helen Williams C.Psychol MSc is a practising coaching psychologist and MSCP, specialising in solution-focused cognitive behavioural coaching. Initially qualified as an occupational psychologist, Helen gained over ten years commercial experience working with SHL. She has co-authored articles and chapters on coaching in organisations, cognitive behavioural coaching, assessment and development, psychometrics in coaching and stress management.

See earlier article for Prof Stephen Palmer's Biography.

Bill O'Connell is one of the UK's leading experts in the Solution Focused approach. Bill's background is in social work, youth work, lecturing, counselling and management. He edited (with Palmer) the Handbook of Solution-Focused Therapy.

Correspondence

Helen Williams
Centre for Coaching
International Academy for Professional Development Ltd
156 Westcombe Hill
London, SE3 7DH
UK
Email: HelenWilliamsConsulting@gmail.com

Prof Stephen Palmer
Centre for Coaching
International Academy for Professional Development Ltd
156 Westcombe Hill
London, SE3 7DH
UK
Email: palmer@international-academy.eu
URL: www.centreforcoaching.com
URL: www.iafpd.com



Towards the practice of coaching and coaching psychology in Brazil: the adaptation of the PRACTICE model to the Portuguese language

Gisele Dias, Leila Gandos, Antonio Egidio Nardi and Stephen Palmer

Abstract

This paper introduces 'POSTURA' and 'POSITIVO' as two alternatives for an adaptation of the 'PRACTICE' psychological model that is used within cognitive behavioural coaching and therapy. It is part of an international collaborative project aimed at establishing and developing coaching psychology in Brazil. PRACTICE is an important tool for helping coachees achieve their goals using a problem-solving and solution-focused framework.

Keywords: PRACTICE, POSTURA, POSITIVO, cognitive behavioural therapy, cognitive behavioural coaching, solution-focused framework

Resumo

Este artigo apresenta os modelos "POSTURA" e "POSITIVO" como duas alternativas para a adaptação do modelo psicológico "PRACTICE", utilizado no coaching e na terapia cognitivo-comportamental. O presente trabalho é parte de um projeto de colaboração internacional para o estabelecimento e desenvolvimento da psicologia do coaching no Brasil. O modelo PRACTICE é uma importante ferramenta no processo de alcance de metas sob uma abordagem de resolução de problemas com foco na solução.

Palavras-chave: PRACTICE, POSTURA, POSITIVO, terapia cognitivo-comportamental, coaching cognitivo-comportamental, abordagem focada na solução

Introduction

Brazil has experienced an unprecedented economic and social development over the past two decades. Along with Russia, India and China (the BRIC countries), Brazil is emerging as one of the most important areas of growth of the contemporary world (Sotero and Armijo, 2007). In this context, several fields of study emerge as strategic contributors for shaping Brazil as a major player in the international system, such as the fields of transport, energy, medical assistance, education, and the search for environmental solutions to sustain the economic growth. Throughout all these, it is worth noting the crucial role coaching can play for enhancing the performance of Brazil's professionals and institutions. The need for coaching psychology is emerging in the Brazilian context.

As part of the efforts to develop coaching psychology in Brazil, psychologists Dias, Edgerton and Palmer (2010) adapted the SPACE model¹ (see Edgerton and Palmer, 2005; Williams et al., 2010) for the Portuguese Language, resulting in the FACES acronym, for use within coaching, therapy and stress management. In addition, Dias and Palmer with colleagues have set up a Coaching Psychology Unit in Brazil².

In this article, the adaptation for the Portuguese Language of the PRACTICE model is proposed. PRACTICE is an established seven-step framework developed by Stephen Palmer (2007; 2008) to be used in therapy, counselling, stress management and coaching to help clients assess issues or problems and implement solution-focused strategies.

¹ The SPACE acronym represents: S – Social context or Situation; P – Physiology or Physical; A – Action; C – Cognition; E – Emotion

² Coaching Psychology Unit, Laboratory of Panic and Respiration, Institute of Psychiatry, Universidade Federal do Rio de Janeiro (UFRJ), Rio de Janeiro, Brazil.

The next section will briefly describe PRACTICE and illustrate how it has been adapted to the Portuguese language for use in Brazil and in other Portuguese speaking countries.

The PRACTICE model

The PRACTICE model was developed in by Palmer (see 2007) as an adaptation of the seven-step framework proposed by Wasik (1984) which is summarised as: 1. Problem identification 2. Goal selection 3. Generation of alternatives 4. Consideration of consequences 5. Decision making 6. Implementation 7. Evaluation. In English the acronym PRACTICE is easy to remember and clearly conveys the ultimate purpose of problem-solving approaches, making it a useful tool for clients to promptly use and keep focus. See next:

- P** Problem identification
- R** Realistic, relevant goals developed
- A** Alternative solutions generated
- C** Consideration of consequences
- T** Target most feasible solution(s)
- I** Implementation of
- C** Chosen solution(s)
- E** Evaluation

Table 1 provides important examples of strategic questioning to specifically address each step of PRACTICE (Palmer, 2007; 2008; Palmer and Szymanska, 2007).

Table 1: Questions and instructions to address each topic of the PRACTICE Model (© 2008 Palmer)

Steps	Questions/actions
1. Problem identification	What's the problem or issue or concern? What would you like to change? Any exceptions when it is not a problem? How will we know if the situation has improved? Any distortions or can the problem or issue be viewed differently?
2. Realistic, relevant goals developed (e.g. SMART goals)	What do you want to achieve?
3. Alternative solutions generated	What are your options? Let's note them down.
4. Consideration of consequences	What could happen? How useful is each possible solution? Rating scale: 0–10
5. Target most feasible solution(s)	What is the most feasible solution(s)?
6. Implementation of Chosen solution(s)	Go and do it. (Develop manageable steps)
7. Evaluation	How successful was it? Rating scale 0 to 10 What can be learnt? Can we finish coaching now?

In 2005, Edgerton and Palmer pointed out the importance of an acronym to serve as an *aide mémoire*, stressing that this becomes more crucial when clients are expected to promptly recall frameworks with more than four or five solution-seeking steps. For this reason, it is important that

the adaptation of the PRACTICE model for other languages follow the same principle.

In Portuguese the exact word for PRACTICE does not fit the original message from each letter of the referred acronym. However, two meaningful, coaching-related terms

may convey the seven steps proposed by the original English framework: POSTURA (“Attitude”) and “POSITIVO” (“Positive”). The translation is below:

Problema (Problem/ Problem Identification)
Objetivos (Objectives/ Goals)
Soluções Alternativas (Alternative Solutions)
Tomar ciência das consequências (Become aware of the consequences)
Ultimar Solução (Decision-making)
Realizar (Act)
Avaliar Resultados (Evaluate)
Problema (Problem or Problem Identification)
Objetivos (Objectives or goals)
Soluções possíveis (Alternative solutions)
Identificação das consequências (Identification of consequences)
Tomada de decisão (Choosing an alternative, decision-making)
Implementação da solução mais
Viável (Implementation of the most feasible solution)
Olhar/Observar os resultados/progressos (Observe results and progress, evaluate).

Figure 1: The adaptation of PRACTICE to the Portuguese spoken in Brazil.

It is interesting to note that, as being an adaptation of the PRACTICE framework, the steps comprised by “POSITIVO” are different from those expressed in the “POSITIVE” acronym developed by Libri (2004).

Table 2 shows how to address each of these steps in a Portuguese-spoken setting, following the same topics described in Table 1.

Adaptation of POSTURA and POSITIVO to all Portuguese speaking countries

The differences between written Brazilian Portuguese and European Portuguese are similar to those found between American and British English and relate to grammar, spelling and lexicon. Eight Portuguese-speaking countries support the Portuguese Language Orthographic Agreement of 1990 (*Acordo Ortográfico da Língua Portuguesa de 1990*) in order to reduce orthographical differences between them, thereby making the language more uniform and subsequently facilitating written communication among Portuguese speakers. In this sense, it is possible that the advantages regarding the FACES framework (see Dias et al., 2010), also apply to the POSTURA and the POSITIVO frameworks as they could be appropriate for use not only in Brazil, but as well in Portugal, Angola, Cape Verde, Guinea-Bissau, Mozambique, São Tomé and Príncipe, and East Timor. However, there is a slight difference in the word “Objetivos” (Brazil), which

would be “Objectivos” in Portugal and in other countries in which the European version of the Portuguese language is used. See Figure 2.

Conclusion

This article has shown how PRACTICE has been adapted to the Portuguese language using the acronyms POSTURA and POSITIVO initially for specific use in Brazil and how subsequently it can be transferred to other Portuguese speaking countries with slight differences in the spelling. For an in-depth understanding of PRACTICE and its application to various domains, see Palmer (2005; 2007), Palmer and Szymanska (2007), Williams and Palmer (2009) and Williams, Edgerton and Palmer (2010). This article represents the effort that is being made in order to establish and develop psychological based models of coaching in Brazil. Along with the adaptation of SPACE to FACES (Dias et al., 2010), the present work represents the beginning of coaching psychology in Brazil, a movement that can be spread to other Portuguese speaking countries. Hopefully, it is expected that this kind of initiative may inspire professionals from other Latin-American countries that, like Brazil, may benefit from the research and adaptation of useful and grounded coaching tools for personal, professional and, ultimately, institutional growth, and contribute for the development of this promising field of coaching psychology worldwide.

Table 2: Questions and instructions to address each topic of the POSTURA and POSITIVO Model.

Steps	Questions/actions
1. Problema	Qual é o problema/ tópico/ questão? O que você gostaria de mudar? Alguma situação em que isso não seja um problema? Como saberemos se houve melhoras? Alguma distorção? A questão pode ser vista de forma diferente?
2. Objetivos	O que você quer alcançar?
3. Soluções Alternativas/ Soluções Possíveis	Quais são suas opções? Vamos anotá-las.
4. Tomar ciência das consequências/ Identificação das consequências	O que poderia acontecer? Quão útil é cada alternativa? Escala: 0–10
5. Ultimar Solução/ Tomada de decisão	Qual(is) é(são) a(s) alternativa(s) mais viável(eis)?
6. Realizar/ Implementação da solução mais Viável	Vá e faça. (Desenvolver passos manejáveis)
7. Avaliar Resultados/ Olhar ou Observar os resultados/ progressos	Quão bem-sucedido foi o resultado? Escala de 0 a 10 O que pode ser aprendido? Podemos finalizar o coaching agora?

Problema (Problem/ Problem Identification)
Objectivos (Objectives/ Goals)
Soluções Alternativas (Alternative Solutions)
Tomar ciência das consequências (Become aware of the consequences)
Ultimar Solução (Decision-making)
Realizar (Act)
Avaliar Resultados (Evaluate)

Problema (Problem or Problem Identification)
Objectivos (Objectives or goals)
Soluções possíveis (Alternative solutions)
Identificação das consequências (Identification of consequences)
Tomada de decisão (Choosing an alternative, decision-making)
Implementação da solução mais
Viável (Implementation of the most feasible solution)
Olhar/**O**bservar os resultados/progressos (Observe results and progress, evaluate).

Figure 2 The adaptation of PRACTICE to the Portuguese spoken in Portugal

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Biographies:

Gisele Dias: Psychologist; Coach (Certificate in Coaching from the Centre for Coaching, London, UK); Professor of the Psychology Dept at UBM-RJ, Brazil; Director of Business & Behavior Consultancy (Rio de Janeiro, Brazil); Cognitive-behavioural therapist; PhD fellow in the Neurobiology Program at the Federal University of Rio de Janeiro (Institute of Biophysics/ Institute of Psychiatry - UFRJ, Brazil); Academic visitor at the Institute of Psychiatry at King's College London, University of London; Director of the Coaching Psychology Unit at the Laboratory of Panic and Respiration (Institute of Psychiatry, UFRJ/Brazil). Website: <http://www.labpr-ufri.com/projetos12.html>

Leila Gandos: Organisational Psychologist; Coach; Expertise in Human Management; Director of Business & Behavior Consultancy (Rio de Janeiro, Brazil).

Antonio Egidio Nardi: Psychiatrist, Professor of the Medicine School at the Federal University of Rio de Janeiro (UFRJ, Brazil), Principal Investigator/Head of the Laboratory of Panic and Respiration at the Institute of Psychiatry (UFRJ, Brazil); Vice-Director of the Coaching Psychology Unit at the Laboratory of Panic and Respiration (Institute of Psychiatry, UFRJ/Brazil). Website: www.labpr-ufri.com

Prof Stephen Palmer is an Hon Director of the Coaching Psychology Unit at the Laboratory of Panic and Respiration (Institute of Psychiatry, UFRJ/Brazil). See earlier article for fuller biography.

Correspondence

Gisele Dias, UFRJ – PhD Program, Institute of Biophysics/ Institute of Psychiatry, Laboratory of Panic and Respiration (LABPR), Coaching Psychology Unit – LABPR/UFRJ, Av. Venceslau Brás, 71-fundos - 22290-140, Rio de Janeiro, Rio de Janeiro, Brazil, E-mail: giseledias@ufri.br, Website: <http://www.labpr-ufri.com/projetos12.html>

Leila Gandos, 2B – Business and Behavior Consultancy, Rua 40, 14/ 908 – Vila Santa Cecília, Volta Redonda, Rio de Janeiro, Brazil
E-mail: leilagandos2B@yahoo.com.br,

Professor Antonio Egidio Nardi PhD, UFRJ – Laboratory of Panic and Respiration, Institute of Psychiatry/ Coaching Psychology Unit – LABPR/UFRJ, Av. Venceslau Brás, 71-fundos - 22290-140, Rio de Janeiro, Rio de Janeiro, Brazil, E-mail: antonioenardi@gmail.com

Website: www.labpr-ufri.com/projetos12

Professor Stephen Palmer PhD PSCP MSCP Accred, Director.

Coaching Psychology Unit, City University London, UK, Website: www.city.ac.uk/social-sciences/psychology/research/coaching-psychology-unit

Faculty of Coaching Psychology, Centre for Coaching, London, UK, Website: www.centreforcoaching.com/faculty.htm

E-mail: palmer@centresofexpertise.com



Developing Senior Executives within a Coaching Psychology Framework

Ann Collins and Stephen Palmer

Abstract

This article explores the development of senior executives within a coaching psychology framework informed by psychological research, theory and practice. Also it highlights some of the issues surrounding coachees who may have a number of personal complex items that may need addressing in or outside of coaching

Keywords: Coaching, Coaching Psychology, Models of Coaching, Developing Senior Executives, Executive Coaching, Coaching Frameworks, Mental health

Introduction

Coaching is one of the key strategies used for the development of senior executives. Coaching can address both developmental issues and help to increase performance. Peltier (2010) identifies executive coaching as leveraging a leader's development towards change that needs to occur at the different levels down and across an organisation. In addition, a number of different coaching approaches exist and their application can alter the intervention. Coaches have added to this rich tapestry of understanding, as many of them have come from different professional backgrounds with a range of experience, knowledge and skill sets. It is likely that coaching psychology can also add to the field of executive coaching which this article will briefly explore and clarify. A model is developed focusing on developing senior executives within a coaching psychology framework.

Brief Overview of Coaching Psychology

Palmer and Whybrow (2007) highlight that Coleman Griffiths undertook research into the psychology of (sports) coaching in the 1920s with a particular focus on football and basketball. Griffiths published over 40 articles and half addressed the psychology of sport that included handling spectators, sports stars and jinxed players. By the 1940s Griffiths stopped working with the Chicago Cubs due to the difficulty he encountered in gaining support for his sporting recommendations. He then shifted his focus away from coaching research. However, it was years later the sports psychology fraternity re-discovered his earlier work. It was not until 1967 when the first book was written with the term, 'Coaching Psychology' in the title (Gaylord,

1967). What evolved from this environment, however, commenced what O'Broin and Palmer (2006) identify as the synonymous link between sport and business, given that excellence and high performance are two important components for success in both disciplines. It is worth noting that totally independent of the sports arena, the first scholarly paper published on workplace coaching was in 1930s by Gorby (1937) which demonstrated how coaching helped to maximize profit-sharing bonuses.

Situating Coaching Psychology within this background

What manifested from this business and sporting connection was the inauguration of executive coaching. This in turn according to Linley and Harrington (2007), led to the establishment of coaching psychology which was building on a science of coaching based on good psychological principles.

Returning to a point previously raised, Palmer and Whybrow (2007) identified in a survey conducted during 2006/2007, that coaching psychologists reported using over 28 different psychological models and approaches, with the most popular being, cognitive, behavioural, solution focussed, goal-focussed coaching. In a Harvard study of nearly 200 coaches (140 responses), 76% had assisted their clients with personal issues although only 3% of coaches were frequently hired to address personal problems (see Coutu & Kauffman, 2009). Although a tripartite agreement with the coach, coachee and manager may focus on work-related goals it seems likely that other personal issues with specific personal goals are likely to arise

during coaching. Cavanagh (2005) highlighted that coaching may benefit coachees who are on a range of normal human functioning. However, continuing on this spectrum some potential coachees could be more challenging and those with 'pathological personality disorders' maybe much more suited to therapy than coaching. This suggests that coaches and coaching psychologists may find it useful to have a good understanding of mental health issues and psychological theory. These points will be explored in more detail within the context of executive coaching in the sections below.

Palmer and Whybrow (2007) reported that in 1990s executive and personal coaching became more grounded in psychological theory with a growing interest in the setting up of coaching psychology interest groups in Australia and the United Kingdom in the following decade. One description of coaching psychology is:

"It is for enhancing well-being and performance in personal life and work domains underpinned by models of coaching grounded in established adult learning or psychological approaches." (Palmer and Whybrow 2005:7; adapted from Grant and Palmer, 2002)

This highlights that coaching psychology provides a broad and holistic approach to working with people in a coaching capacity. It provides a helicopter view to coaching where personal and professional lives co-exist, within which the coachee can mutually optimise all areas of their life. In an executive coaching environment this becomes even more important, as the leadership of senior managers affects not only those around them, but the culture of the organisation. Executives have the power to influence projects positively or negatively, to the extent they can be toxic and hinder the general growth and development of that organisation. Therefore the skill of the coach to enable executives to develop an internal relatedness of their behaviours, maybe critical to creating positive change in them and the organisation they affect.

Looking at Executive Coaching in relation to Coaching Psychology

As described already, a key tenet of coaching psychology is addressing not only well-being, but performance by coaching models, underpinned by psychological approaches and adult learning theory too. However, it is these combined features that are often absent from the many traditional coaching models currently being used.

Brunning (2006) developed a six domain psychodynamic model of coaching. Within this model six areas are highlighted; Training and qualifications; Professional Development; Business in Context; Organisation Dynamics; Psychotherapy and Personal Development; Counselling.

Brunning (2006) sees each of these aspects interlinking and affecting the other and where all these elements are present within the coaching setting and therefore legiti-

mate areas to work on in the coaching relationship. This model therefore highlights many different aspects comprising an executive's life but need to be set against the external social environment the executive operates in, along with their cognitions, emotions, behaviour and physiology.

The next stage translates these conflicting areas, positions and theory into practice. It also addresses the reasons why having experience and knowledge about psychological blocks and the psychopathological issues encountered with coachees is important. The six domain psychodynamic model of coaching executives is not just about them as individuals but the role and the organisation they function in as well. The following model (See Figure1) develops this by showing the specific ways these can be complemented using a range of different psychological theories, approaches and tools, to help coachees tackle their specific issues. Clearly what is integral, though not explicit in the model presented, is that executives will be at different developmental points in their career which could range from those newly promoted; to developing those in a talent pool; or supporting those with specific problem performance issues; to those that have plateaued and/or imminently retiring. Therefore their needs will vary depending upon where they are within this career continuum.

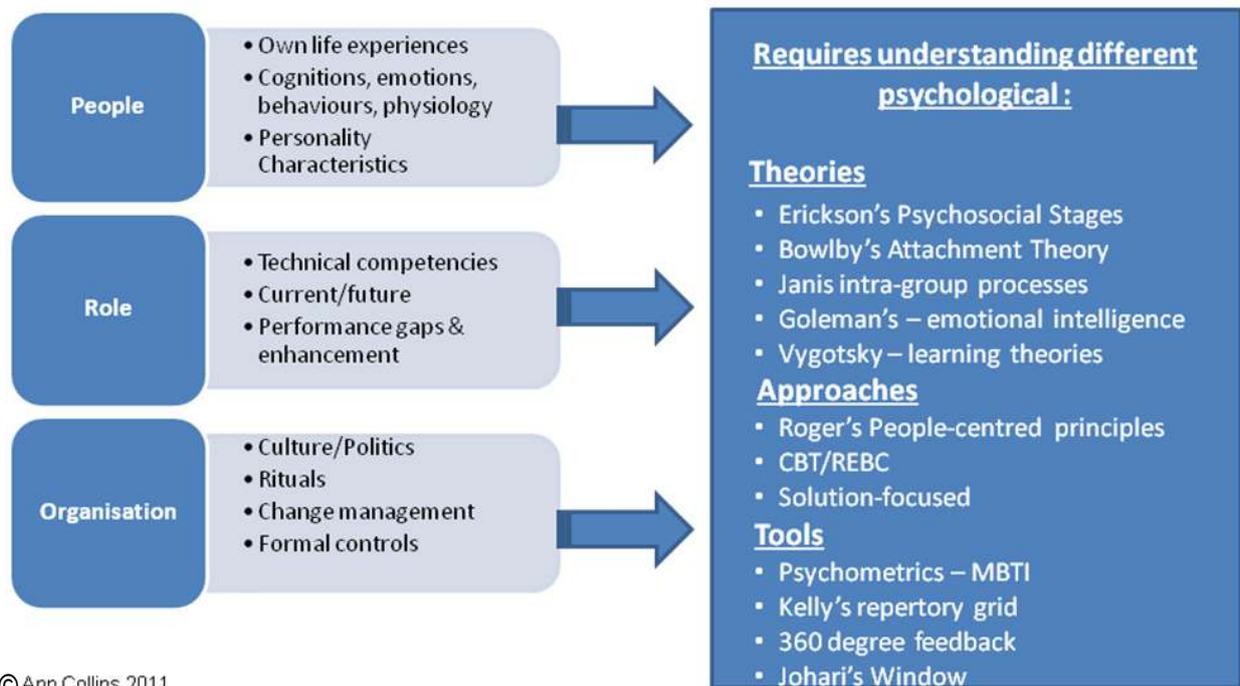
This model highlights the various intersecting aspects involved in coaching executives and the ways a psychological background can help and also add credibility to this process. Grant (2007) asserts that psychologists bring to coaching, skills and frameworks beyond clinical or counselling frameworks as well as different theoretical applications such as psychodynamic, systems, developmental, cognitive behavioural and behavioural.

Therefore using this model within an executive coaching session(s) may highlight for example, blocks that may have occurred in a specific developmental stage of an executive's life that has not been worked through and prevented them from moving on with that stage in their life. A coaching psychologist using either Erickson's or Bowlby's theories, depending on what is appropriate, could possibly create a common language that can be used and worked within the coaching session. Tools can also be applied such as Johari's window as a way of contextualising the coachee's blindspots such that they can understand and deal with them in the most effective way. Though a caveat prevails that whilst coaching psychologists bring their own approach, experience, tools and theories to a coaching session, what they, like other coach's need to maintain, is the coaching conversation by being collaborative and client centred.

What is a Coaching Psychology framework?

So far this paper has suggested that coaching executives can encompass working with both their professional and personal lives, in conjunction with the social environment

Aspects involved in Coaching Executives



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Figure 1. Coaching Psychology Integrated Framework

in which they function. Whilst coaching psychology has been identified as enhancing the well-being and performance of both the personal and work life, which is underpinned by models of coaching grounded in established adult learning or psychological approaches (see Grant and Palmer, 2002).

The final stage in examining this framework and picking up the point in the introduction about the rich tapestry coaches bring to this field is an element that is no different in the area of coaching psychology. Coach's here can also integrate the key principles of the psychological approach and use them to be congruent with their own individual style and approach. As a 'one size will not fit all' on every occasion, what is important is the ability of the coach to be able to use a range of theories, tools and approaches to meet the needs of their coachees depending on what they are dealing with and the coachee's goals. Coaching psychologists can strike a balance between the process and content to suit the needs of their coachees and support clients in a self-directed way either with a developmental or remedial focus.

Given the complexity of working with senior executives, coaching psychology education (see Cavanagh, Palmer et al., 2011) can inform practice which could include an understanding and recognition of clinical disorders such as depression and anxiety as well as personality disorders such as narcissism. In some cases the coaching psychologist may help the executive to address work-related issues

whilst making a judicious referral to a therapist to assist in dealing with a clinical disorder (e.g. panic attacks). Whereas in other cases relating to a coachee exhibiting more extreme personality traits bordering on a personality disorder, the coaching psychologist may focus on specific behaviours (e.g. passive-aggressiveness; manipulative behaviour) and beliefs that are task/performance interfering for change. The coaching psychologist may highlight how these behaviours and cognitions may not help the coachee to achieve their goals. Of course, there is sometimes a mis-match between the coachee's goals in comparison to the organisation's goals. This could be a particular problem with high performing executives with Narcissistic Personality Disorder who may have a core belief, 'I'm special' (see Palmer, 2006). This belief gives them permission to break the rules that do not apply to them (in their mind) and personal goals may have a higher priority than the company's goals. These issues can become more problematic in situations where an executive's leadership is or could be a potential derailment for the organisation (see Ellam-Dyson and Palmer, 2010). A grasp of some of these issues is beneficial for coaches and coaching psychologists working with coachees with potentially complex personal issues that can influence their behaviour at work.

It can be seen that coaches and coaching psychologists being informed from a psychological perspective can choose a variety of strategies and methods to facilitate

and enable a coachee to achieve their realistic goals and also hopefully an organisation's goals. The solution focused and cognitive-behavioural approaches to coaching are often integrated, and are very popular with coaching psychologists. Cognitive behavioural coaching has been adapted to a variety of settings and contexts including executive coaching (for a fuller description see Williams, Edgerton and Palmer, 2010). Solution focused cognitive behavioural frameworks such as PRACTICE (Palmer, 2008) and cognitive behavioural models such as SPACE (Edgerton and Palmer, 2005) can help assess issues, understand concerns and develop solutions to implement new effective strategies. Strengths coaching informed by positive psychology theory and research is another alternative (see Linley and Harrington, 2007). The modern coaching psychology framework is adaptable and can incorporate both the needs of the coachee and the style of the coach or coaching psychologist in order to accommodate the coachee's varying requirements.

Conclusion

This article has tentatively shown how coaching psychology practice could be informed by many aspects of a coachee's life that includes their wellbeing, professional and personal life. It highlighted a number of the issues relating to the complexity of coaching senior executives which involves not only them as individuals, but their role and the environment they function in, as well as, how they may impact upon the organisations they lead. The psychological and psychopathological issues specifically highlight the criticality of needing to be fully grounded in enabling these aspects to be identified (if they have not already been identified) and addressed, either by developing strategies to replace the previous behaviours and beliefs in order that a senior executive can become more fully effective and/or be referred on, for any additional help. This article also illustrated how coaching psychology can bring together different theories, tools and approaches which can be used within a holistic approach to coaching executives which could accommodate different coaching styles.

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Biographies:

Ann Collins: Leaving corporate life as a HR Director, Ann formed her own practice in counselling, coaching and outplacement services. Ann has a BSc (Hons) Psychology, is a Chartered FCIPD, a Member of the Association of Coaching and BACP's Coaching Division. Ann is a qualified counsellor with experience in EAP, and is a volunteer relationship counsellor and trainer.

See earlier article for Prof Stephen Palmer's Biography.

Correspondence

Ann Collins

Email: anncollins-consulting@live.co.uk

Prof Stephen Palmer

Email: palmer@international-academy.eu



Reflections of a Coaching Psychologist

New Hire, On-Boarding & Transition



A Role for Coaching Psychologists

Douglas Young and Karen Anderson

Abstract

The economic downturn has significantly reduced the amount of recruitment in organisations. However, those people who do join organisations are faced with exacerbated difficulties in operating conditions, with a need to achieve more within diminishing resources. There is a need to ensure that new recruits are able to adapt to their new organisations and ramp up their performance more quickly. It is proposed that the psychological difficulties inherent in establishing oneself in a new organisation, combined with increased pressures to perform and disinclination to acknowledge difficulties to a new employer suggest that (external) coaching psychologists could make a valuable contribution to enhance the socialisation process of new recruits into organisations and their consequent levels of performance in their new roles.

Keywords: coaching psychology; induction coaching; new hire coaching; onboarding coaching; transition coaching; recruitment coaching

Introduction

As a professional coaching psychologist I recently reviewed the range of people I have worked with over the past two years. Despite the economic downturn which has put the brakes on much recruitment, more than 50% of my clients had been recently promoted within an organisation or been externally recruited. Of those, the majority had a common range of coaching requirements – getting to grips with the “politics,” new team dynamics, or new culture and management style – what might be loosely described as socialisation within the target organisation and role - in essence managing their transition.

Across many of these coaching sessions, it struck me that the coaching was “remedial” in so far as had the individual sought, or been provided with coaching at the outset (or even prior) to taking up the new role, much of the dissonance/feelings of misalignment could potentially have been mitigated.

There are two obvious sources of such misalignment.

First, the recruitment company and target organisation are often complicit in painting an unrealistically positive picture of the target organisation and role. The prospective candidate compounds the potential dissonance by painting a glossy picture of themselves which may exaggerate their experience, capability and competence. (Van Maanen and

Schein, 1979) described this as a climate of “mutual selling.”

Second, the induction programme may tick all the boxes (literally) in terms of systems, policies and procedures, structure briefings, but does little by way of helping the new arrival achieve a socialisation within the organisation. There is typically a focus on the nuts and bolts rather than on the “softer” side of the equation.

As a consequence, the new arrival often has a short honeymoon period and then goes into a fast performance decline – and the cost both to the organisation and the individual are huge. Consider an example of what happens and the implications.

Cost Implications

At great expense, the recruitment company sift the original fifty applicants down to a shortlist of five potential candidates. More costs are incurred as the candidates attend a rigorous assessment centre, where they complete a battery of psychometrics, group exercises, presentations and focussed interviews. Contributing to a total recruitment cost of £50,000, finally John is selected as the best candidate and accepts the job (it is worth noting that all the potentially very useful psychometric data is at this time placed in a file and then forgotten).

Three months later John arrives at the company full of energy and excitement at the challenges of the new role. He attends an induction process which helps him understand the structures, systems and processes at his new organisation, and attends a series of briefing sessions with senior people.

At first all seems to go well. Then, six months later he feels as if he is “drowning” and the move was wrong. The new company culture and style is completely different from his old company. And it bears little resemblance to what was “sold” to him at interview. He just can’t seem to integrate into the new culture. He doesn’t know where to turn for help, frightened to admit to his new employers that he is having problems, though he suspects it is only a matter of time before his poor performance is noticed. Two months later he hands in his notice and returns to his old company. The HR Director conducts an exit interview with John and comes to a conclusion:

“The cost of hiring John was around £50k, and we can add to that Johns salary over the period, and the decline in performance and morale of John’s team. I had no idea he was having problems. It appears that our selection and induction process is necessary but not sufficient for new hires. Something is missing”

Worried about the huge impact on the recruitment budget, he has no option but to begin the recruitment process again. This is not an atypical outcome in recruitment, if anything, it is the norm, with research indicating some 60% of new executives failing in new jobs (Ciampa and Watkins, 1999). Typical reasons given for failure include failing to establish a cultural fit (75%) or to build teamwork with staff and peers (52%), unclear about what their bosses expect (33%), don’t have the required internal political savvy (25%).

It is interesting that technical competence is rarely cited as a reason for failure.

If we stand back from the typical recruitment process, we find that all parties can be complicit in creating a highly positive and often unrealistic expectation of the role. The company and the recruitment agency are selling (or over-selling) the job/company and the candidate is selling (or sometimes over-selling) themselves.

As a consequence, the successful candidate often experiences severe cognitive dissonance not long after taking up the new role. Dessler (1999) found that presenting accurate descriptions of target roles, warts and all, greatly reduced this dissonance, and led to higher performance, loyalty and satisfaction on the part of the new recruit. The downside, perhaps most from the perspective of the recruitment company, is that such accurate descriptions tends to lead to higher levels of withdrawal of prospective candidates (Suzko and Breaghaug, 1986)

The role of the Coaching Psychologist

The transition to a new role for an external or internal candidate can be highly emotional and psychologically difficult. On stress scales (Holmes and Rahe, 1967) the impact of taking on a new job is up there with many other significant life changes, just below “*death of a close friend*”. Unfortunately, like many of those other life changes, people are often loathe to acknowledge they are having problems either to themselves or to their new organisations for fear of being labelled as a failure – they have no-one to “turn to”.

Coaching Psychologists are ideally placed to provide support to people like John (our case study example) who are moving jobs within an organisation or between organisations. In the USA, on-boarding coaching is a significant area of business, in which coaches help new recruits, usually at a senior level, in bedding into the new culture. As a coaching Psychologist, I am often asked about the benefits of having a background in psychology to coaching. In this specific area of work, one only has to consider the recurring issues faced by new hires, which include:

- Cognitive dissonance – expectation mismatch
- Self Image
- Fear of failure
- Misalignment of personal and organisation values
- Adopting new leadership styles
- Power and team dynamics
- Stress and emotional disruption

Further, there is often a need for such on-boarding and transition coaches to be familiar with a range of psychometrics, since the successful candidate may have been thoroughly assessed and while they have been successful, the psychometrics or personality tests have thrown up potential warning signals. Otherwise, the significant cost often associated with such assessment has limited return and benefit.

Coaches could also work with the “receiving” team in advance of the new arrival, to ascertain their concerns and expectations, decoding the cultural context to forewarn and inform the socialisation of the new arrival. Similarly, they could work with recruitment companies and the use of a coach is seen almost as an insurance policy, helping the new hire in embedding themselves into a new company culture – supporting them in areas of performance delivery to “hit the deck running.”

From the perspective of the new hire, the coach can act as a confidential support - where the new hire would be loathe to acknowledge their concerns to people within their new organisation. The same reticence occurs for people moving upwards or even across an organisation. They have usually been promoted by virtue of their performance and are loathe to acknowledge their self doubt or problems in a new role.

Benefits of using a coaching psychologist for new hires

1. For the employer

- Reduce risk of repeat recruitment costs
- Ramp up” performance and reduce costs
- New hire reach performance levels faster
- Improve new-hire alignment with values and culture
- Fewer new hires “derail”
- Less disruption to colleagues
- Create unique selling point relative to competitor organizations
- Raise their employer of choice ratings
- New recruits feel more valued
- Create positive on-boarding experience

2. For the Recruitment Company

- An “insurance” policy to increase probability of candidate success
- An added value service to client organisations
- The provision of a more comprehensive “package” for clients

3. For the new-hire

- New –hire feels safe to disclose and tackle problem areas
- Identify and address inhibitors in on-boarding/induction
- Improved loyalty and commitment to “caring” organisation
- Provision of confidential support
- Makes new hire feel secure in stressful time
- Reduce “honeymoon/crisis” rollercoaster effect

The future for “new-hire” coaching psychologists

In the last couple of years, there has been a major reduction in the number of jobs available – people who have the luxury of a job, stay put during the turmoil. But as we inevitably emerge from recession, there will be increasing churn and the recruitment business will take off. There will be increasing mergers and acquisitions in the private organisations and significant mergers and restructuring are anticipated in the public sector. Equally, as the emerging asia/pacific markets gain strength, an increasing number of people are likely to take up Expat roles and there will be an increased demand for executives within geographies which hitherto have perhaps lacked in leadership/talent development. All of these changes will lead to more people joining new organisations. As coaching psychology develops as an internationally networked discipline, we are well placed to help them and their new organisations in making effective transitions.

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Biographies:

Douglas Young has been working in Executive Coaching for twenty years. He is particularly interested in the relationship between coaching, organisation development and talent management. In addition to his coaching work, he has run leadership development and coaching programmes in the UK, Eire, USA and Australia. A Chartered Psychologist and Chartered Scientist, he is a Principal Member of the Association of Business Psychologists, Director of the Society for Coaching Psychology.

Correspondence

Email: doug@newhirecoaching.com

Karen Anderson (MBA FCMI ACIH) has led a range of complex organisations, harnessing inspirational leadership, developing innovative strategies and effectively managing change. She has implemented significant capital and community projects and developed a successful track record, as a CEO, of business growth and diversification through positive change. She is a Fellow of the Chartered Management Institute. In her MBA, Karen focused on organisational culture, its impact on performance and strategies

Correspondence

Email: karen@andersonbd.com



Reflections of a Coaching Psychologist

Hindsight on GROWTH:

A few reflections triggered by a recent learning experience

Mary Watts, City University, London, UK.

Abstract

In summary, I've thought a lot, I've done a lot, I've drawn certain conclusions but I still have a lot to figure out and learn.

In this paper I focus on three key areas of recent personal learning and reflection as it relates to coaching and coaching psychology: firstly, the use of goals, objectives and learning outcomes; secondly the use and further development of the GROW model; and thirdly, the development and application of theory and research. There are many more but these stand out as headlines and ones that I want to capture now as markers that I can reflect back on as I progress my learning and experience in these areas.

Keywords: coaching, learning, reflection, grow, growth, goals, personal learning, objectives, learning outcomes, theory, research, personal meaning, constructions

Let me first provide a context for this learning and reflection. I recently successfully completed a coaching programme. It lasted one year, was accredited by the World Association of Business Coaches and combined theory, practice and an appreciation of research. I started the programme as an already experienced academic and applied psychologist specialising in psychotherapy, counselling and health psychology but for the previous 10 years I had been working primarily as an academic leader, as a pro vice chancellor firstly in learning and teaching and then in health. I had found myself moving in a very different world with a major focus on strategy, planning, leadership, budgets and management. Interestingly my psychology became indispensable to my survival and success and coaching psychology became a natural home for me as I sought to lead change across the University. As I planned ahead towards the end of my University leadership career I had the opportunity to study coaching and coaching psychology more formally. I became a student again and loved every minute of it. I submitted course work, I undertook supervised practice and I engaged in active coaching under supervision. For many years I had supervised and tutored psychology students through similar experiences in counselling and health psychology and I decided it was time to treat myself to the ups and downs of such an experience.

In this paper I share three particular areas of interest and reflection triggered by the course. The development of the areas is not complete as you will see as you read on but I anticipate that these areas will provide a spring board for

future work, some of which is already underway as I write this paper.

Area one relates to the use of objectives in the context of learning. Until relatively recently little attention was given to making these explicit. Broad objectives may have been set by programme planners and learners may have had a number of personal implicit or explicit objectives for attending a programme of learning. Over the last 10 years or so, however, there has been a revolution relating to objectives and learning outcomes. Programmes are closely scrutinized by an increasing number of external quality and validating bodies, all expecting clarity and evidence of achievement in particular areas.

In my recent role as Pro Vice Chancellor for Learning and Teaching I took a leadership role in promoting the use of programme objectives and learning outcomes. Increasingly, however, I have become uneasy at the frequently rigid and black and white approach to their use and worried about the impact on students' learning. It is perhaps not surprising, therefore, that I should now be reflecting on this aspect of my recent learning experience.

The course handbook contained information on each of the tutorial topics including a brief but broad list of learning outcomes. They were short and relevant to my learning but the specific form of their application to my personal learning was left open. I did not feel constrained but assisted and empowered as a learner.

In addition to the above, each individual was required to produce their own personal performance goals and learning outcomes. My learning from this part of my experience relates directly to my thoughts on coaching. I drew up a list of goals and then attempted to identify learning success measures at a personal and organizational level.

A short way into the programme my goals and learning outcomes started to change. I tried to capture them again but I discovered how illusive they were. As I changed through my learning so did they. Fortunately for me the programme gave me the space for this to happen. The key learning point for me is that when we start on a true journey of personal learning we don't know exactly where that journey will take us. The critical questions for me are, 'are we open or closed to the journey being an exciting adventure?' and 'how can we ensure that the use of goals and objectives empowers and does not kill the spirit of adventure?' In fact I would go a stage further and say how can we nurture and support a type of learning that safely and effectively challenges the learner's ideas, practices and even self concept? This question is relevant to education in its broadest sense, has particular relevance to adult education and is critical within the context of professional education and practice. When looked at in the context of coaching we have an ethical and practical responsibility which relates to our client's learning, whether it is in the area of skills learning, cognitive development or personal insight. We also have a responsibility to consider with our client the possible impact of their learning on themselves and others, including their place of work where appropriate.

In summary, I can say that my experience has been positive in regard to the use of goals and learning objectives and their impact on my learning. However, for me at least, more work needs to be done in regard to their role in coaching.

Area two relates directly to the issues above and to the use of the GROW model.

During my studies GROW (Whitmore, 2002) was used as the core coaching practice model, at least for the duration of the programme. Programme participants were required to become competent in its application in client work. To become competent in the use of one model is sound and I appreciate the opportunity I was given to do this. However, very early on both strengths and limitations of the GROW model became apparent to me. The notion of identifying **Goals** with an individual is comfortable for me, as is spending time on unravelling current and where appropriate, past **Realities**. The notion of identifying and considering carefully a range of **Options** before selecting and acting is equally comfortable, and the client choosing **What** to do and having the **Will** to do it are equally sound ideas. My musings are around the subtlety of the application of the

model in practice and also some gaps in it. I'll start with the former as a good model does not ensure good coaching.

My first interest relates to the use of client Goals and in the same way that I surmised above that the poor use of learning objectives and outcomes can inhibit learning and change, logic tells me the same applies to goals in coaching. The timing and approach to eliciting them would seem important, as does the capacity to reflect on and change them. I recall as a therapist a client who came for treatment with the clear goal of overcoming her agoraphobia. Careful assessment, which included an element akin to the Reality elements of GROW, was followed by hypotheses relating to the maintenance and change of the unwanted lifestyle. Together these indicated that the client could indeed work towards the goal of being non agoraphobic. But there was a strong possibility that in the process of doing this, very particular and considerable strain could be put on her marriage which may as a consequence not survive. In this particular case, following a period of reflection, the client decided not to have therapy at that time.

This memory has led me to consider very carefully my client's proposed goals, the possible side effects and consequences of coaching interventions and to share these with my client. Therapy goals and coaching goals may be different but they each have the capacity to elicit consequences, some welcome and some unwelcome.

The Reality element of GROW I found fascinating to ponder and touch on only a few points in this paper. One is that I suspect that this is where coaching has something to offer the therapeutic world and vice versa. Eliciting *reality* requires the use of strong interpersonal skills, the capacity to listen and to stand in another's shoes. There are many different levels and types of reality that can be elicited, including those that appear obvious and clear to the client. However, there are many different perspectives to reality including for example that of the boss, the co-worker the partner and so on. Difficulties frequently emerge from a lack of a shared reality. Often difficult to ascertain are those factors which maintain a reality or enable it to change. Also difficult to ascertain is the degree to which beliefs contribute to a 'false' or unrealistic reality. My earlier study and practice in psychology has led me to be extremely mindful of an individual's personal construing of a situation, shared and group construing and the possible impact of these on behaviour, change and learning. During my programme of study I experimented with the development of a negotiation model in which a GROWTH model was populated and shared simultaneously by the two main protagonists in the negotiation, thus allowing for the recognition and understanding of the differing perspectives of the negotiators.

It could be considered that the level of thought I'm contemplating in relation to determining the goals and realities of an individual in coaching is way too complex. In many cases this may well be the case, for example, where the coaching is for simple skills development or behaviour change. Very often, however, this is not the case if second order, lasting, learning and change are required. For example, if success in coaching depends on the individual developing the capacity to be their own coach and a coach manager of others, a more sophisticated understanding of self and self in relation to others is required. This could be construed as working to advance an individual's emotional intelligence (Goleman, 1996, Rudd 2010) to support transformative learning (Cranton, 2006; Taylor, 2007). At a personal level I am working to integrate these ideas into a more coherent approach to coaching assessment. It is also an area that my reading so far suggests has considerable scope for further development.

Moving now to Options – these are an important part of coaching practice but can only be as sound as the earlier discussion of Goals and Reality enables them to be. Likewise, deciding What to do and having the Will to do it will be seriously impacted by the quality of the work relating to goals and reality.

Earlier in this paper I referred to some gaps that I perceived in the GROW model. These relate explicitly to the lack of an element for Tracking progress and also for addressing the need for Hindsight or critical reflection and associated learning. I therefore use my own GROWTH model when coaching. In my experience lasting change and learning can only occur where Tracking and Hindsight occur. Stopping at the point of knowing what you want to do and having the will to do it is not enough. It is important to know whether change is occurring, what that change is and what impact it is having, both on the client and significant others. There is also an ethical element to this. As coaches it is important that we know whether our coaching is, in fact, making a situation worse. In the same way that it is possible to make a phobic patient more anxious and phobic through the poor application of a desensitization programme, it is also possible to engage in coaching that has unintended negative consequences for the client.

Tracking is critical for the client with whom we are working but it is also critical for the development of coaching as an effective area of professional practice. Without careful Tracking we can have no meaningful case studies which can be used to advance knowledge of coaching. More formal coaching research also requires the use of coaching data which may frequently be obtained through the imaginative use of Tracking. Tracking is vital following action but can be actively used at any stage of the coaching, to track changes in goals, for example, or the relationship between goals and changes in perceptions of reality.

My personal experience is that learning through Hindsight and reflection has a particular relevance at the end of a coaching experience and can result in learning on the part of the coach and the coached. Some of this learning will be shared and other elements very individualised. However, Hindsight can be applied at numerous stages of coaching. For example, there is potential for learning and increased understanding following each coaching session. The nature of this will impact on the direction that subsequent sessions take.

The way that I have presented GROWTH perhaps makes it appear as a linear model but my experience so far is that I am more comfortable using it in a circular way, applying a mind mapping approach (Buzan, 2004) to each of the elements and starting at the point that the client seems most comfortable starting. This may be with goals but can also be at any other point. I am currently attempting to develop a collaborative and effective approach to moving between the elements of GROWTH in a way that best benefits the client. Furthering my understanding of the dynamics involved in this could be achieved through ongoing analysis of client work, and the creation and sharing of case studies and process reports.

Area three relates to the development and application of theory and research to practice and vice versa (Jarvis, 1992, 1999, 2006). This links to the ideas above, particularly the Hindsight and Tracking elements. Coaching practice data, both qualitative and quantitative, is critical for the development of theory and research and in turn theory and research should feed back into practice.

I'm very mindful that the effectiveness of my coaching is likely to be impacted by the effective application or otherwise of coaching relevant theory and research. Psychology as a discipline has a key role to play and in particular the relatively recent focus on positive psychology (Linley & Kaufman, 2007). Although there is a strong case for engaging in more research and theory development, there is also a need for greater mindfulness in regard to current theory and research and their relevance to coaching practice. I have a particular interest in George Kelly's theory which he calls 'the psychology of personal constructs' and its potential application to coaching and coaching research.

Kelly was concerned with personal meaning, which he suggested 'should prove no less valuable to the scientist than it is to the psychotherapist' (Kelly, 1969a, p.74), and I would add here, 'or to the coach'. According to Kelly each person holds a representational model of the world which enables them to chart a course of behaviour in relation to that model. Kelly believed that if we never alter our constructions all that occurs is a sequence of parallel events which have no psychological impact. I'm concerned that my clients do not engage in a 'sequence of parallel

events' and that meaningful learning and change occurs. My interest now is in seeking to weave ideas from positive psychology, from personal construct psychology and from coaching, into a meaningful whole that has relevance for practice and practice research.

So with my three key areas of learning and reflection articulated and the enthusiasm to continue my personal GROWTH and learning, it is perhaps apposite to end with a quote from George Kelly:

This paper throughout deals with half-truths only. Nothing that it contains is, or is intended to be wholly true. The theoretical statements propounded are no more than partially accurate constructions of events which, in turn, are no more than partially perceived.
(Kelly, 1969a p.66)

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Biography:

Mary Watts is Emeritus Professor at City University, London and formerly held the roles of Pro-Vice-Chancellor for Teaching and Learning and Dean of the School of Community and Health Sciences at City. She is a Chartered Psychologist specialising in counselling, health and coaching psychology and Senior Accredited Psychotherapist with the British Psychological Society. She has many years experience of developing and teaching university based courses and her research and practice reflects a particular interest in professional education.

Mary's current work focuses on the application of coaching psychology to the development and learning of individuals and teams, in particular within the context of senior leadership and organisational change.

Mary is a graduate from the Meyler Campbell Business Coaching Programme (London, UK). This article is based on work she submitted during this Programme.

Correspondence:

Professor Mary Watts C.Psychol
City University, London
Northampton Square
London EC1V OHB
Email mary.h.watts@city.ac.uk

CPI Talks to Dr Ole Michael Spaten, ISCP Hon VP



CPI: Can you tell us about your professional background and what led to your interest in coaching psychology?

Ole: Already during university studies I was engaged in therapeutic work besides an experienced psychologist and she continued to be my mentor for years to come. She led the groups and I became co-leader, both observing

and acting close to the encounters and team-building exercises. I was impressed to witness her few interventions, e.g. her carefully formulated questions in a soothing, empathetic atmosphere, resulted in human insight and growth. So after my formal university studies we founded KIN Consult and the company has been doing organisational consultancy and, classic counselling, coaching and therapeutic work for over twenty years. My original training – after receiving my license as a psychologist, Ph.D. – was in existential psychology; but for the last decade my continued professional development has been grounded in evidence based and cognitive-behavioural approaches. Maintaining the private practice with individual counselling and business coaching the different environments oscillated for some years until the practice of coaching became second to none. I guess this was an intertwining process of societal demands and the need to advance adequate psychological language. Still based in Copenhagen I was called - ten years ago – to Aalborg University and founded the first and only graduate education in coaching psychology at a psychology department. Last year I was appointed to Director of the Coaching Psychology Research Unit at Aalborg University. My colleagues describe me as both an academic and a practitioner: writing and lecturing at University and outside faculty doing organisational work, e.g. coaching and teambuilding in public and private business.

CPI: . What do you consider to be the key issues currently facing coaching psychologists in Denmark and also at a global level?

Ole: For some years now economic recession in Denmark has put an end to our exponential growth in coaching in private industry and raised a demand for cheaper solutions by often lesser educated or poorer trained coaches. Furthermore our knowledge base regarding evidence-based coaching psychology practise is still very sparse (Cavanagh & Palmer, 2011). At the time the borderlines between coaching and coaching psychology are

not very clear outside very small circles, so a huge amount of work is still facing SCP and the community. In Denmark we will challenge this in several ways and argue for better education and proper research: A) At university level in Aalborg our coaching psychology education will soon be more transparent when we advertise our newly developed syllabus with a body of formalised knowledge through the new website. B) At the Coaching Psychology research Unit we are conducting three evidence-based research projects with middle managers, life coaching and a longitudinal research with university students. C) The Danish Society for Evidence-Based coaching (formed some years ago) has steadily been arguing for well educated coaches and coaching psychologist in front of jobs in public and private industry and research based practice as second to none. D) Later this year we will launch a Coaching Psychology Journal in Danish language written for the layperson and coaches promoting coaching psychology services, research articles etc. These initiatives will most likely elevate the understanding of coaching psychology and standards for coaching psychology education and research in Denmark.

CPI: The formation of the Society for Coaching Psychology (SCP) has been viewed by many as an exciting and significant international development for the profession of coaching psychology. How do you feel about the development of the SCP?

Ole: The building of the Society for Coaching Psychology (SCP) is without any doubt both a stimulating and important international achievement. As a psychological sub-discipline, coaching psychology will through SCP initiated activities further expand as a consistent area of research and practise. Through national and international conferences, workshops and the discussion in journals and meetings the last few years has put coaching psychologist to the forefront of doing evidence based research and participating in continued professional development! Additionally the SCP has played an important role by offering balanced arguments for higher standards when practising coaching psychology and as the international proponent for sharing long time gained experiences in this emerging field on the long and windy road to a proper behavioural science.

4. What led you to accept the invitation to become a Hon Vice President of the SCP and how would you like to see your role developing over time?

Ole: First of all I felt happy and honoured to be proposed for the title of Hon Vice President as an acknowledgement for the contributions to coaching psychology. The years to come will increase research in Aalborg at our Coaching Psychology research Unit and the position as a Hon Vice President could empower our applications for research grants and hopefully augment the quality in coaching alongside the rising demand for evidence based research. At our University the demand for coaching education is high as coaching psychology at graduate level is the second largest pick by psychology students at Aalborg University. For the first time we ran five courses in Coaching Psychology. Three of them are foundational at the 7th semester (4th year) and two courses more advanced at 8th semester and one at 9th semester. As a Vice President I look forward to promoting SCP to our graduate students and share with them insights from conferences, the journal etc. On a national level – probably in collaboration with SEBC – I will orchestrate conferences and workshop activities in years to come. It would be beneficial if VP's on a regional level – through SCP – could discuss processes of certification and standards in curriculum for coaching psychology education.

CPI: What role would you like to see the SCP playing in the international coaching psychology community?

Ole: It would be prolific if the SCP could take a major international role in regard to accreditation and certification of coaches. The next step could include further discussion of quality issues in excellent coaching and additional efforts to professionalize coaching psychology worldwide. This might lead to international consolidation and implementation of training and certification processes. In the future membership of SCP and accreditation by SCP will be the benchmark or a marker of excellent quality in the business of coaching psychology craftsmanship. SCP could furthermore initiate meetings around the globe with VP's during conferences increasing networking activities within our community of highly motivated professionals. SCP are already playing an important role by sharing and expanding the knowledge base of evidence-based coaching psychology and might as well empower research that investigate the call for a multiparadigmatic and pragmatic reflexive coaching psychology approach. We know that much unknown is ahead and SCP will be the point of reference for coaching psychologists.

Interviewed by Prof Stephen Palmer and Dr Siobhain O'Riordan

(NB: The interview was conducted prior to the Society changing it's name to the International Society for Coaching Psychology)

Research Update:

A Call for Research Participants

My name is Sarah Baker and I am a PhD student at the University of Bedfordshire researching practitioner's perceptions of the boundaries between counselling and coaching.

My current research study aims to gain a greater understanding of newly-trained coaches' awareness and application of the boundaries between coaching and counselling.

The study is in two parts. The first part of the study involves completing a simple questionnaire about the similarities and differences between coaching and counselling. The questionnaire takes approximately 10-15 minutes to complete and can be accessed online at:

<http://www.surveymonkey.com/s/WDK29QD/thecoachingpsychologist>

The second part of the study entails semi-structured interviews with newly qualified coaches, to gain an in-depth understanding of their beliefs and attitudes towards implementing the boundary between coaching and counselling with clients. The interviews will take up to 30 minutes.

If you are interested in being interviewed for the second part of the study, or would like further details about the research, please contact me at: sarah.baker@beds.ac.uk or telephone +44 [0]7929 466384



Hello Holland:

Coaching Psychology in the Netherlands

Richta IJntema

When asked about coaching in the Netherlands, I immediately think of a statement a foreigner once made: *'It seems that in your country half of the population is coaching the other half.'* Even though this view may be a bit optimistic, it certainly points to the popularity of coaching in the Netherlands and shows how commonly accepted it is to consult a coach for your personal and professional development. Many professionals provide coaching services and it is estimated that around 30,000 people call themselves 'coach' in the Netherlands¹. However, nobody knows the exact number.

Despite the popularity of coaching, 'coaching psychology' is virtually unknown in the Netherlands. This unfamiliarity with coaching psychology is illustrated by the fact that there are neither coaching psychology units to be found at Dutch universities, nor professors in coaching psychology, nor well-known coaching psychology researchers, nor masters in coaching psychology, nor an official group of coaching psychology within the Dutch Association of Psychologists (Nederlands Instituut voor Psychologen; NIP).

Why this unfamiliarity? Is it because psychologists do not coach? Is it because psychology is unpopular in the Netherlands? The opposite seems to be true. A lot of psychologists provide coaching services, they just do not sell themselves as coaching psychologists. So honestly, I do not know why many psychologists are still unfamiliar with coaching psychology.

What I do know is that Dutch psychologists are curious to learn about coaching psychology. My own curiosity started when we developed our first course in coaching at the Department of Work and Organizational Psychology at Utrecht University in 2002. In lecturing about coaching I have witnessed the rise of coaching psychology as an applied science in psychology. It inspired me to start my own PhD research project in 2009. Around the same time I visited the 2nd European Coaching Psychology Confer-

ence in London. I was amazed by the entrepreneurial activities of scientists to provide the ever growing coaching industry with psychological theory and evidence, and to unite the coaching psychology community. It inspired me to make my own contribution. Back in the Netherlands I took the initiative to promote coaching psychology in the Netherlands. The idea itself was simple. The next step - where to begin - was harder.

In the Netherlands coaches can join several professional bodies. The largest professional body, which aims to enhance good coaching practice in general, is the Dutch branch of the European Mentoring and Coaching Council (EMCC), called NOBCO (Nederlandse Orde van Beroepscoaches)². In addition there are a number of bodies for special groups:

- Career coaches can join the Dutch Association for Career Professionals (NOLOC)³;
- Coaches who specialize in supervision can join the National Association for Supervision and Coaching (LVSC)⁴;
- Human resource professionals can join the Dutch Association of Human Resource Development Professionals (NVO2)⁵;
- Counsellors can join the General Professional Association for Counselling (ABvC)⁶ or the Dutch Association of Counselling (NAC)⁷;
- And last but not least, psychologists can join the Dutch Association of Psychologists (NIP)⁸.

Because many coaching professionals are members of one or more of the before mentioned bodies, recently all of these professional bodies have joined forces by establishing the Dutch Federation of the Coaching Profession (NFBK)⁹. Their mission is to create value for their members, to strengthen the societal position of the coaching profession and to contribute to optimal per-

¹ www.stir.nu

² > 2,100 members (www.nobco.nl)

³ > 2,500 members (www.noloc.nl)

⁴ > 2,400 members (www.lvsc.eu)

⁵ > 2,000 members (www.nvo2.nl)

⁶ > 800 members (www.abvc.nl)

⁷ > 150 members (www.denac.nl)

⁸ > 13,000 members (www.psynip.nl)

⁹ www.nfbk.nl

formance and well-being of individuals in organizations. The NFBK represents more than 10,000 coaching professionals in the Netherlands.

With so many professional bodies and their efforts to collaborate, why still put effort in promoting coaching psychology? The answer is obvious: psychologists have a unique contribution to make to the coaching profession because of their knowledge about human behaviour. However, recognizing this contribution psychologists can make to the field is one thing, placing 'coaching psychology' within existing structures is a totally different subject.

My starting point for promoting coaching psychology was the board of the NIP. They referred me to the division of 'Work and Organization'. According to them, coaching psychologists were most likely to be found within this division. 'Work and Organization' is one of four divisions within the NIP, next to 'Healthcare', 'Youth', and 'Intersector'. Each one is subdivided in several sections. 'Work and Organizations' is divided in the sections 'Person, Work, and Organization', 'Work and Health', and 'Training and Education'.

In discussing coaching psychology with this division several issues arose:

1. Coaches are found in every section, for example career coaches are mainly associated with the section 'Person, Work and Organization' and health coaches with 'Work and Health'. Which section should claim coaching and what would be the effect of creating a separate section on the other sections?
2. High on the agenda of the division is profiling the Work and Organizational Psychologist in general. Profiling coaching psychologists is just a part of this discussion and thus less relevant at the moment.
3. In the area of registration all attention is focused on EuroPsy. The division does not have a negative stand towards registration or accreditation of coaching psychologists. It is just not a priority.

To overcome these issues and in order to move forward we created an informal coaching psychology group within the division of 'Work and Organization'. We chose not to focus on creating an official group or on registration. Instead our first aim is to make psychologists more aware of the (exciting developments) in the international field of coaching psychology. In order to accomplish this, we have subsequently taken on several initiatives.

In January 2010 we created a LinkedIn group 'Coaching Psychologie Nederland' for psychologists who coach in the Netherlands. In six months this group has grown to almost 300 members and is still growing. This group enables us to inform psychologists about coaching psychology in general, upcoming (international) events and discuss relevant issues concerning coaching psychology.

For the monthly journal of the NIP 'De Psycholoog' (*The Psychologist*) I wrote a report about the 1st International Congress of Coaching Psychology in London in December 2010 to inform psychologists about the international developments in coaching psychology and to ask the question 'Where are the Netherlands in these developments?' As a member of the international steering committee I am planning to bring the 2nd International Congress of Coaching Psychology to the Netherlands in 2012. This will be an opportunity to unite the Dutch scientific community around the common theme of coaching psychology in the Netherlands and discuss what we have to offer to the national and international field.

This spring the NIP has facilitated a research project among her members to map the activities and work experiences of coaching psychologists in the Netherlands and learn about their vision on coaching. At the moment we are working on a national and an international publication to report about this project. It will give an insight into the profile of Dutch coaching psychologists, their current work situation, their working method, client profile, educational background and professionalization. The results will be presented at the 3rd European Coaching Psychology Conference in December 2011 as well.

Maybe I was too quick to write '*coaching psychology is virtually unknown in the Netherlands*'. This was the case a year ago. The described initiatives show that the first small steps have been taken to form a coaching psychology community in the Netherlands. Our ambition is to get more people involved in contributing to the professionalization of coaching and strengthening the brand of psychologists within the field of coaching. I would like to thank the international coaching psychology community for their support and inspiration in this journey so far.

Hello Holland: Welcome to the international coaching psychology community!

Biography:

Richta IJntema is an assistant professor at the Department of Work and Organizational Psychology at Utrecht University and she runs her own private coaching practice in the Netherlands. She is a registered psychologist and trainer (Dutch Association of Psychologists) and a coaching psychologist MSCP Accred. She is a member of the international steering committee promoting coaching psychology around the world. Her PhD research topic is workplace coaching efficacy.

Correspondence:

Richta IJntema

E-mail: r.ijntema@uu.nl



Interest Group in Coaching and Consulting Psychology, South Africa (IGCCPSA): An Update

Executive:

Dr Anna-Rosa le Roux (Chair)
Mongezi Makhhalima (Secretary)
Aletta Odendaal (Co-opted member)

The IGCCP has been focusing since its inception in 2006 on the development of a sustainable framework for Coaching and Consulting Psychology in South Africa. Some of our key objectives are i) to share and participate in the global development of Coaching and Consulting Psychology, ii) to establish Coaching and Consulting Psychology as an applied sub discipline in Psychology and iii) to continuously influence the science and practice of Coaching and Consulting Psychology in South Africa.

RECENT HIGHLIGHTS:

The following were major activities attended to during 2010-2011:

The 1st International Congress of Coaching Psychology – The Southern Hemisphere Event, May 2011, CSIR, Pretoria:

The 1st International Congress of Coaching Psychology (ICCP) The Southern Hemisphere Event was hosted in May 2011 by the Interest Group in Coaching and Consulting Psychology (IGCCP), under the umbrella of the Society for Industrial and Organisational Psychology of South Africa (SIOPSA) in partnership with the APS Interest Group in Coaching Psychology and New Zealand Coaching Psychology Special Interest Group. During this event the stage has been set globally for SIOPSA and specifically the IGCCP to add tremendous value to the Coaching Psychology discipline, as well as making a contribution towards the growth and sustainability status of coaching clients in South Africa.

The establishment of the Congress events was a key step towards the branding of coaching psychology at a national as well as international level and contribute to the discipline of coaching psychology and broader coaching industry. The Congress, in particular answered to the need to grow the coaching psychology evidence base, operationalize the knowledge base and to develop co-herent areas of research and practice. The IGCCP recognised and value the multi-disciplinary, multi-dimensional and complex interfaces involved in the development journey of coaching psychology, especially in post modernistic, evolving and highly adaptive times. Delegates and representatives from the broader coaching Industry in South Africa participated in a Coaching Survey that was presented at the Congress. These included professional and regulating bodies such as Coaches and Mentors of South Africa (COMENSA), the South African Board for People Practices (SABPP), the Institute of Management Consultants of South Africa (IMC SA) and the Psychological Society of South Africa (PSYSSA). Representatives from many academic institutions in South Africa and abroad attended the Congress as well as representatives from corporate organisations in South Africa.

The ICCP has been a rich and meaningful experience and the interest group was privileged to play their part in the process of realising the guiding global vision around Coaching Psychology. The value of conversation and reflection in social interaction has been demonstrated and the IGCCP are looking forward to leverage global networks that are crucial in taking the Coaching Psychol-

ogy profession forward. The first ICCP event was hosted in London in December 2010 by the British Psychological Society Special Group in Coaching Psychology (BPS SGCP) This event has been referred to as the birth of Coaching Psychology internationally whereas The Southern Hemisphere event was referred to as the 'coming of age' of Coaching Psychology. This was indeed something that we can be proud of as South African citizens.

The 1st International Congress of Coaching Psychology, December 2010, City University, London:

Dr Anna-Rosa le Roux and Aletta Odendaal was invited to present South Africa at the first ICCP Congress in London in December 2010 and presented a paper on Coaching Psychology trends in South Africa.

Memorandum of Understanding: Society for Coaching Psychology

During the May 2011 ICCP event, both SIOPSA and the Interest Group have signed a Memorandum of Understanding with the Society of Coaching Psychology acknowledging a desire to communicate, and work together in support of the development of the Coaching Psychology profession in South Africa and internationally. In principle agreement has been reached pertaining to the following:

The memorandum lays the foundation for further discussion and agreement as regards the future liaison between the two organisations. These discussions to include:

- The sharing of information in printed and electronic media;
- Exchanges and assistance with academic research;
- Mutual recognition of conferences and workshops for professional development;
- Member discounts for the attendance of Society conferences; and
- Discounted access to materials published by the Societies.

Appointment of Stream leaders

The IGCCP's AGM was held during the ICCP Congress at CSIR on the 26th of May 2011. Dr Anna-Rosa le Roux was re-elected as Chairperson and Mongezi Makhalima as Secretary.

The IGCCP realised that it needs to integrate its activities in a coherent and pro-actively planned way. In this regard we have appointed stream leaders in key focus areas to drive activities related to these areas:

- Work Stream 1: Practice Guideline Document
- Work Stream 2: Peer Practice Groups
- Work Stream 3: Coaching Psychology Forum
- Work Stream 4: CPD
- Work Stream 5: Co-operative relations

Focus for remaining 2011/2012

The Interest Group (IGCCP) will be taking up the challenge to further grow and develop the Coaching Psychology discipline in South Africa, as well as the region. The interest group will start engaging colleagues in the rest of Africa in this regard. This is a great challenge and privilege for us and we believe that through enabling the communities in Coaching Psychology in the region, we are better positioned to make a difference towards creating a better life for all.

During our recent annual SIOPSA Conference (26 – 28 July 2011), the Interest Group hosted a World Café session towards developing a working definition of coaching psychology in the South African context.

The IGCCP will also actively engage and participate in the global debate around coaching. In this regard we have been invited to present papers at both the Spain, as well as the Australian ICCP Congresses listed below. We are currently participating in initial discussions to sign further Memorandums of Understanding at both of these events.

- **The 1st International Congress of Coaching Psychology, October 2011, Spain**
- **The 1st International Congress of Coaching Psychology, March 2012, Sydney**



Coaching and Psychology in Italy: An Update

Silvana Dini, Dr. Senior Coach Psychologist and Management Consultant

Alessandra Rosicarelli, Dr. PPC Certified Psychologist and HR Specialist

Ida Sirolli, Dr. Psychologist, HR Senior Professional



Abstract

A brief update of the Italian Coaching Psychology scene is illustrated. Main accomplishments regarding the establishment of the Society for Coaching Psychology Italy, continuous engagement of psychologists who practice coaching and the start-up of an Italian line of research.

Keywords: Coaching Psychology in Italy, Italy, SCP Italy



Since the publication of our article in Volume 3, issue 2 October 2010, in which the status of both coaching and psychology in Italy were illustrated, progress has been made towards the goal of establishing Coaching Psychology in this country. Through great enthusiasm, determination and effort, three main accomplishments have been made: establishment of a formal “space” for Coaching Psychologists in Italy, gradual and continuous involvement/engagement of psychologists who practice coaching and other parties (such as the Italian Psychological Association) and third, the start-up of a line of research on Coaching Psychology. In the following paragraphs a detail of each accomplishment will be given.

Establishment of a formal “space” for Coaching Psychologists

On March 23rd 2011, after a long and difficult period of study, negotiation, turmoil, hard work and support from the International Society for Coaching Psychology (ISCP), the Society for Coaching Psychology Italy (SCP Italy) was founded by Silvana Dini, Alessandra Rosicarelli and Ida Sirolli. SCP Italy has the scope to be an official “space” where Coaching Psychology can be developed nationally, where members can find a framework, guidelines and support to go through a continuous professional development (CPD) and accreditation process that meet international standards for Coaching Psychology. On June 23rd the official website went live (<http://www.scpitaly.it>) and information on the association’s functioning process, services and activities are now available.

Prior to the establishment of the SCP Italy, founders con-

tributed to organise and promote a Congress on November 25th 2010 together with the “Ordine degli Psicologi del Lazio” which is the largest branch of the Italian National Psychological Association with over 15.000 members. During the event the [Guidelines for the Work and Organisational Psychologist in the Practice of Organisational Coaching](#)¹ were presented, attracting the interest of many psychologists who practice coaching and who later signed in and currently belong to the LinkedIn “Special Group for Coaching Psychology Italy” which was created immediately after the Congress. The group members are now over 100 and they are the base from which the involvement process has begun.

SCP Italy is at the moment going through the procedure of gaining official endorsement on behalf of the Ordine degli Psicologi del Lazio for its future events and initiatives.

Continuous involvement/engagement of psychologists who practice coaching

The involvement process has already begun and SCP Italy founders are now directly in contact with many LinkedIn group members that will actively contribute to the development and growth of the association.

The involvement strategy is to ask volunteers to participate in and contribute to start-up activities such as: putting the accreditation and CPD processes in place, prepare contents for the official website, share coaching practices, design and implement research activities etc. Small groups are being created for each category of activities.

The engagement strategy is to leverage psychologists’

¹ Ordine degli Psicologi del Lazio, 2010 - available at http://www.ordinepsicologilazio.it/binary/ordine_psicologi/ordine_area_lavoro/Guidelines_in_the_Practice_of_Organisational_Coaching.1291883473.pdf

need for awareness of, identity with and sense of belonging to an emerging (in Italy) branch of psychology which will contribute to an Italian Coaching scene hardly linked to any psychological domain.

Finally, a communication plan and a website are being prepared by consultants who are supporters of the association.

Start-up of an Italian line of research on Coaching Psychology

A call for research volunteers was welcomed with great interest and excitement. A group of consulting psychologists who are both coaches and academics see the opportunity of working with this new framework as the answer to a big void they were struggling with. Furthermore, others who have no official academic role, but have already participated or are currently active in research projects, are

excited about the possibility of being able to invest their time and energy on research in Coaching Psychology. A special team is being established to coordinate all research that will be taken out within the SCP Italy Framework.

Next Steps

On September 23rd the SCP Italy Take-off meeting² will be in Rome, a general meeting of all LinkedIn members and other interested parties aiming to officially present the association, start gaining memberships and actively involve a larger number of psychologists. The event will be sponsored by the Ordine degli Psicologi and International Society for Coaching Psychology. During the event the accreditation process and available training paths will also be presented and discussed.

Biographies:

Silvana Dini (MSCP Accredited) is a registered Organizational Psychologist, Senior Coach and Management Consultant with a great experience both in Multinational Companies and Consultancies, co-founder and current Chair of the Society for Coaching Psychology Italy. She is professor at a Work and Organizational Psychology Master, is member of ICF and AIDP (Italian Association for HR Directors). Silvana is also author of the book: *Coaching new challenges* (2004).

Ida Sirolli (MSCP) is a registered Organizational and Clinical Psychologist, has at length worked in large companies on People Evaluation/Development, Coaching and Leadership programs and co-founder and current Secretary of the Society for Coaching Psychology Italy. She collaborates as a researcher at the "Sapienza" University of Rome, has published articles on helping relationships and her recent interest is in adult learning and development theories applied to coaching.

Alessandra Rosicarelli is a registered Organizational Psychologist and has achieved several specializations in this field. Co-founder and current Treasurer of the Society for Coaching Psychology Italy. She has worked both in large consultancies and in the HR department of IT and Pharmaceutical multinational companies. Alessandra has ultimately combined her professional and personal skills by completing two master programs in Coaching.

Correspondence:

Ida Sirolli

E-mail: isirolli@libero.it

Silvana Dini

E-mail: silvana.dini@gmail.com

Alessandra Rosicarelli

E-mail: arosicarelli@gmail.com

² http://www.scpitaly.it/images/download/invitation_and_agenda_23_september_28_7.pdf



Coaching Psychology News from Israel: An Update

Arnon Levy Ph.D. clinical psychologist psychoanthropologist and life coach.
Dr. Levy is the former chair of Israel Association for Psychotherapy.

Life and business coaching are very popular in Israel: There are training courses in Adlerian Coaching, in Spiritual Coaching, Health and Nutrition Coaching, Anthroposophic coaching, Judaism Coaching, Emotional Coaching etc. It is hard to count the number of schools, some of them are agents of renowned international schools like CTI (Coaches Training Institute) and ICF (International Coach Federation) approved schools and some of them are initiatives of individuals who train within their own place according to their own approach.

Coaching Psychology in Israel began 7 years ago at the Tel Aviv University Training Program that still functions successfully today and trains about 35 students every year. The undersigned who founded and directed the program at Tel Aviv University founded last year the New Existential Coaching Psychology Academic Society (NECP). NECP aims to develop and teach coaching psychology from a humanistic/existential outlook for advanced university degrees (Doctorate MA and Msc.) in coaching psychology in collaboration with the Professional Development Foundation and Middlesex University. The faculty at the society are psychology Ph.D. experts and researchers in psychology who were trained in coaching psychology according to NECP approach and they should start teaching by October 2011.

Last year the undersigned founded also the Israel Association for Coaching Psychology (IACP), which has a memorandum of understanding with the ISCP. IACP has regular meetings of the board, they establish the governing bodies of the association as lawfully required and are starting to recruit members.

IACP started the preparations to the international CP congress in cooperation with the Tel Aviv University coaching studying program.

The prospects of coaching psychology in Israel are very good although the marriage between coaching and psychology challenges both the Israel Psychological Association and established coaching organizations. Still I feel that in the larger public and gradually within academia there begins an increasing interest in the field of coaching psychology. One of the most prestigious colleges intends to start an MA studies in coaching psychology however the accreditation process in the High Education Council is still quite long.

There seems to be slow but progressive tendency of Chartered Psychologists to join the coaching profession and we hope this will lead to a dramatic increase once IACP launches an announcement of their international congress event.



First International Congress of Coaching Psychology

An Update from the Southern Hemisphere Event

Sam Farmer

South African hospitality was at its show-piece best at the First International Congress of Coaching Psychology (ICCP) Southern Hemisphere Event (26-27 May 2011) in Pretoria. Skilfully led by Dr Anna-Rosa Le Roux and Aletta Odendaal, with the untiring support of Carly Masiami, the event was an immense success.

Together with Dr Le Roux, the conference was opened by the Society of Industrial and Organizational Psychology of South Africa (SIOPSA) President, Nadene Venter. Over the course of the following two days, this rainbow event heard from an impressive range of both national and international speakers who contributed to the diverse spectrum that makes up coaching psychology. Invited by their hosts, representatives from coaching psychology groups in Denmark, Catalunya, Australia, Canada, England and New Zealand were in attendance. International Keynote and Invited Speakers included Professor Stephen Palmer (England), Professor Reinhard Stelter (Denmark), Dr Linda Page (Canada), Sam Farmer (New Zealand), Peter Zarris (Australia) and Vicky Ellam-Dyson (England). National Invited Speakers included Dr Sunny Stout-Rostron and Professor Leon van Vuuren.

As excellent, varied and plentiful as the array of food, were the presenters' intellectually and professionally nutritious breakaway sessions and workshops. With a selection of over twenty-eight to choose from – and a World Café Session on the Development of Coaching Psychology across the Globe at the end – delegates' tastes were comprehensively catered and their appetites fully sated by the end.

Certainly recognized by its members, and increasingly others, as being a vibrant, growing, strong and positive group, the integrity and professionalism of the worldwide coaching psychology community was fully evidenced at Pretoria. From Dr Le Roux's acknowledgement of the support of SIOPSA – through Professor Palmer's and Professor Stelter's presentations on the development of coaching psychology and its adaptation to hypercomplexity, respectively – to Professor van Vuuren's presentation on the fit of coaching psychology ethics with business ethics, the topics raised and discussed perfectly sculpted

coaching psychologists' profile within both psychology and coaching.

The buzz of stimulating presentations and the conversation between them paid tribute to both the knowledge we bring as well as the spaces in our learning that we have yet to bridge. Alongside the application of Narrative, Gestalt and other psychodynamic approaches to coaching, were sessions covering ethics, culture, organizational context, supervision, motivational approaches, mentoring programmes and team coaching.

Perhaps the piece de resistance was the signing of a Memorandum of Understanding between South Africa's IGCCP and the Society for Coaching Psychology (SCP). South African Coaching Psychologists will now be able to have much easier and discounted access to SCP resources – as well as have their national body formally affiliated to the only internationally recognized coaching psychology body. New Zealand is also working with their national psychological society to join with the SCP in due course. In addition, whilst he was in South Africa, Professor Palmer was in quiet communication with Johannesburg to help establish a Coaching Psychology Unit there. This will join the ones at City University and University of East London in the UK, Sydney University in Australia, the University of Copenhagen in Denmark and the one recently established in Brazil.

Concluding this awesome Southern Hemisphere event was the World Café, which followed up on a similar session held at the ICCP event in London in December 2010. To the impression of this author, the process of this conversation was as interesting and significant as the content. The enthusiasm we had to listen to each other was matched by the preparedness we had to discover and explore one another's perspectives. The questions included:

1. Sam Farmer (New Zealand) - **What is the nature of Coaching Psychology Supervision?**
2. Anna-Rosa le Roux (South Africa) - **How do we position Coaching Psychology to be known globally?**

3. Vicky Ellam-Dyson (UK) - **How can the application of psychology in coaching prevent the trail of destruction left behind by toxic leaders? (Political/Organisation/Religious)**

4. Reinhardt Stelter (Denmark) - **How do we (Coaching Psychology) reach out to Coachees' aspirations and values and help him/her to form their/our world to the better?**

5. Maite Sanchez-Mora (Spain) - **How do we define Coaching Psychology profile globally?**

6. Peter Zarris (Australia) - **How do we go about getting a seat at the boardroom table? What else do we need above and beyond our coaching skills to achieve this?**

Looking ahead, the challenge will be to maintain a unity that embraces the diversity of our cultural, intra-professional and inter-jurisdictional differences.

Kia kaha – be strong!



First International Congress of Coaching Psychology

An Update from the Irish Event

Marian Lee Executive Committee member (DWOP Coaching Psychology Group) and Newsletter Editor

The 1st International Congress of Coaching Psychology (Ireland) was hosted by the Psychological Society of Ireland's Division of Work and Organisational Psychology's Coaching Psychology Group in Dublin on the 18th June 2011. The format (a half-day symposium) provided us with submitted papers from Ms. Karen Lopez and Mr. Eric Brady who addressed our theme 'Navigating Complexity and Change through Coaching Psychology'. Our invited keynote Speaker was Professor Stephen Palmer (a Co-convenor of the ICCP).

Professor Stephen Palmer provided us with data analysis of where coaching psychology is within a global context. An international perspective on the development of coaching psychology was presented together with findings indicating the approaches to coaching are changing. His findings also indicated that coaching psychologists are utilising new strategies by encouraging the client to understand themselves and the role of the coach is one of acceptance and support.

Stephen described how and where membership of Coaching Psychology Groups worldwide is developing and growing and highlighted the fact that membership numbers are on the rise internationally. Stephen engaged the delegates in a discussion on some of the ethical issues relating to global governance. Here, Stephen outlined for us some challenges facing Coaching Psychology as a developing ethical profession and scientific discipline. These challenges cannot be ignored however, the opportunities that may be afforded to us, as coaching psychologists, must be encouraged and developed.

A Work and Organisational Psychologist, Karen Lopez, spoke on 'Navigating Complexity and Change across the Lifespan'. Karen argued that older workers are commonly perceived to be less able to deal with the adaptation to change required in challenging times and she asked us to consider the basis of this stereotyping of older workers, identify possible means to build robustness to guard against this and to consider how such a mechanism can be used to inform a coaching approach across the lifespan. Ageism is defined as 'the systematic stereotyping of and discrimination against people simply because of their age'. (Butler, 1969).

Karen outlined for us some of the evidence showing the advantages of employing older workers and the assertions that work should no longer be seen as a 'risk' activity but physically, socially and psychologically healthy (Burton, 2008). Exposure to older workers, as an intervention, is associated with more positive beliefs about them (Chiu et al, 2001). Langer's (2009) Theory of Mindfulness was suggested, by Karen, as a useful model within the context of coaching and ageism.

Karen concluded with the message to delegates that older workers should be encouraged to believe that they can continue to contribute through work and recognise that they have assets and talents to do so and that chronological age is a poor predictor of performance.

Eric Brady (HR Director with the Irish Prison Service) described an ongoing coaching intervention aptly titled 'Developing a Coaching Intervention within the Irish Prison Service' (IPS). Eric presented us with the framework and structure of the Irish Prison Service, a description of the IPS transformation programme and the rationale for a coaching intervention. The IPS is a large and complex body run by a Director General and supported by Eight Directorates. They oversee fourteen institutions across the State with a bed capacity of almost four and a half thousand inmates but due to over-crowding this is regularly exceeded.

Eric outlined the rationale for a coaching intervention which stems from the aspiration to develop a coaching culture within the IPS but, as yet, this is only beginning to develop. There is a need for meaningful support intervention as coaching has been shown to positively support transformational cultural change (Hawkins & Smith, 2006). He also went on to describe plans for adopting an appreciative inquiry approach (Cooperrider & Scrivastva, 1987) in order to create a focus on conversational sense-making and to use this approach to frame, appreciate, envision and sustain the change process. The challenges being faced include having no prior coaching culture within the IPS and general misgivings towards the motive for the intervention. Nonetheless, Eric was able to outline some of the programme's successes including a unity of purpose amongst groups

of Governors, level of buy-in at all management levels and an agreed vision for the future.

The Roundtable discussion, which followed the papers, acknowledged the diverse approaches, to the theme taken by all three Speakers. The range of questions included the complexities of organisations, change and transformation, ageism and the role that we, as coaches, can play in making positive changes. Our Speakers expressed the hope that their papers would motivate inquiry into assumptions about navigating complexity and change through coaching psychology. Afterwards, our delegates spoke of how informative and insightful this event was and how much value it added to their growing knowledge of coaching psychology. They hugely appreciated the opportunity to learn about the ICCP from a global perspective (Professor Stephen Palmer); to consider the role of coaching psychology in addressing ageism (Karen Lopez) and to engage in a discussion on adopting a coaching culture within the Irish Prison Service (Eric Brady).

Our symposium was chaired by Mr. Hugh O'Donovan (Chair of DWOP's Coaching Psychology Group) with Dr. Joan Tiernan (School of Psychology, University College Dublin) acting as convenor.

The Division of Work & Organisational Psychology's Coaching Psychology Group (DWOP CPG) acknowledges the generous contributions by our three Speakers which was central to the success of this International Congress of Coaching Psychology (Ireland). A special word of thanks to Professor Stephen Palmer for accepting our invitation to speak on behalf of the ICCP. We were delighted to host this third event in the International series of events after the United Kingdom and South Africa and we commend the efforts of the International Congress of Coaching Psychology in bringing the message of coaching psychology to such a wide audience.



(Left to right: Dr. Joan Tiernan, Eric Brady, Karen Lopez, Prof. Stephen Palmer, Hugh O'Donovan, Carmel O'Neill).

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Correspondence

Marian Lee

E-mail: 4wardthinking1@gmail.com

Who is Who on the ISCP Board?

Dr Angel Chater CPsychol, CSci, MISCP



Angel is a Chartered Psychologist and Associate Fellow of the British Psychological Society and a Registered Health Psychologist and Sport and Exercise Psychologist with the Health Professions Council.

She manages the BSc in Health Psychology and is the Deputy Course Director of the MSc in Health Psychology and the MSc in Physical Activity, Nutrition and Health Promotion at the University of Bedfordshire (UoB). She is also the Chair of the Publicity and Liaison Sub-

Committee for the Division of Health Psychology and the UK representative for the European Health Psychology Society.

With a keen interest in coaching psychology, Angel has served on the Special Group in Coaching Psychology committee and is a founding member of the Society for Coaching Psychology. She is on the Editorial Board for Coaching, An International Journal of Theory, Research and Practice and teaches at both undergraduate and postgraduate levels in coaching psychology with a particular focus on health and lifestyle coaching.

Angel's PhD focused on the psychological and parental influences of children's health behaviours looking specifically at why some children perform healthy behaviours (healthy eating, physical activity) while others choose those that are known to be detrimental to health (smoking and alcohol use). This research took on an intervention approach, and her expertise is in behaviour change interventions. She has experience working as a Health Psychologist in Specialist Obesity Services at the Luton and Dunstable Hospital. In this role she supported individuals in their weight loss process with adherence to treatment protocol (pre and post-surgery for a surgical clinic or in conjunction with pharmacological and dietary interventions in a medical clinic), working with cognitions and beliefs around areas such as personal control, happiness and time management. Her practice often drew from a health coaching perspective and she is currently investigating the usefulness of using positive health coaching to assist overweight individuals to recognise and replace negative cognitions, emotions and behaviours with those that make them happy, in an attempt to support weight loss.

Outside of health psychology and health coaching, Angel enjoys cooking and the great outdoors. She enjoys travelling and is especially drawn to the beauty of Australia.

The International Society for Coaching Psychology 'Approved Centre' and 'Recognised Course/workshop' systems confer recognition for education and training in the field of coaching psychology. These systems also offer guidance and a level of quality assurance for ISCP members planning their coaching psychology related annual continuing professional development (CPD) or education activities. Further details of the application process and criteria for approval are available on the SCP website www.isfcp.net (NB: We will soon be offering an updated logo).

Details of ISCP Approved Centres

Details are provided below of organisations currently entitled to state that they have achieved the 'International Society for Coaching Psychology Approved Centre Status', providing initial and continuing professional development/education for its Members.



Approved Centre*	Course Dates	Website & General Enquiries	Centre Address
 <p>International Academy for Professional Development</p> <p>Faculty of Coaching Psychology, Centre for Coaching, Centre for Stress Management, International Academy for Professional Development Ltd</p> <p>*NB. All courses provided by Approved Centres and their Faculties are recognised by the ISCP.</p>	<p># These courses are Middlesex University accredited:</p> <p># Certificate in Coaching: 26-30 September; 31 October – 4 November; 5-9 December, 2011. (Level 5, 15 Credits)</p> <p># Certificate in Coaching Psychology (Level 7, 20 Credits)/Certificate in Psychological Coaching (Level 6, 15 Credits): 3-7 October, 2011.</p> <p>Primary Certificate in Supervision: 24-25 October, 2011.</p> <p># Primary Certificate in Stress Management: 22-23 September; 7-8 November, 2011.</p> <p><i>Distance & Blended Learning Courses:</i></p> <ol style="list-style-type: none"> # Certificate in Professional Development (Topic Specialism) (Level 6; 10 Credits) # Certificate in Work Based Professional Development (Topic Specialism) (Level 6; 5 Credits) # Diploma in Coaching (Level 6, 40 Credits) # Diploma in Coaching Psychology (Level 7, 50 Credits) # Diploma in Psychological Coaching (Level 7, 50 Credits) 	<p>Website[s] www.iafpd.com www.managingstress.com www.centreforcoaching.com www.centresofexpertise.com www.centreforcoaching.com/ilm.htm</p> <p>E-mails: ruddell@international-academy.eu cope@international-academy.eu</p> <p>Telephone: UK: 0845 680 2065; 0845 680 2075 International: +44 (0) 20 8318 4448</p>	<p>156 Westcombe Hill, London SE3 7DH</p>

Details of ISCP Recognised Courses

Details below are of organisations currently entitled to state that a course[s] are 'Recognised by the International Society for Coaching Psychology as providing CPD/CPE for its Members'.



Training Provider	Title of Course & Dates	Website & General Enquiries	Location
Westminster Business School, University of Westminster	Postgraduate Certificate in Coaching and mentoring at Work. Part time and block mode delivery - January and September start dates.	<p>Website: www.westminster.ac.uk</p> <p>E-mail: L.J.Matthewman@wmin.ac.uk</p>	Westminster Business School, University of Westminster, 35 Marylebone Road, London, NW1 5LS

The next chapter at Coaching at Work

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* Check out new and exciting developments on our website at www.coaching-at-work.com

* *“Coaching at Work provides an opportunity for our professional community to share and keep up-to-date on current issues and developments of interest to coaches and coaching psychologists.”*

**Dr Slobhain O’Riordan, Chair,
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INTERNATIONAL SOCIETY
FOR COACHING PSYCHOLOGY

Place of Registration: England, Registered number: 06652151

Registered office: 2ND FLOOR 2 WALSWORTH ROAD, HITCHIN, HERTFORDSHIRE, SG4 9SP

Join the ISCP

If you are interested in the developing field and profession of coaching psychology do explore our website and consider joining the International Society for Coaching Psychology. If you are a graduate psychologist, state or country licensed psychologist you will be able to work towards our international certification or accreditation as a coaching psychologist. As a professional body, the Society encourages members to undertake Continuing Professional Development or Education and receive supervision. This will be an essential part of the accreditation and certification process.

Current ISCP Membership Benefits include:

- Two issues of the society's publication *Coaching Psychology International* per annum
- Pathway towards ISCP accreditation/certification as a coaching psychologist
- Code of Ethics and Practice
- Dependent upon current membership status, entitlement to make use of classes of ISCP membership logo's
- Guidance on centres & courses/workshops approved by the society as offering CPD/CPE to ISCP members
- MISCP's can apply for advertising/sponsorship opportunities
- ISCP members private and public on-line discussion forums
- All members have the opportunity to be part of an international community of coaching psychologists

For further information about joining the Society see our website at www.isfcp.net or e-mail membership@societyforcoachingpsychology.net

The International Society for Coaching Psychology is ... an international professional membership body established to further the discipline and profession of coaching psychology. With the growing interest in coaching psychology around the world, The Society hopes to encourage the development of the theory, research and practice in coaching psychology and support coaching psychologists in their work.

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3rd European Coaching Psychology Conference

13th and 14th December 2011 City University, London, UK

In the spirit of continuing to bring together the growing coaching psychology community SGCP is delighted to announce the **3rd European Coaching Psychology Conference**. This is an event for those that are interested in or currently using coaching psychology in their practice, and those who wish to learn more about how they can benefit from coaching psychology for themselves or their organisations.

Invited speakers include:

Adrian Furnham (UK)
Siegfried Greif (Germany)
Ida Sirolli (Italy)
Stephen Palmer (UK)
Pascale Reinhardt (France)
Ole Michael Spaten (Denmark)

For registration and further information please go to <http://sgcp-conference.bps.org.uk>



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