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## COACHING PSYCHOLOGY INTERNATIONAL

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# COACHING PSYCHOLOGY INTERNATIONAL

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**Chair's Update**  
by Siobhain O'Riordan  
MISCPAccred

*Welcome to the summer  
2016 issue of Coaching  
Psychology International*

We are pleased to present a bumper issue and share with you contributions from around the world offering insights, learning and updates from across the coaching psychology field.

Inside you will find articles looking at Authentic leadership, Internal coaching, Walk and talk coaching session formats, Acceptance and commitment coaching (ACT), Spirituality and coaching psychology and Neuroscience and coaching psychology. There also International updates from the field from Hungary, Italy and Catalan. Also, please do take a moment to review our Member Benefits as well as summary information on how to become accredited/certified as an ISCP coaching psychologist.

Major news is that on 26 July 2016 the Society will be hosting a conference in London (UK) as part of the 6th International Congress of Coaching Psychology titled 'Positive and Coaching Psychology Through the Life Course'.

Speakers will include Dr Ilona Boniwell who will give a keynote on 'Making Positive Psychology Tangible'. We do hope you are able to join us.  
[www.isfcp.net/events.htm](http://www.isfcp.net/events.htm)

The ISCP is also delighted to be co-sponsoring a free one-day conference at Aalborg University on 16 September 2016 on 'Psychotherapy, Coaching Psychology and Coaching: Boundaries and Decisions'. <http://bit.ly/1QITHof>

We are pleased to share that the current issue of the Society of Consulting Psychology (APA, Division 13) *Consulting Psychology Journal: Practice and Research* is a Special Issue entitled *International Perspectives on Becoming a Master Coaching Psychologist*. This issue is Guest edited by Dr. Vicki Vandaveer, Past President of Society for Consulting Psychology, and Professor Stephen Palmer, Honorary President of the ISCP.

An Introduction article that explains the context and gives an overview of this Special Issue is available at <http://psycnet.apa.org/journals/cpb/68/2/99.htm>

I would like to take this opportunity on behalf of ISCP to thank the Society of Consulting Psychology for this important collaboration.

Do check our website for announcements and details about the work of the Society and conference/event updates. Happy reading!

## INSIDE THIS ISSUE:

- *Authentic Leadership isn't just about ethical leadership, it's also about strategic leadership*
- *A Trusted Chameleon: The evolving role of the L&D consultant as an internal coach*
- *An exploration of the 'walk and talk' coaching session format*
- *Acceptance and commitment coaching: Making the case for an ACT-based approach to coaching*

● *Spirituality and Coaching Psychology: An adaptation of the SPACE model*

● *Moving forward neuroscience research in the fields of coaching psychology and sport psychology: Would Imagery Based Coaching by a useful area to research?*

● *Coaching Psychology Updates from around the World*

● *Approved Centres and Recognised Courses*

● *Summary of Member Benefits*

# Authentic Leadership isn't just about ethical leadership, it's also about strategic leadership



*Tony Fusco, Siobhain O'Riordan and Stephen Palmer*

## **Abstract**

Much of the emphasis of Authentic Leadership Development (ALD) is placed upon ethical leadership, but our research shows that there is an additional benefit to genuine ALD, namely an increased capacity for strategic leadership. In this article we aim to highlight this somewhat neglected benefit of ALD and demonstrate how Authentic Leadership group-coaching can develop a leader's cognitive complexity and hypothesise this may be as a result of the group-coaching process elevating them through their Leadership Development Levels (Eigel & Kuhnert, 2005).

*Key words:* Authentic Leadership, Leadership Development, Leadership Coaching, Coaching, Executive Coaching, Group Coaching

Our research into Authentic Leadership Group Coaching (Fusco, O'Riordan, & Palmer, 2015) has demonstrated an increase in seven tangible leadership qualities, summarised below:

- 1. Raised Self-Understanding and Self-Management*
- 2. Greater Understanding of Others*
- 3. Increased Flexible and Effective Interactions with Others*
- 4. Enhanced Management Mindfulness*
- 5. Expanded Leadership Capacity and Proactivity*
- 6. Elevated Leadership Confidence and Clarity*
- 7. Heightened Strategic Orientation*

Along with anticipated development areas, such as an increase in self-understanding and self-regulation, the research also showed a positive impact on the leader's

capacity for complex strategic thinking and what we term Strategic Orientation was reported consistently by a high percentage of our research participants.

This category emerged clearly from our Grounded Theory of Authentic Leadership group-coaching, but its discovery was somewhat surprising as at no point in the process were participants exposed to any teaching in strategy or strategic thinking.

We concluded in our research that the effectiveness of group-coaching lies in its ability to remove obstacles to skill deployment as opposed to skill development per se. This supports the fundamental coaching tenet that insights and solutions very much reside within the individual and it is coaching's job to help the individual access and deploy these resources.

This is also demonstrated in two further categories that surfaced: *Leadership Capacity and Proactivity* – which refers to increases in a leader's reserves and resilience, with many participants reporting taking on much more work yet feeling even more positive and in control at the same time, and *Leadership Confidence and Clarity* – with participants also reporting considerable surges in confidence and feeling more able to take on increased responsibilities and doing so with a greater confidence and clarity in their leadership role.

These two particular benefits will be discussed in a future article, but here we would like to focus on the leaders' increased capacity for more complex, strategic thinking. Several interview quotes may illustrate what we found within this category:

*"I started to form the new team and said – let's really get the strategy right in terms of*

*what we're going to do to put in place the right machinery, behaviours and culture to deliver the activities that will drive that strategy"*

*"Yesterday I sat down with the team reviewing our strategy, asking if we were really clear on what we're here to do in the context of the organisation"*

*"So people understood my vision I gave them a strategy plan and now my managers are far clearer on where they're going"*

In considering how Authentic Leadership (AL) group-coaching may develop such a leadership quality as complex and strategic thinking, we propose a theory of adult development called Constructive Developmental Theory (Kegan 1980; 1982; Kohlberg, 1969; Loevinger, 1976; Torbert, 1987). Constructive Developmental Theory has been summarised as the continuing development of a person's meaning-making processes and the complexity with which they see and understand themselves and the world (Keegan, 1980). Therefore, Constructive Developmental Theory is so-called because it deals with a person's construction of experience, that is, the meaning a person gives an experience, and developmental due to how these meanings and interpretations grow more complex over time. The application of this theory to leadership is known as Leadership Development Levels introduced by Eigel and Kuhnert (2005).

### **Leadership Development Levels**

Rather than focusing on the acquisition of discrete skills and knowledge, Leadership Development Levels (LDLs) describe a person's overarching understanding of themselves, their world and their leadership. They closely match the adult

development levels, but look at development specifically from the leadership perspective and are comprised of three domains: *Intrapersonal*, *Interpersonal* and *Cognitive*.

Within these domains leaders move from an externally to internally defined sense of self in their Intrapersonal domain; from a self-focus to other-focus in the Interpersonal domain, and from simplicity to increasing complexity in the Cognitive domain. LDL theory comprises four levels and movement throughout these levels is unidirectional. A leader cannot miss a stage nor can they regress in their understanding. As such, each level encompasses the previous levels, but then expands and extends to the next, “...such that earlier ways of meaning-making are integrated into more comprehensive and complex later ways” (McCauley, 2006, p.635).

Although the sequence of progress is universal, the speed of development, and potentially stalled development, will vary from one leader to another. It is helpful to think of this as the vertical-development of how we know versus the horizontal-development of what we know. Of Kegan’s original theory, only four are applicable to leadership (Kuhnert & Lewis, 1987) and the characteristics of each level are summarised below in Table 1.

**Level 2** – Represents the lowest or least sophisticated level of development. Leaders at this level view the world in very simplistic terms. They see it mainly as either black or white and miss the many subtle shades of grey inbetween. They struggle with paradox, ambiguity and even alternative views. These leaders have to operate by following strict and concrete rules that they, in turn, expect others to follow. Leaders at this level may

**Table 1: Keegan’s Development Levels and Eigel & Kuhnert’s Leadership Development Levels**

<b>Stages of Development</b>	<b>Leadership Development Levels</b>
<ul style="list-style-type: none"> <li>● <b>Imperial</b> Emphasis on own needs, interests and wishes</li> <li>● <b>Interpersonal</b> Emphasis on mutuality and interpersonal concordance</li> <li>● <b>Institutional</b> Emphasis on personal autonomy authorship and self-system identity</li> <li>● <b>Inter-Individual</b> Emphasis on individuality and inter-penetrability of systems</li> </ul>	<ul style="list-style-type: none"> <li>● <b>LDL1</b> - Effective in simplistic environments and uses concrete and rule-driven strategies</li> <li>● <b>LDL2</b> - Effective in routine environments and uses learned simple strategies</li> <li>● <b>LDL3</b> - Effective in novel environments and uses integrated strategies in a self-authored way</li> <li>● <b>LDL4</b> - Effective in dynamic environments and uses a deep-seated values orientation to evaluate multiple competing strategies</li> </ul>

prove quite ineffectual in the modern business VUCA (*Volatile, Uncertain, Complex and Ambiguous*) environment; (*Passmore, 2010*). It is estimated less than 10% of today's leaders operate at this level (*Eigel, 1998; Kegan, 1994*).

**Level 3** – Leaders move to this level when they eventually learn the limitations of Level 2. They are now capable of recognising alternate viewpoints and the subtler shades of grey in situations. Although they are capable of accepting outside counsel, one drawback of this stage is that they may become reliant on it. They seek external opinion even on occasions when what is called for is their own internal guidance. Level 3 leaders are generally effective in routine and low stress environments.

**Level 4** – At this level, understanding now starts to come more from within than without and leaders become more independent in thought and act. They continue to consider external information, but now simply look at it as one factor in the overall decision-making process. They develop a more complex understanding of the world. It is considered that genuinely effective and even transformational leadership begins at this level (*Kuhnert & Lewis, 1987*). These leaders can be most effective in novel environments.

**Level 5** – This is the highest level but one that only about 5% to 8% of leaders attain. A complete paradigm shift occurs here in that leaders start to welcome other paradigms (*Eigel, 1998; Kegan, 1994*). They ground themselves in their own vision and values, but are completely capable of understanding and even integrating those of others. They have a capacity for the ambiguous, incomplete and paradoxical.

It is this complex and open view of themselves, others and the world that makes Level 5 leaders the most effective in the fast paced and dynamic VUCA conditions that characterise most modern organisational and business environments. Although authentic behaviour can be witnessed at LDL 3, it is generally considered that authentic leadership only really begins to occur at LDL 4. It is only here that leaders becoming truly self-authored, as prior to this level the understanding of self and others comes from external sources and as such cannot be fully authentic (*Eigel & Kuhnert, 2005*).

### **Leadership Development Levels and Leadership Development**

Recent decades has seen an increase in research into LDL and leadership effectiveness. For example, Harris and Kuhnert (2008) and Strang and Kuhnert (2009) have shown that LDL predicted effectiveness in a variety of leadership competencies, including strategic thinking and leading change. Rooke and Torbert (1998; 2005) looked at LDL and CEO performance and found that higher LDL leaders make more effective change agents.

In addition, *Hirsch (1988)* also found that individuals at a lower level tend to lead in a very hands-on way, whereas those at higher levels delegate more responsibility and focus more on broader strategic issues.

In terms of leadership development itself, some time ago Bartunek, Gordon and Weathersby (1983) called for the introduction of adult developmental stage theory into the design of management education programmes and since then

various practitioners have utilised this theory in the design of their leadership interventions in both training and coaching (Berger, 2006; Laske, 1999; Lucius & Kuhnert, 1999; Palus & Drath, 1995; Pinkavova, 2010; Torbert, 2004; van Velsor & Drath, 2004). Despite this, McCauley and associates (2006) still claim that: “Despite the interest in using Kegan’s constructive-developmental framework to better understand and design leadership development interventions, there has been no research examining the features of these interventions” (p642).

One such feature, however, has been suggested by Palus and Drath (1995), who distinguish between leadership training programmes and leadership development programmes, with the latter placing more emphasis on questioning and challenging the leaders existing meaning-making systems. Rather than simply teaching skills, this emphasises what Kegan, in his original work, terms ‘developmental movement’, helping leaders increase the complexity with which they perceive the world around them – reinterpreting and reconstructing their own organising principles.

Palus and Drath (1995) argue that such well designed development programmes should cause a temporary disequilibrium in the meaning-making systems of its participants because when they attempt to deal with such disequilibrium it opens a window of opportunity into new ways of making sense of their experience. In creating such disequilibrium though, it is important to create what McCauley and associates (2006) refer to as a holding environment that enables such development movement to take place.

Kegan and Lahey (2001) argue that such a holding environment is crucial in supporting the examination, questioning and challenge of deeply held assumptions. We propose that the Authentic Leadership coaching group represents just such an environment and enables developmental movement to take place while overcoming individual’s natural immunity to change (Reams, 2016). This, we suggest, is why AL group participants are able to develop enhanced leadership qualities such as cognitive complexity and strategic thinking even despite the fact that no element of strategic or systems theory is incorporated into the AL group format. It may simply be a natural leadership manifestation of the progression up through the Leadership Development levels. Eigel and Kuhnert (2005) describe how individuals who achieve such progress up through the levels begin to see the world in a less black and white way and in a more dynamic, complex and systemic fashion. It is perhaps this increasingly dynamic and systemic capacity that helps authentic leaders manage the complexity of strategic leadership with greater effectiveness.

## **Conclusion**

More researchers and practitioners are bringing Developmental Theory into the leadership domain and we see this as highly applicable to Authentic Leadership Development. In particular, we propose Authentic Leadership group-coaching facilitates development-movement through the higher stages of LDL and with it increasing levels of cognitive complexity and authenticity as a leader. Eigel and Kuhnert (2005) state that: “The future of our



organisations depends on successfully identifying and developing all leaders to higher LDLs, to a place of greater authenticity, so that they can respond effectively to the increasingly complex demands of our time” (p383). We propose that the Authentic Leadership Coaching Group actively promotes LDL development and as such can make a potentially significant contribution towards this future.

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# A Trusted Chameleon: The evolving role of the L&D consultant as an internal coach



*Filomila  
Papakonstantinou*

## **Abstract**

Several surveys to date have proven not only the value of coaching and coaching psychology, but also the increase in its popularity. In more recent years there has also been an increase in what we now call ‘internal coaching’ by accredited coaches within organisations. Changes in the world around us and the learning and development landscape have led to a transformation in the role of the L&D consultant itself. This transformation makes the role more suitable for fulfilling the challenge of being an internal coach and we may see more L&D consultants becoming internal coaches.

*Key words:* Internal Coaching, Leadership and Development Consultant, Internal Coach, Challenges, Trusted Chameleon, Organisation

## **Coaching in organisations**

To date, there have been numerous surveys and articles published exploring the value of coaching and the reasons for its increased popularity. The CIPD annual surveys and other publications on coaching have tracked the increase in the use of coaching in organisations: starting from 64% in 2005, to a spike of 90% in 2009 and eventually stabilising at 75% from 2012 to 2015. The *2013 Ridler Annual Report* and the *2011 ILM Survey* support the above findings as they quote similar figures with little variation. It is worth noting, however, that the CIPD groups coaching and mentoring together so it is difficult to distinguish between the two. The *2015 Annual CIPD Survey* also states that most organisations expect to see an increase in their use of coaching and potentially an additional 13% of organisations are planning to start using coaching.

According to Tulpa “coaching’s contribution to the performance of teams, individuals and organisations is no longer questioned” as cited in Passmore (2010, p44), and the surveys mentioned above are showing that coaching is now an established development tool within organisations. It has become a routine intervention, a recognised method for developing people and very popular for leadership development. Some of the reasons for its popularity were set out in

the *CIPD 2008 Guide* as: “a rapidly evolving business environment, the need for lifelong learning and development, employee demand for different type of training, targeted just-in-time development”.

Traditionally, coaching was offered to middle managers and above, however this trend is now changing, with coaching becoming available to more employees at different levels. This has become possible as a result of the increase in internal over external coaching, which is cheaper and thus more viable from a scalability perspective. The *2013 Riddler Annual Report* states that “79% of organisations expect an increase in internal coaching...with cost efficiency being a major driver”. The EMCC set up an internal coaching special interest group in 2011, and in 2013 devoted a specific area of its website to internal coaching. The one exception here is that external coaches are still preferred for senior executives.

### **Internal coaching**

Internal coaching is normally offered by direct employees of the organisation the client is working in, therefore negating the additional cost of hiring an external coach. There are two different types of internal coaching within organisations, one is coaching by the line manager and the other one by accredited ‘internal coaches’. Whilst the ‘line manager as coach’ can adopt a coaching style with their employees, they cannot be their coach as such because according to Frisch (2001) a coach has to be outside of “the usual chain of command of those they coach” (p242). An internal coach is therefore outside the

line management of the client, independent and works within the organisation.

There are not that many full-time internal coaches at the moment, normally coaching is on top of normal responsibilities and sometimes not even part of a job profile. Recruited internally through an informal process, internal coaches are then usually provided with training to obtain a coaching qualification. Their base roles vary – they can be managers, senior managers, head of departments or work in support departments. St Brooks in her book *Internal Coaching (2014)* says that the majority of internal coaches come from L&D, OD or HR, with some organisations avoiding HR due to the increased potential for role conflict.

### **The L&D landscape and rise of internal coaching**

The rise of internal coaching is in line with the overall changes taking place in the L&D landscape where, according to the *2015 CIPD Annual Survey*, there’s an expected increase in internal activities, including coaching. There is also a move away from traditional classroom training and an increasing emphasis on more tailored, targeted, in the moment – on the job learning. These changes make coaching even more of an ideal learning intervention and we are probably going to see a further increase in its popularity.

The current transformation taking place in the L&D consultant role increases its suitability and even necessity for being an internal coach. According to the *CIPD 2015 Research Report* L&D professionals will need “to play multiple roles, move away from

learning delivery to performance consultancy, be experts in dealing with this VUCA world and the pace of change to best support their clients". There is an anticipated emphasis on coaching/mentoring, which means that coaching skills will become an integral part of the role. The expectation is for the L&D professional to be a chameleon that can adjust to the needs of each situation and client seamlessly.

### **Challenges for internal coaches**

Not only is there a necessity for the L&D consultant to fulfil the role of an internal coach for their own survival, but also because their role enables them to overcome the challenges faced by internal coaches. This paper will highlight some of the challenges and ethical dilemmas that are unique to internal coaches to further explain why the L&D consultant is an ideal candidate for the internal coach role. These challenges are pulled together from the author's experience as an internal coach and also St John-Brooks' book *Internal Coaching*.

One of the most important challenges is that coaching is normally not an internal coach's main job, which means that coaching is on top of a current job role. This more often than not results in coaching not being part of job objectives and a lack of recognition and/or praise for performance. There may also be a struggle to find time:

- To complete the sessions due to other work priorities
- For reflection before or after the session
- For typing up notes and keeping accurate records.

It is sometimes difficult to switch headspace and focus on the coaching session when an internal coach may be rushing from one meeting to the next or have other work priorities that might be creating interference.

Confidentiality limits and pressures are another significant challenge for internal coaches. Even though confidentiality contracts are signed, sometimes there may be pressure from line managers to share information, either because they genuinely wish to help their member of staff or because they are curious and controlling. On the other hand the coach may have information pertaining to the coachee's performance that can either help their manager, themselves or HR that they cannot share due to confidentiality issues. Internal coaches are also employees of the organisation and have to follow its rules and policies so they may be faced with difficult decisions, for example, if a coachee breaks a disciplinary rule or mentions work bullying, but does not want to report it.

The purpose of internal coaching is to focus on work-related issues and not personal issues, especially since there are two clients, the employee (coachee) and the organisation (stakeholder/sponsor). Key questions can include: How much can the internal coach deviate from the original objectives set in the contracting meeting with the line manager? What if a line manager is one of the problems and thus the coachee could not share that objective in the contracting meeting? What if the coachee wants to leave the organisation or perhaps they are not a good fit for the organisation – how much

can the coach help them? How far could the coach go when it comes to helping people with personal issues that might be affecting their work?

Some other practical challenges are increased cancellations or lateness as the coachees are not being charged for the sessions. Sometimes coaches end up not having enough coachees, which prevents them from keeping their skills honed and may struggle to find the right place to conduct the coaching sessions. Coachees sometimes can expect the internal coach to be a mentor instead of a coach due to the coach's position in the organisation or experience. It is not always easy to determine if the request for coaching is linked to underperformance and/or a result of the line manager not wishing to do their job. Lastly, there can be lack of supervision and support due to either funding issues or other work priorities.

### **Why the L&D consultant is best suited to be an internal coach**

There are a few key measures that can be put in place to help overcome some of the above challenges, which can be accessed a lot easier by the L&D consultant. Having a professional coaching qualification is extremely helpful, as well as having a supervisor you can discuss any challenges with. A support network of other coaches, an internal ethical code for all coaches to follow, clear three-way contracting between the coachee and line manager (sponsor) and having a lead coach to manage the coaching process. It is also important to have a flexible job role that allows time for coaching and the ability to include it in their job objectives. The role

ideally would also have to be removed from any hierarchical power relations.

There are also some important advantages that internal coaches have that help counteract some of the challenges. They have knowledge of organisational culture, politics and internal dynamics, whilst they can also observe coachees in action and provide live feedback. Depending on their role they can also have increased availability to provide sessions and be easy to contact. They may also have access to internal diagnostics tools and feedback and their job role and internal reputation helps build credibility and rapport.

The L&D consultant is ideally suited for the role of the internal coach because by definition their job role is outside of all power relations and they are therefore unlikely to have conflicts of interest. They are as independent as you can get for an internal coach whilst you are still employed by the organisation. They normally have a wider view of the organisation and a better understanding of the culture, politics and power struggles across a variety of departments - they can see the bigger picture. They have no vested interests and can therefore be impartial, independent and more trusted by their coachee. This makes the three way contracting stronger as it is easier to say no to a request that might breach confidentiality when there are no power implications.

The L&D consultant as a coach is potentially more likely to get funding for a coaching qualification and indeed already have the skills to be able to recommend the most appropriate learning intervention. This would also allow them to build a

network with other coaches to get support and also arrange supervision. They have more freedom to include coaching in their job objectives as coaching is now becoming part of their role after all. That way they can receive recognition for their work and have time for preparation before each coaching session, reflection and accurate record keeping. They can have increased flexibility to offer more coaching sessions and be available at short notice compared to senior managers whose calendars may be extremely busy.

The L&D Consultant as coach may have easier access to internal diagnostic tools, such as 360-degree feedback or Myers-Briggs Type Indicator (MBTI) and a wider knowledge of other learning techniques. They may have higher credibility if they are already delivering leadership and coaching training as part of their main role. This makes it easier to build trusting relationships at speed, particularly if they've already trained their coachees previously and have existing relationships with them. They also have increased opportunities to secure coachees as they can make themselves more readily available. L&D and H&R are usually closely linked which means they can get guidance on HR related issues without necessarily breaching the confidentiality agreement.

## Summary

The paper has argued that the L&D consultant is ideally suited to the role of 'internal coach' due to its unique skill set and distance from the operational hierarchy. It will be interesting to see what the future holds for internal coaches and the evolving role of the L&D consultant.

Both roles require the skill of being a trusted chameleon to best help the coachee and the organisation.

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## **Biography**

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# An exploration of the ‘walk and talk’ coaching session format



*Suzy Reading*

## **Abstract**

**This article is an examination of the ‘walk and talk’ coaching session format including a description of what these sessions entail and the therapeutic benefits, particularly in relation to stress management and implementing healthy lifestyle changes. Practical limitations of this coaching method are discussed and suggestions for further research are also raised.**

*Key words:* Stress, Lifestyle, Wellbeing, Wellness, Walking, Coaching Psychology

**A**s a chartered psychologist, personal trainer and yoga teacher, the idea to blend the three disciplines into a ‘walk and talk’ coaching session came about very organically. Given the growing research in support of the therapeutic power of Nature and exercise, it is a concept worthy of our attention and future research (Bratman, Hamilton, Hahn, Daily & Gross, 2015; Bratman, Daily, Levy & Gross, 2015).

Having offered these sessions for the past

five years, I am encouraged by the speed and power of the change I see by taking people outside the traditional therapeutic setting and getting them moving in the great outdoors, and also the positivity with which the coaching method is received by my coachees. This article is an exploration of the factors that potentially make walk and talk coaching a powerful means to create change, particularly in stress management and healthy lifestyle change, and its limitations.

## **Walk and talk: what is it?**

Rather than meet in a traditional coaching room and sit my coachee down to talk, we meet at an agreed location outdoors and walk together among Nature’s beauty. We take a gentle pace where the focus is on talk, rather than a work-out so to speak. Most of my coachees enjoy engaging in gentle exercise while we talk about key issues. For some coachees who are open to the idea, we also incorporate simple yoga postures to assist or support them, specifically tailored to their individual needs. This can also include gentle breath work or mindfulness exercises.

## **Advantages of the walk and talk coaching format**

By taking people into an outdoor setting, the walk and talk coaching format allows the Coaching Psychologist to harness the therapeutic benefits of talk therapy, exercise, being in Nature, enhancing posture, breathing and the opportunity to

teach skills designed to boost positivity such as gratitude, savouring, mindfulness and flow (*Lyubomirsky, 2010*).

### **Movement**

Research showing the mental health benefits and mood-boosting properties of gentle exercise is very well documented. For a thorough discussion see Walsh (*2011*). In addition to lifting our spirits, I have observed myself as coach and have had feedback from my coachees, that movement allows them to feel less self-conscious, less critical, to 'get out of their own way'. Gentle walking creates a distraction from the inner dialogue that can often get in the way of clear, helpful thinking - the inner critic that often evaluates what you are going to say before you say it, the layer of thinking that dissects what you have just said and what you have just heard. The overwhelming feeling expressed by my coachees is that by taking their problems on the move, they can get to the nub of what is bothering them much faster and can access viable solutions more readily. By changing the dynamic between coach and coachee, the walk and talk format can make coaching a more comfortable experience for some people – rather than sat still, feeling observed, face to face, we walk side by side, in partnership, with both coach and coachee free to gaze outwards.

Research has shown that the act of walking has a positive effect on creativity in real time and shortly after (*Oppizzo & Schwartz, 2014*). What I observe is that the freedom of movement experienced when we walk gently creates a freedom of thinking, allowing people to be more

creative in their response to life's stressors.

In my experience, walking is also a powerful method to connect people with their bodies and to involve their bodies in the coaching process. My coachees express that feeling re-embodied is empowering. The connection with the strength of their legs and their core for example, is coupled by a feeling of being capable to take chosen action. For any coachee interested in making healthy lifestyle changes, this is a perfect coaching format. By taking people on a joyful walk, where they have a positive experience of exercise and their bodies, they are much more likely to maintain the habit than if I merely advise them to commit to regular exercise.

### **Nature**

Again, the research showing the therapeutic benefits of Nature for mental health and wellbeing is well documented. See Walsh (*2011*) for further discussion. My coachees express that time spent in Nature helps to boost their mood and helps them to unwind. Given the frenetic pace of modern life, the constant demands on our attention, frequent noise and growing screen time we experience, being in Nature reconnects us with simplicity, quiet and a sense of what matters most (*Walsh, 1999*).

Often my coachees say that by taking their issues out into the beauty of Nature, they feel washed clean and that the 'cobwebs have been blown away'. In my experience I see that being in natural beauty enhances problem solving and creativity, it allows my coachees to pause, to find a little more equanimity, so that they can choose their response rather than getting caught up in firing off a stress-

induced reaction to life.

Using this walk and talk coaching session in different locations (the beaches of Sydney, Australia, and the woods of Hertfordshire, UK) I have observed that different environments have different energetic effects and this is something for the coach to consider. For example, for coachees that feel stuck, taking them to the ocean or moving stream can help them feel a sense of flow and movement, or leading them to a wide open field can help them channel a sense of possibilities. Mountains, woods, headlands, open fields, rivers, oceans, manicured gardens all have their own energetic qualities that we can harness in helping our coachees take action or make peace. This is potentially a rich avenue for further research.

### **Posture**

Another way that the walk and talk format can help our coachees (and ourselves!) is by encouraging better posture. Erik Peper has extensively studied the role body postures play in our mood and subjective energy levels and has clearly demonstrated the link (Peper & Lin, 2012). Seated in a rounded spine position, gazing downwards, lowers mood and subjective energy levels. It also makes it easier to recall negative memories and can promote crying.

Conversely, by getting people standing tall (think along the lines of Amy Cuddy's 'power postures') we can help our coachees feel more positive, optimistic, and energetic and that sense of empowerment can translate into a feeling of capability to take action.

As a yoga teacher I am also focused on the breathing of my coachees – in my

experience, when we breathe better, we tend to think with greater clarity. Better breathing helps to reduce the effects of stress and stimulates the parasympathetic nervous system (Farhi, 1996) and the walk and talk format lends itself nicely to working with the breath.

We naturally breathe deeper and more fully when we are gently exerting ourselves. If my coachee is open to the idea, we might stop and try some yoga poses designed to support them in the key issue we are discussing, also aimed at creating more freedom in the breath.

### **Developing skills that boost positivity**

Barbara Fredrickson (2009) eloquently shows how boosting positivity creates an upwards spiral of joy and thereby builds greater resilience. As a whole, the walk and talk format provides the opportunity to develop skills that boost positivity. Specifically some of the skills we can practise include: mindfulness, flow, compassion, savouring and gratitude skills (O'Donovan, 2015).

By virtue of being immersed in Nature's beauty and in the sensation of gentle, joyful movement, we can give thanks for the blessings in our life. We can stop and drink in a particular vista or sensation. We can experience a sense of flow in our movement or in directing our attention, for example, to a bird of prey wheeling overhead. We can develop mindfulness by seeking out different birds or noticing different flowers we see on the way.

Rather than sit in a chair and use sound recordings or visual aids to teach these skills we can immerse our coachees in an experience whereby these skills tend to naturally arise. We can draw their attention to what they are already doing naturally, show them how to augment these skills and remind them to use them in other settings.

By experiencing directly the effects of positivity we can help our coachees understand just how life changing it can be to operate from this outlook or mindset. They may be more likely to look for opportunities to keep practising these skills as a result.

### **Limitations and considerations**

While it is potentially a powerful coaching format, there are obvious limitations to delivering outdoors sessions. First and foremost, it is weather dependent and so a backup location is required for inclement conditions.

The fitness of the coach and coachee is also a consideration, and it is not suitable for all people, all the time. Caution also needs to be exercised when we take our coachees outdoors and the risk of injury to both coach and coachee needs to be acknowledged.

There may be insurance implications for coaches offering outdoor sessions. There is also a safety element to be considered and coaches would be wise to select well used

outdoor tracks rather than secluded locations.

Delivering sessions in different locations does have a potential impact on the volume of sessions coaches can commit to, so there are extra time constraints involved with offering walk and talk sessions.

Finally, while most coachees I have introduced the idea of walk and talks to have responded favourably, it is a relatively new and unusual concept, so some client education is required to promote their understanding of what to expect. Further research would be advantageous here.

It is clear that the walk and talk format is a potentially effective way of delivering coaching sessions, particularly for those working in stress management or the facilitation of healthy lifestyle change. In addition to the benefits of talk therapy, by taking your coachee out for a walk in the great outdoors, you also harness the power of Nature's beauty and the benefits of exercise. There are other byproducts of movement such as promoting better posture, greater positive connection with their bodies and more effective breathing, all of which can enhance the wellbeing of our coachees. There are drawbacks to offering outdoor sessions which have to be taken into consideration. Research and further discussion into the effects and mechanics of effective delivery of walk and talk sessions would be advantageous.

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## Biography

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# Acceptance and commitment coaching: Making the case for an ACT-based approach to coaching



*Rachael Skews and Stephen Palmer*

## **Abstract**

**This paper makes the case for a theoretically driven approach to coaching using principles derived from Acceptance and Commitment Therapy (ACT). Mindfulness-based Acceptance and Commitment Coaching (ACC) is goal-focused and addresses psychological barriers which hinder performance and exacerbate stress. The approach reduces emotional reactivity and increases acceptance.**

**Keywords:** *ACT, Acceptance and Commitment Therapy, Acceptance and Commitment Coaching, Coaching Psychology*

As the popularity of coaching grows, evidence-based coaching offers an important distinction between solid and rigorous empirical research, and non-validated personal development or self-help literature (Grant, 2005; Grant & Stober, 2006, Grant & Cavanagh, 2007). A critical challenge for coaching is to develop coaching interventions based on existing theories and techniques which are relevant to a non-clinical population (Grant, 2006).

This paper makes the case for a sound theoretically driven approach to coaching using principles from acceptance and commitment therapy (ACT; Hayes, Strosahl & Wilson, 1999; Lloyd & Bond, 2015) and explores the appropriateness of applying this approach to coaching. The main reasons for considering an ACT-based approach are (1): the cognitive-behavioural basis of ACT, (2): the use of mindfulness methods within ACT principles and, (3): the strong theoretical underpinning ACT has whilst being adaptable to a variety of contexts (Hayes, Bissett, Roget, et. al., 2004; Hayes, Villatte, Levin & Hildebrandt, 2011). These reasons will now be discussed in turn.

The first reason that ACT forms a strong foundation for a coaching approach is its evidence based cognitive-behavioural origins. Cognitive behavioural coaching



(CBC; see Palmer & Szymanska, 2007), developed from traditional (or 2nd wave) cognitive behavioural therapy (CBT), is one of the most popular models in use by coaching psychologists in the UK (Whybrow & Palmer, 2006; Palmer & Williams, 2013). It is employed in a variety of contexts, including performance, leadership and team coaching, and has two main principles: identifying psychological blocks and focusing on attaining goals (Neenan, 2008; Neenan & Palmer, 2001).

ACT offers the same benefits as CBC, since it also has a strong focus on overcoming psychological barriers and goal-focused action. However, rather than focusing on altering or changing thoughts and emotions, a coaching programme based on ACT would attempt to achieve improvements through increasing acceptance and mindfulness processes (Collis, 2013; Hayes et al, 2011). In addition to offering the benefits of CBC, a coaching approach based on ACT could offer some further benefits. Although CBC is popular, it has been seen by some as overly simplistic (Ducharme, 2004) or too mechanistic (Hayes, 2004). Acceptance and commitment coaching (ACC), with its philosophical routes in contextualism, rather than mechanism, offers a rich and more individualistic approach.

The second reason that ACT forms a strong foundation for a coaching approach is its focus on mindfulness. Mindfulness is currently of great interest within the coaching literature, as rather than changing behaviour it focuses on decreasing emotional reactivity and accepting unfolding experiences (Cavanagh & Spence, 2013). It can be

defined as “a motivated state of decentred awareness brought about by receptive attending to present moment experience” (Cavanagh & Spence, 2013, p117).

Mindfulness-based techniques are already being used in occupational coaching (Hall, 2013), and in sport psychology, ie, Gardner and Moore’s (2004) Mindfulness-Acceptance-Commitment-based (MAC) performance enhancement, which overtly combines mindfulness and ACT principles. Given the current coaching climate favouring mindfulness, and the fact that it has been actively used within occupational and sports coaching, this constitutes another key reason that coaching programmes based on ACT are both effective and timely.

Finally, ACT forms a good foundation for a coaching approach because of its strong theoretical underpinning and adaptability. In terms of its strong theoretical underpinning, ACT theory specifies psychological flexibility as the mechanism underlying the behaviour change model. Because of this, any interventions based on ACT can examine whether changes in outcomes occur for the reasons specified by the core theory.

For the purpose of research programmes which seek to develop an evidence-based approach, this offers a strong framework in which to test this intervention model. There are empirically validated process measures of psychological flexibility (eg, the *Work-related Acceptance and Action Questionnaire*; Bond, Lloyd & Guenole, 2013) which can be used during an ACC intervention to determine if changes in psychological flexibility result in improvements to coaching-related

outcomes, such as performance, wellbeing, coping and goal attainment (*Theeboom, Beersma & van Vianen, 2014*). Similarly, by examining psychological flexibility in conjunction with other coaching-related process variables, such as strengths knowledge (*Govindji & Linley, 2007*), additional and/or complementary mechanisms of change can be identified.

Regarding the adaptability of ACC, because the approach is based on broad principles which are thought to underpin all human behaviour (ie, psychological flexibility) it has transdiagnostic qualities, allowing it to be applied in a range of situations (*Hayes et al, 2011*). What is more, ACT-based interventions have already demonstrated effectiveness with non-clinical populations in occupational contexts (eg, *Bond & Bunce, 2000; Flaxman & Bond, 2010*).

### Summary

Using ACT as a basis for coaching offers a number of benefits. It has an effective and individualistic approach, and offers similar benefits to CBC, by addressing psychological barriers and remaining goal-focused throughout. Being mindfulness-based, it also aligns well with the move in other coaching psychology approaches towards using mindfulness as a tool to reduce emotional reactivity and increase acceptance. Finally, ACT has a strong theoretical foundation and is highly adaptable to different populations.

These qualities suggest ACC could be an excellent approach to develop our understanding of behavioural change in coaching interventions.

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**Rachael Skews** is a researcher and associate lecturer at the Institute of Management Studies at Goldsmiths. She is a member of the British Psychological Society and the Special Group for Coaching Psychology. She is Honorary Secretary of the International Society for Coaching Psychology. Her core research area is coaching psychology, with a particular focus on acceptance and commitment coaching. Rachael's research focuses specifically on the efficacy of acceptance and commitment coaching interventions, and mechanisms of change in coaching. Before joining the IMS at Goldsmiths, Rachael worked in HR, career management and talent development consultancies. She has worked with UK and international organisations on a range of projects and her experience encompasses talent development, assessment, leadership development, coaching, career management, stress management and wellbeing.

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# Spirituality and Coaching Psychology: An adaptation of the SPACE model



*Nardia Foster, Siobhain O'Riordan and Stephen Palmer*

## **Abstract**

This paper aims to develop a model for coaching and coaching psychology that encompasses our tripartite nature, body, soul and spirit, and therefore provide a holistic approach to coaching.

In our 20th century Western culture, religion has been sidelined and yet studies show that 85% of the world's population has a religious or spiritual belief. These beliefs could support the coaching sessions or sabotage them, so they should not be ignored.

This article presents an adaptation of the SPACE model to include Spirituality as an additional modality and offer a more holistic coaching framework. The religious/spiritual dimension within the coachee could be referred to as the 'elephant in the room', as currently it is not acknowledged in the coaching

session. Religious/spiritual beliefs are integral to individuals, so it is crucial the coaching psychologists acknowledge the coachee as a whole.

By using the SPACE model, a popular, comprehensive and easy to use tool, the SPACES model will focus on the individual's tripartite nature to gain a deeper insight into the coachee to help them towards self-understanding.

**Keywords:** Religion, Spiritual, Coaching, Coaching Psychology, God Spot, Maslow, Self-actualization, Transpersonal Psychology, Freud, Coachee, Harmony, Belief, SPACE, SPACES, Holistic, CBT, CBC, Two Dimensions of Growth, Stream of Consciousness, Psychology, Wilber, Assaagioli, Edgerton & Palmer Spiritual Transcendancy

**T**o enable a coachee to really find the answers they are seeking they must be allowed to express their beliefs. We, as coaches, must not dismiss coachees' beliefs because in so doing we are really dismissing the coachee. Their beliefs are an important part of who they are. The belief they hold could be one of the major religions, or an ideology, but may be central to their existence.

The coaching psychology must therefore be sensitive to the coachee and accept their deeply held beliefs. This could be seen as an equality and diversity issue within coaching.

### **Religion and spirituality**

We have the Greeks to thank for the tripartite nature of man, that we are body, soul and spirit. Yet in recent times the focus in western societies has been on the physical aspect of a person. The outside, what is visible. Meanwhile, religion and spirituality are being marginalised in today's western culture, and remain the invisible part within each of us.

To totally dismiss the religious or spiritual element of people would be to reject a wealth of knowledge from the Greeks initially, and our religious/spiritual history down through the ages. Yet, we know there is more to people than we observe.

There are six major World Religions: Judaism, Christianity, Islam, Hinduism, Sikhism and Buddhism. They have certain characteristics in common, such as the belief in and worship of a superhuman controlling power; or the belief in one god, many gods or deities. Religion is seen as an organised group of beliefs that revolve around a source or belief power outside of our world, usually

with ceremonial observances. The world's religions often have a spiritual aspect and encourage followers to engage in spiritual development activities.

While in the 'West', engagement with religion seems to be in decline, more than 85% of the globe's population has at least some form of religious belief (Zuckerman, 2005). Whether these beliefs are factual or not, "God won't go away" (Newberg, D'Aquili & Rause, 2001).

Research by Inzlicht and Tullett (2010), stated that their main focus in their research was to examine whether "religious beliefs are a natural by-product of the way human minds and brains work, meeting a number of people's myriad needs, the most pressing of which may be the need to understand" (pp.1184-1190).

### **Religion or Spirituality**

The terms religion and spirituality are being used interchangeably, but there are differences:

- The difference between spirituality and religion is looking within yourself for the power to change your life (spirituality) and looking to outside forces to change your life (religion).
- 'Spirituality' comes from its root word, which is 'spirit'. The suffix '-uality' qualifies the use of 'spirit' in this instance. So a basic definition of spirituality is the quality of one's sensitivity to the things of the spirit.
- Religion is often only a minor part of spirituality, and if you're not religious, you can still explore your spirituality without any reference to religion.

Studies have shown that non-conscious exposure to religious concepts affected theists and atheists very differently.

“For theists, the religious prime served as a palliative against the affective consequences of their own errors, as they showed low levels of distress-related neural activity. Atheists, in contrast, showed a heightened neural response; it appears that they reacted to their own errors more defensively, responding as if the primes challenged their systems of meaning and explanation” (*Inzlicht et al., 2010, p.1188*).

### **God Spot**

Developing the notion of a belief in God, a ‘God Spot’, research was undertaken by a team at the University of Missouri School of Health Professions led by professor of health psychology, Brick Johnstone (*Johnstone, 2012*). The findings suggest:

- That a ‘God spot,’ is not a particular area of the brain, but multiple areas of the organ may be linked with spiritual ‘experiences’. It is believed that the God spot has a neuro-psychological basis for spirituality.
- “We have found a neuropsychological basis for spirituality, but it’s not isolated to one specific area of the brain,” (*Johnstone, 2012*). Spirituality is a much more dynamic concept that uses many parts of the brain. Certain parts of the brain play more significant roles, but they all work together to facilitate individuals’ spiritual experiences” (*Johnstone, 2012*).
- “...spiritual experiences are associated with a decreased focus on the self. This is consistent with many religious texts that suggest people should concentrate on the well-being of others rather than on themselves” (*Johnstone, 2012*). Brick Johnstone, first published his findings in the *International Journal of the Psychology of Religion* (2012) and it brought clarity to

what happens in the brain regarding religious primes.

Danah Zohar, who coined the term ‘Spiritual Intelligence’, suggests that: “To have high SQ is to be able to use the spiritual to bring greater context and meaning to living a richer and more meaningful life, to achieve sense of personal wholeness, purpose, direction” (*Zohar & Marshall, 2000*).

We therefore have to acknowledge the spiritual elements within the coachee, as neuroscience has established its existence. So we must be aware of the spiritual element in each person and recognise that this spiritual element may have a larger part to play in the coachees negative thinking and/or behaviour to bring about a wider change.

Unfortunately, the current culture may be causing people to ‘hide’ a key part of who they are, their spirituality, for fear of being marginalised in society and the workplace. This could cause long-term damage to the psychic.

### **Spirituality**

It is clear we are not just body and souls, but also have a spirituality element that may or may not be linked with religion. Based on this knowledge, “Therapists are currently being encouraged to engage positively with their clients’ religious and spiritual material to enrich therapeutic experiences and effectiveness.” (*Coyle & Lochner, 2011, pp.264-266*).

### **Holistic perspective**

So rather than focus only on what the coachee is focusing on, the coach will also require an understanding of the whole of the coachee, the body, the soul and the spiritual, to achieve longer lasting targets. Reinforcing

the statement of Hudson (1999) that “a coach helps a client see options or becoming a more effective human being” (p. xix), it is important we use all the tools and knowledge at our disposal. This would therefore be a holistic approach to coaching.

- This would help prevent “Ignorance of spiritual constructs and experience [which may] predispose a therapist to misjudge, misinterpret, misunderstand, mismanage, or neglect important segments of a clients’ life which may impact significantly on adjustment or growth.” (Bergin & Payne, 1991, pp.197-210).

- Cognitive Behavioural Therapy (CBT) has incorporated spirituality in an open manner, and so must Cognitive Behavioural Coaching (CBC). It is important to include coachees’ religious and spiritual perspectives and experiences in the initial assessment. This gives the coachee permission to raise it if they so wish without fear.

- There is evidence that coachees with strong religious beliefs may be wary of seeking therapy in non-religious settings because of such fears (Mayers et al., 2007, pp.317-327).

- The coach must use their professional judgement when considering whether to raise or not raise the subject. The decision cannot be written in stone, but it is important the coaching session is a collaborative one. Respectful and constructive engagement with coachees’ religious and spiritual material carries much potential for enriching the coaching experience and effectiveness. The challenge now is to ensure this potential is realised for the benefit of the coachee (Clark & Turpin, 2008 pp.700-701).

Ultimately we want each coachee to fulfill their potential and, as Maslow would put it,

arrive at the stage of self-actualisation where they reach the peak of experiences after achieving the lower order needs, journeying on towards spiritual transcendence (Maslow, 1968). Maslow developed his theory of spiritual transcendence later in his life, and was instrumental in the formation of Transpersonal Psychology (Wulff, 1997 p.616), as he believed that: “Without the transcendent and the transpersonal we get sick, and nihilistic, or else hopeless and apathetic. We need something bigger than we are to be awed by and to commit ourselves to...” (Maslow, 1968, p.25).

### **Spirituality and psychology**

Spirituality therefore should definitely be a part of coaching if we want the very best for the coachee. Gerald May, who helped to establish Spiritual Directors, stresses the point that spirituality is part of our daily lives, in whatever we are doing, and we must be given the opportunity to express that spirituality in our own words (May 2004). So, it is extremely important that we listen and not impose our opinion of their belief during a coaching session, but continue to ask open questions to clarify understanding, to illuminate thoughts that can all be used during each stage.

Wilber’s overarching Stream of Consciousness, which has greatly influenced psychological thinking, has brought Spirituality in from the cold, by seeking to integrate ‘Wholeness and Spirit’ (Wilber, 1981, p. 11). Freud (1927) had marginalised religion and referred to it as a crutch, weak and infantile, in the 1920s.

Religion is now recognised as an integral part of the mental wellbeing of each individual and important to their



development. We must consider spirituality in our coaching sessions in a positive manner.

By working within the Spiritual and Psychological spheres, this will produce not conflict but complementarity.

### **Success and coaching**

As people have become increasingly conditioned by society to be ego problem oriented, attempts to reveal a deeper dimension of reality at work in their situations can be difficult.

Life coaching is based on the concept that the coach should take a holistic approach to a coachee's life and work on all areas simultaneously, which has to include the coachee's spirituality.

Spiritual life coaching is based on the belief that, in order to receive fulfilment, you need to give your time, expertise or finance. So coachees want to contribute to the 'greater good' in some way as the contribution is seen as the pathway to total contentment, and the achievement of absolute equilibrium between material, giving and sharing goals.

The coaching psychologist aims to help the coachee link success and happiness with contribution, to produce the whole – whole being both holistic and holy.

### **Spirituality coaching**

A coaching psychologist may endeavor to bring into harmony body, soul and spirit, by:

1. Helping the coachee to believe in themselves
2. Showing the coachee how to take control of their lives.
3. Teaching the coachee to understand their life purpose

4. Guiding the coachee to realise their purpose

5. Uplifting the coachee to live to their potential

### **Two Dimensions of Growth**

Spiritual coaching seeks to bring the coachee into balance, because the central focus of society seems to be on materialism, the GDP (Gross Domestic Product), balancing the book, quantity and knowledge, which can often result in a Crisis of Meaning for a person seeking harmony. The more things you have doesn't guarantee meaning in life.

With the recognition that power is an illusion, an awareness of a false sense of security, and changeable values based on human wisdom, these may create a Crisis of Duality between the society's goals and the coachee's higher goals.

The Crisis of Duality is seeking quality of life. This Two Dimensions of Growth theory, was developed from Roberto Assaagioli's work on psychosynthesis by John Whitmore (2009).

### **The SPACE model**

The model used to highlight the spiritual needs of the coachees is an adaptation of the SPACE Model, developed by Edgerton (see Edgerton & Palmer, 2005). The SPACE Model (see next page) is a two-dimensional representation and portrays the interactions involved in the psychological process for use in CBC, therapy and stress management, by focusing on five key areas: *Physiology, Action, Cognition and Emotion*, which reside within the Social Context.

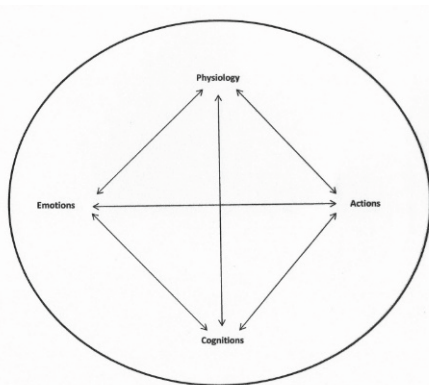
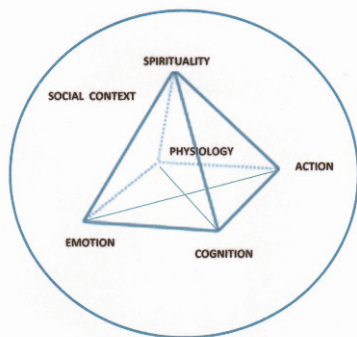
Although the SPACE model is a popular and comprehensive tool, it did not include

the very important role of the spiritual element within the coachee, which led to the development of the SPACES Model. This model includes Spirituality as a modality.

The SPACES MODEL (*see below*) focuses on six key areas:

- Social context
- Physiology
- Action
- Cognition
- Emotion
- Spirituality

SPACES is a 3D model that adds the depth needed to provide a holistic framework while coaching. At the peak of the SPACES 3D model is Spirituality, which incorporates earlier research on the importance of Spirituality. The spirituality is within the Social Context, yet outside of it due to the Transpersonal dimension. We are grounded within a social context yet our spirituality, which is unseen, is connected and influences our emotions, cognition, action and physiology, within the social context, yet beyond it. It is often



referred to as the transpersonal.

The SPACES MODEL can be used in the CBC session as it includes spirituality, giving it an inclusive approach in the coaching session. The SPACES model allows for the use of the three colours (*blue, red and green*), as in the SPACE model of Edgerton & Palmer (2005), as the session develops.

Within the SPACES model where Spirituality is seen at the peak of the square-based pyramid, it can be also placed in the centre to show that although it is invisible to the natural eye, it is real and central to all the other modalities and within all social contexts. The spirituality may help to illuminate each of the modalities.

### Spiritual focus

Some styles of coaching keep the focus on strategic or more pragmatic information and process. However, the coaching psychologist must have the ability to use a wide range of tools, models and techniques and to select what is best for the coachee. Although CBC is relatively new, adapted from CBT, and is an amalgamation of a range of models, it has proved itself to be an

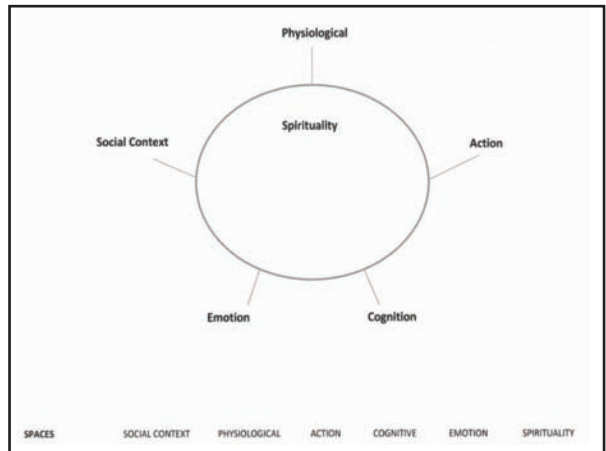
extremely popular and user friendly approach. By including the spiritual within the model there is the potential to create a wider reaching inclusive model for all.

Reasoning, intuition and strategy all have a place. A professional coaching psychologist will more often than not, coach with intuition, evidence and knowledge.

This intuition has often been referred to as harnessing the transformative power of ‘Spirit’ so that we are in touch with our ‘Higher Self’ and hear its guidance. This process helps the coaching psychologist pull out of the coachee his own inner knowing in depth coaching. This is particularly important as CBC is goal-focused, time-limited and focused in the present, but not excluding the future. This gives the coaching psychologist further opportunities to support the coachee, to deal with any crisis, whether of meaning or duality in their lives. Currently, CBC has a dual approach, incorporating the psychological and the practical. The hope is that it will now include the spiritual aspect thereby having a triple approach

Questions and answers are used to bring clarity to the coaching session, which may reveal the interconnectedness of, problems and issues in the life of the coachee, and if so what may be causing them. The spiritually aware will be able to discover what in their life needs changing in order to achieve a spiritual awakening and balance. The coaching psychologist can use this to guide the coachee to the next level of wellbeing.

Being able to coach within the spiritual



does not mean the coaching psychologist will not operate without being professional in their work. Evidence-based coaching is grounded on the broader and theoretical knowledge base. We need to remember that evidenced-based practice resides within the medical and social sciences arena, while coaching needs to think carefully about different avenues for generating research evidence, (Stober & Grant, 2006). Coaching is a developing area with many journals containing articles on the increase, and conferences, however it is important that coaching psychologists remember that each coachee is primarily a unique individual, and case studies continue to be invaluable.

Within this field the term evidence-based refers to the “intelligent and conscientious use of best current knowledge integrated with practitioner expertise in making decisions about how to deliver coaching to individual coaching clients and in designing and teaching coach training programs” (Stober & Grant, 2006, pp.5-6). In time coaching psychology will have the data to produce a comprehensive, flexible and strong model of coaching. With research that

is holistic in approach because coaches understand the physical, the psychological and the spiritual aspects of individuals, and are able to tap into the underlying forces in a person's subconscious and unconscious mind, we will gain in-depth evidence of the benefits of this approach.

Those underlying thinking patterns are often outside of a person's normal everyday thinking and therefore not recognized as causative factors in creating the life experiences that maybe responsible for the blockages of coachees. A coaching psychologist who is aware of the tripartite nature of the individual and allow for it in the session, can potentially offer a further level of understanding or insight during coaching sessions.

By including the spiritual this will make the case studies more accurate as it is allowing the whole person to speak and express themselves without fear of being laughed at. The data will then be a true reflection of the individuals coached, where nothing is hidden from the process.

### **Spirituality questions**

Spiritual questions give the coachee the opportunity to express themselves freely if their spirituality is important to them. During the initial chemistry meeting when the coaching psychologist and coachee are checking if they can work together, the questions can be posited to gain an understanding of the coachee. In counselling, clients seek out the type of counsellor they want and this should be available for coachees too. Different ethnic groups may look for a coaching psychologist that speaks their language, understand their culture so that the sessions run more

smoothly and they get the most out of each session. This will give coachees who have a spiritual or religious belief, the same opportunity as those without. We know that people often answer questions in a way they believe the questioner wants, but as professional coaching psychologist, this is not what we want. We want coachees to be relaxed and to be able to talk freely and openly.

The coaching psychologist must have the opportunity to touch on the spiritual if it becomes apparently clear during the coaching sessions it is an important part of the coachee's thinking and behaviour, as a means of helping the coachee understand themselves more clearly and arrive at a solution for their well-being.

The list of possible questions to ask, is not exhaustive here, but a starting point. The questions allow the coachee to find the answers deep within themselves, that does not conflict with their deeply held beliefs, because as a coach we desire self-discovery, and it is important as a coaching psychologist to listen attentively without bias while asking appropriate probing questions. By understanding the tripartite nature of our coachees, this can only be of help in our work as professional coaching psychologist.

- What is the most important thing in your life?
- Do you see yourself as a religious or spiritual person? If so, in what way?
- Have your concerns affected your religiosity or spirituality? If so, in what way?
- What do you trust?
- What do you prioritise in life?
- Have you ever wondered how qualities such as peace of mind, contentment

operate in your body, mind and spirit?

- Have you ever thought about the legacy you want to leave the world?
- What in your life do you need to explore further?
- What problems do you have?
- What questions are burdening you?

The questions are a mixture of open and closed, with no leading questions. It should run like a case conceptualisation where the coachee is asked questions and the coaching psychologist uses the answer to complete the SPACES model, which will help inform the coaching psychologist on how to conduct the following sessions. The coaching psychologist must use their professionalism when asking the appropriate questions as the coachees' religious/spirituality is highlighted during the sessions. Spirituality is the overarching modality in the SPACES model, a model that will not be used in isolation from other appropriate models for the coachee.

### Summary

With research showing that 85% of the world's population has some form of religious belief they adhere to, it would be unwise not to allow coachees to express their true feeling on those religious/spiritual beliefs and share what guides them, so they may draw on their deeply held views to enable them to move forward. A coaching psychologist must therefore be open to the research conducted on religious and spiritual thoughts, that recognise our tripartite nature to be able to assist the coachee bring their life into balance. If this marginalise area is important to the coachee we cannot as professionals ignore it.

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As an author (*Out of Slavery*, 2004) she considered the psychological legacy of slavery and questioned whether religious/spiritual BME people had access to coaching in a culturally safe environment.

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# Moving forward neuroscience research in the fields of coaching psychology and sport psychology: Would Imagery Based Coaching be a useful area to research?



*Nollaig Heffernan and Stephen Palmer*

## **Abstract**

**This discussion paper briefly considers the problems that both coaching psychology and sport psychology researchers can encounter when undertaking neuroscience research. It is proposed that Imagery Based Coaching is an easier area to undertake neuroscience research, in contrast to conversational coaching.**

**Keywords:** *Neuroscience, Coaching Psychology, Sports Psychology, Functional Magnetic Resonance Imaging, Imagery, Visualisation, Imagery Based Coaching*

**C**oaching Psychology is not alone in its quest to design, implement and learn from experimental research in neuroscience to generate a

clearer understanding of its contribution to its end user, the coachee (*see Dias, Palmer, O’ Riordan et al, 2015; Grant, 2015; O’Broin, 2015; Shams, 2015*); sport psychology is on a similar though more challenging mission (*Walsh, 2014*).

When we think of exercise and sport we are quite likely to imagine scenes of physical exertion (*Morris, 2010*) and that is certainly what we will be exposed to this summer as we watch the world’s elite athletes take centre stage at Rio 2016. If viewed through a superficial lens, the Olympic Games may indeed be viewed as nothing more than a showcase of physical exertion and prowess.

In truth, they are the culmination of an extraordinary journey that has taken skills acquisition, discipline and resilience, not to mention endless repetition, disappointment, sacrifice and fatigue to superhuman levels. In other words, competitive sport is as much about mental conditioning and training as it is about physical mastery (*Earle & Clough, 2001*).

Indeed, “elite athletes have extraordinary abilities covering a whole range of behaviours, from managing stress and fatigue to superior action performance” (*Makris, 2014: 1*). To this end, *Walsh (2014)* considers whether sport may be the “brain’s biggest challenge”.

Although a plethora of lab-based studies

have been conducted in sport psychology, the desire to gain true insight into the brain functioning of elite athletes is endlessly tantalising for the sport psychologist, but endlessly more complex than for other disciplines (Walsh, 2014). As Dias and associates (2015: 25) point out “neuroimaging and EEG readings cannot be made during speech or neck/head/face movement from the participant” possibly making these techniques redundant in coaching psychology.

Imagine how the limitations raised by Dias and associates are magnified in sport when the brain functioning of athletes is at its most interesting during competition!

While this limitation has distinctly hampered progressive neuroscience research in sport psychology (Walsh, 2014), it has not prevented it (Makris, 2014). For example, Makris & Urgesi (2014) used transcranial magnetic stimulation techniques to identify the specific roles of motor, premotor and visual areas in the simulation of soccer action sequences with or without deception.

Of more relevance to coaching psychology, neuroimaging has been used to investigate the effects on the brain (ie, of neuroplasticity) of long-term dedicated training in a particular sport discipline. One such study revealed that the cerebellum of speed skaters were revealed to have larger right hemispheres due to always standing on the right leg while speed skating (Park, Lee, Kim, Park, Won, Jung et al, 2012). Similarly, a US government funded project is conducting ongoing research into the ‘unique brain’ of basketball players who through their sport have developed the ability to read ‘on

court’ cues and to effectively cope with stress. It is hoped that by understanding how such training has modified basketball players’ brains, educational and training choices in other disciplines will be more accurately informed (Young-Rojahn, 2013).

Coaching psychology researchers could consider a similar approach and actively conduct neuroimaging research on a more relevant abnormal sample: highly competent and successful individuals (assuming definitions of competency and success are agreed upon) such as senior executives and leaders, ie, the elite ‘athlete’ of the non-sporting world.

After all, to become a successful, high-achieving individual in the workplace will have involved the ongoing practice of many of the interventions and skills coaching psychology subscribes to such as self-reflection, self-awareness, goal-setting including the ability to visualise how to cope or master challenging situations.

### **Imagery-based coaching and neuroscience research**

The use of visualisation and imagery techniques as an intervention within coaching and sport psychology practice have been previously highlighted in the literature (eg, Janssen & Sheikh, 1994; Morris, 2010; Murphy, 1990; Palmer & Neenan, 1998; Palmer, 2008, 2009; Sheilch & Korn, 1994; Taylor & Shaw, 2002). In addition, physiological measures of heart rate variability and salivary cortisol responses to compassion-focused imagery have been reported too and are relatively easy to measure. Imagery Based Coaching (IBC) of which the active practice component is usually an internal process



for the coachee, may be easier than conversational coaching to investigate and therefore holds much promise for future neuroscience research. It is worth noting that functional magnetic resonance imaging (fMRI) research (see Jack, et al, 2013; Passarelli et al, 2013) has already revealed a neural overlap between different styles of coaching and visual attention. (See Appendix 1 for explanation of MRI and fMRI.)

## Conclusion

Both the coaching psychology and sports psychology disciplines are a long way from where they would like to be in their neuroscience quest, but the eternal glory at the end of that journey would surely be enough to satisfy any Olympic hopeful!

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## **Appendix 1. Description of MRI vs. fMRI (APA, 2007:3)**

If you're having your brain scanned with MRI, you lie on a table with your head inside a giant magnet. Protons inside the atoms in your brain align themselves with the magnetic field, only to be whacked temporarily out of alignment by a pulse of radio waves aimed at your head. As your protons relax back into alignment again, they themselves emit radio waves that a computer uses to create a brain snapshot. With fMRI, researchers rely on two more facts about the body: the fact that blood contains iron and the fact that blood rushes to a specific part of the brain as it's activated. As freshly oxygenated blood zooms into a region, the iron distorts the magnetic field enough for the scanner to pick up.

## **Biographies**

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## Would you like to become an accredited/certified ISCP coaching psychologist?

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- Fulfilled criteria for Route 1: Qualified Psychologist

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**So, click on ISCP accreditation webpage [www.isfcp.net/accreditation.htm](http://www.isfcp.net/accreditation.htm) for details and to download an application form and application guidelines**



## International Updates

The International Society for Coaching Psychology has reciprocal agreements with other professional bodies. Currently it has Memorandum of Understandings (MOU) with the Society for Industrial & Organisational Psychology South Africa (SIOPSA), SIOPSA Interest Group in Coaching and Consulting Psychology (IGCCG), Society for Coaching Psychology Italy (SCPI), Israel Association for Coaching Psychology (IACP), Col·legi Oficial de Psicòlegs de Catalunya (COPC), Coachande Psykologer (Sweden), Hungarian Association for Coaching Psychology (HACP), Hungarian Psychological Association (HPA), New Zealand Psychological Society Coaching Psychology Special Interest Group (NZPsS CPSIG, New Zealand), the American Psychological Association, Society of Consulting Psychology (Division 13, APA), the Society for Evidence Based Coaching of the Danish Psychological Society (SEBC DPS).

## Update: The development of coaching psychology in Hungary



Vince Székely and Zsófia Anna Utry

Coaching has been present in Hungary since the second half of the 1990s. Initially, it was business operators, HR management consultants and trainers who acquired coaching qualifications. They were the ones who could afford to participate in costly international training, and recognised the business opportunities inherent in coaching. Consequently, the first two decades have been the period of business coaching in Hungary.

Business coaching has included performance, leadership, team as well as career coaching. The process of coaching has largely followed the process of business consulting and personalised training, and coaching tools were at the centre of practice (tool-fool coaching).

The coachee's learning, development and change processes have not or have barely been visited in business coaching. The majority of customers have preferred coaches with experience in business and

with a performance orientation who have also been familiar with current HR practices.

Business coaching, however, promised too much and delivered too little. Coachees and buyers of coaching services realised that applying a number of 'sexy' coaching tools was not enough for development and facilitation of change. As a result of these experiences, there is now a demand for practitioners who apply psychological knowledge as well as coaching methods.

In the first part of the 2000s more and more psychologists became familiarised with coaching in Hungary. Several learned coaching through reading English and German coaching literature. Others, who worked as corporate trainers, were funded by their organisations to take on coaching courses.

The first postgraduate level coaching psychology course was implemented in the counselling psychology training programme at the Eötvös Loránd University's Psychology Institute in Budapest in 2005 by Vince Székely. This course's curriculum was primarily based on the work of Anthony Grant and his colleagues (*Cavanagh, Grant and Kemp, 2005; Grant and Green, 2005; Stober and Grant, 2006*). Later, the *Handbook of Coaching Psychology*, edited by Stephen Palmer and Alison Whybrow (2007) also became an important part of the syllabus. This coaching psychology course has been running for more than 10 years now and more than 500 psychologists have completed it.

Psychologists from that course founded the Hungarian Association for Coaching Psychology in 2008. The association currently has more than 40 psychologist members. It also has several non-psychologist coach members who are committed to evidence-based coaching practice. Thus, the association became the representative organisation of evidence-based practice in Hungary. It has relationships with other local coaching organisations and runs monthly workshops about the psychological side of coaching since its establishment.

A Coaching Psychology Section within the Hungarian Psychological Association was created in 2014. The objectives of the section were to set up the professional protocol and to set out the coaching psychologist competencies. Since there is currently no separate coaching psychologist training, the section established a coaching psychologist licence system.

A qualified (licensed) coaching psychologist may be a person in Hungary who has a masters level degree in psychology, has undertaken specific evidence-based coaching training, has two years' experience practising coaching, engages in 24 hours' continuous professional development (CPD) per year, has regular coaching supervision and is a member of the Hungarian Psychological Association.

There are currently 30 licensed coaching psychologists who work closely together on the development of the licence system. They also work on a research project on coaching psychology efficiency and on the marketing and PR of coaching psychology in Hungary.

In the meantime, the Hungarian psychologist profession has been undergoing some significant changes. Twenty-five years have passed since the democratic transformation, but the professional psychologist associations and the psychology trainings still reflect the previous socialist system to some extent.

Formerly, psychologists were employed by the state only and neither professional nor business competition existed. Following the political transformation, the majority of psychologist positions ceased. It is estimated that currently 40% of psychologists works in the health sector, the education or the law enforcement bodies, others have had to find their ways in the free market.

The professional psychologist organisations have been working on the proposal of a 'Psychologist Act' for several years. This regulation would mean the restriction of non-psychologist professionals' activities in the areas of life issues and mental health. It appears at the moment that the Hungarian Parliament will vote in favour of this new regulation. At the same time, this spurred a great opposition among non-psychologist coaches and turned them somewhat against psychologist coaches.

At the time of writing this article, it is yet to be decided when and in what final form the 'Psychologist Act' will be accepted and put into force, but the coaching psychologists' goal is to work parallel and successfully together with non-psychologist coaches in the future.

It is expected that from 2017 a postgraduate coaching psychologist diploma training programme will start in

Hungary, which programme would build on the work and achievements of the licensed coaching psychologists.

Hungarian coaching psychologists feel greatly honoured that in 2016, the Hungarian Psychological Association's Coaching Psychology Section and the Hungarian Association for Coaching Psychology both signed the Memorandum of Understanding with the International Society for Coaching Psychology. By these memorandums, Hungarian coaching psychologists intend to become part of international coaching psychology developments.

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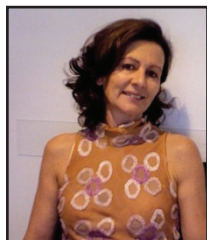
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## Biographies

**Vince Székely**, PhD is the founder and president of the Hungarian Psychological Association Coaching Psychology Section and the Hungarian Association for Coaching Psychology. Vince is an assistant professor at Faculty of Education and Psychology of Eötvös University where he teaches coaching psychology and psychology of leadership. In his independent practice he provides leadership and team coaching to business clients. Vince learned solution focused and Inner Game coaching approaches to enhance his expertise in cognitive-behavioral counselling.

**Zsófia Anna Utry** studied coaching psychology at the University of East London following her psychological studies at the University of Glasgow. She is a member of the International Faculty at the International Academy for Professional Development Ltd and the Hungarian Association for Coaching Psychology. She is involved in the development of the Pluralistic Coaching approach and also coordinates the research group in the Hungarian Association for Coaching Psychology.

## Update: SCP Italy Competency Framework for the Business Coaching Psychologist at first stage of development



Anne Olympia Soyez and Silvana Dini

**S**CP Italy Competency Framework for the Business Coaching Psychologist at this stage is a conceptual model in a cross-disciplinary perspective with three competency areas, 14 described competencies with a set of related behavioural indicators. It's an initial proposal of a competency framework for coaching psychologists who provide or will provide coaching services in organisational and business contexts.

SCP Italy as the Coaching Psychology national professional body, needs to invest and to undertake on this critically important issue. A competency framework fosters the design, implementation and evaluation of CPE/CPD paths for practitioners and potential practitioners and supervision. It also contributes to the development of the professional standards of practice amongst coaching psychologists and within the Italian coaching arena. The

intention of SCP Italy in the next stage is to design an evidence-based development and validation process of our Competency Framework. To design an empirical research process integrating from three different coaching roles (coach/coachee/sponsor) and differentiating level for rating.

### **One milestone and three assumptions**

SCP Italy was established in 2011 and currently has more than 100 members. The Society is the scientific partner for the only Italian CP training course for psychologists (Business Coaching Psychology Course). Among the services provided to members, SCP Italy offers one-day thematic CP workshops, a specialised service aimed at assessing and orienting coaches in their path towards personal and professional development (Bussola & Timone) and a Coaching Psychology Supervision service (Metavision Service).

SCP Italy is a member of the UNI workgroup which is currently defining the Italian Coaching Standards. In the UNI workgroup SCP Italy co-operates with the main professional bodies (eg, ICF, EMCC, AC, AICP, WABC and the main Italian coaching stakeholders. The first relevant result of this co-operation is the publishing of the *UNI 11601:2015 Coaching – Definitions, classification, requirements and service offer*.



## European Qualifications Framework (EQF) Glossary

**Competence** "The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development".  
(Source: EQF Recommendation)

**Skill** "The ability to apply knowledge and use know-how to complete tasks and solve problems; skills are described as cognitive, involving the use of logical, intuitive and creative thinking, or practical, involving manual dexterity and the use of methods, materials, tools and instruments".  
(Source: EQF Recommendation)

**Knowledge** "The body of facts, principles, theories and practices that is related to a field of work or study; knowledge is described as theoretical and/or factual and is the outcome of the assimilation of information through learning". (Source: EQF Recommendation)



Competency Framework for Business Coaching Psychologist

London, 10-11 December 2015

8

Last January the same workgroup started to define the second UNI norm about competencies, skills and knowledges the professional coach needs to have. In each of these services, our competency model is a critically important topic.

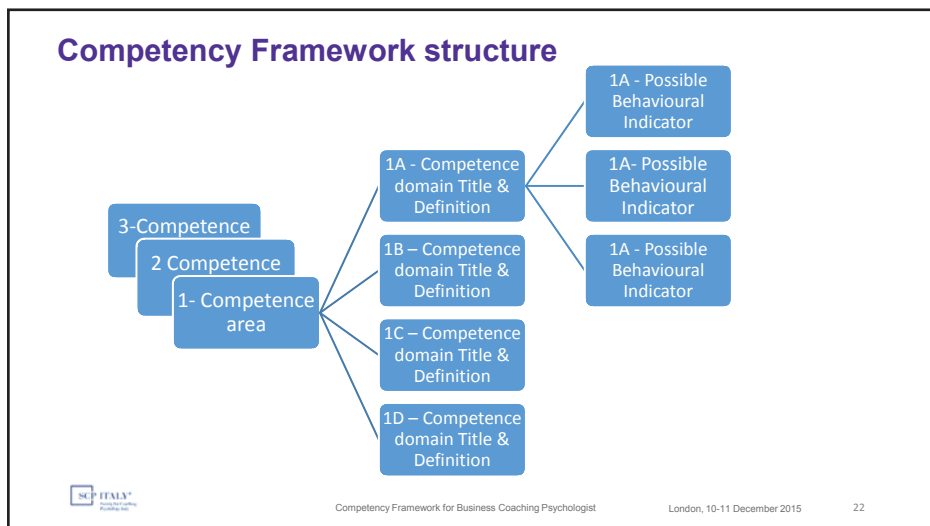
SCP Italy's Competency Framework for the Business Coaching Psychologist was developed on the basis of the Guidelines for the work and organisational psychologist in the practice of organisational coaching, published 15 April 2010 by a regional branch of the National Italian Psychological Association. The Guidelines represent the first formal action aimed at valuing the distinctive contribution psychologists have to offer and represent the first milestone for the development of the Competency framework.

In the Guidelines the authors – co-founders of SCP Italy – describe the following three main assumptions of their work:

- Business Coaching process is effective when Business Coaching Psychologists integrate three competency areas (Business & Organization, Psychology, Coaching);
- Competencies are reciprocally supported and reinforced by Values;
- The Business Coaching Psychologist who integrates his psychological skills and know-how with Business and Coaching competencies offers a distinctive contribution to the development and effectiveness of the Business Coaching.

### Method

The first step in the development of the framework was the review of CP literature on this topic and through the review of 10 published coaching competency frameworks (AC, APS-IGCP, BPS-SGCP, EMCC, ICF, ILM, TECF, University of Johannesburg/ South Africa, VHS Wien/ ANSE/Eurocadres, WABC). Then we established a panel of experienced coaching



psychologists (five Business Coaching Psychologists, one Business Coach), which used the definition of competency from the European Qualifications Framework – based on KSA model – as an anchor definition and described an initial Business Coaching Psychology definition and the process/activities requirements.

In the second step the panel contributed with:

- the content analysis focusing on explore the similarities and differences according to the Top ranked Attributes outlined as an Initial Coaching Psychology Competency Frameworks (Lai & McDowall, 2014);
- the results analysis of a SCP Italy longitudinal survey (Coaching Competencies and Values, 2011 and 2014) focusing on the competencies (Knowledge, Skills, Attitudes) mainly used and to develop by Italian coaching psychologists.

In the third step the panel contributed with:

- the identification of the competence areas;
- naming (Competency domain Title) and description of each competency (Competency domain Definition);
- a proposal of a set of related behavioural indicators.

**So here is where we are: the first stage of the development of the Competency Framework**

At this stage, Competency Framework for the Business Coaching Psychologist is a conceptual model in a cross-disciplinary perspective with three competence areas, 14 described competencies with a set of related behavioural indicators.

The three competence areas are: Business & Organization, Psychology and Coaching. The Business & Organization competency area includes the competencies the Coaching Psychologist needs to develop to understand the business and strategy of the

Organization of the clients are working for. In this area the four Competency domain Titles & Definitions are:

- **Strategic vision** Understanding the logic of the business and the operating logic of the Organization;
- **Attention to quality and costs** Ensures high professional and economically sustainable quality standards;
- **Evaluation of results** Assesses the individual and organizational benefits of Business Coaching;
- **Partnership** Creating and maintaining partnerships with all stakeholders in the process of Business Coaching Psychology.

The Psychology competency area includes those competencies that the coaching psychologist needs to understand, the dimensions which regulate the integration and development of individuals in their Organizational context and the subsequent relationship dynamics. In this area the six Competency domain Titles and Definitions are:

- **Valuing self-knowledge** Promoting and endorsing the processes of self-knowledge of the coachee by supporting the development of self;
- **Valuing self-knowledge and continuing professional development (CPD)** Caring for and nurturing the processes of self-knowledge of the Coaching Psychologist and investing in personal development as a factor of professional effectiveness;
- **Recognising and managing critical situations** Recognises and handles critical situations and the boundaries of the coaching relation and process;
- **Valuing personal development strategies** Promoting the coachee's development

strategies by giving value to his/her initiatives;

- **Systemic vision** Offering the potential of the systemic perspective for interpretation and action;
- **Evidence-based approach** Adopting the evidence-based approach and promoting the identity of the Business Coaching Psychologist as scientific practitioner.

The Coaching competency area includes the competencies the Coaching Psychologist needs to develop in order to act in the specific setting, process and methods of Coaching. In this area the four Competency domain Titles & Definitions are:

- **Goal orientation** Activate and redirect the energy of the coachee on the results / goals she/he set at the beginning of the process;
- **Facilitate development and change** Activating the processes of change and transformation by encouraging the person to step outside of his/her comfort zone;
- **Develop relationship** Accepting the uniqueness of the coachee in an authentic way and building up a relationship based on trust;
- **Giving and receiving feedback** Describing and giving back to the coachee the observed and perceived behaviours, attitudes and emotional states.

## Conclusions

This is the first stage of development of the SCP Italy Competency Framework for Business Coaching Psychologist.

The sources of the proposed Competency Framework have been the results analysis of the Systematic Review of coaching psychology, focusing on the attributes of

effective coaching psychologists (Lai & McDowall, 2014), the content analysis of the 10 published coaching competency framework and the results analysis of the SCP Italy longitudinal surveys (*Coaching Competencies and Values, 2011; 2014*).

Our intention in the next stage is to design an evidence-based development and validation process of our Competency Framework.

To design an empirical research process integrating from three different coaching roles (coach/coachee/sponsor) and differentiating level for rating.

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### **Biographies**

*Silvana Dini* MISCPAccred is an ISCP Accredited Supervisor. She fosters and supports the leadership development and the self-efficacy of executive managers, entrepreneurs, managers and key people developing 1 to 1 and team coaching programs, shadow coaching sessions, peer to peer coaching programs. Thanks more than 25 years experience both in Multinational Companies and in Management Consultant firms she brings a blend of Board level business experience, organisation development, multicultural culture, M&A issues

*and psychology to inform her coaching, training and coaching supervision practice. Silvana is co-founder and steering committee member of SCP Italy (Society for Coaching Psychology Italy), Honorary Vice President of the International Society for Coaching Psychology (ISCP); co-director of the Business Coaching Psychology Course (Italy, Rome).*

*Anne Olympia Soyez* is President of SCP Italy. She is a Management Consultant & Accredited Coach (bilingual, French/Italian) and supervisor accredited by ESQA (European supervision quality award) with many years of experience with Multinational Companies. Since 1986, she has been an HR Management Consultant. Since 1999 she has mainly been working on Executive and Corporate Coaching, and she developed an Individual Coaching approach based on models developed by two experts on transactional analysis: Gysa Jaoui and Taibi Khaler, on the process of achievement (success), the mechanisms of blocks at the origin of some professional inhibitions, and advice to provoke change.

## Update: The Catalan Psychologists Society

2015 ended with progress made in planned projects and activities, as did the first quarter of 2016



*Maite Sánchez-Mora*

**A**t the Catalan Psychology Society (COPC), the 2nd edition of Accreditation for expert Psychologist in Coaching Psychology was held. A total of 72 Chartered Psychologists were accredited.

The COPC has endorsed two training programmes of interest for the profession, namely: ‘Sport Psychology and Coaching’ at the University Abat Oliba and ‘Coaching Psychology Postgraduate’ at the Institute of Psychology Mensalus. This has the recognition of the ISCP, too.

The Coaching Psychology Section of the COPC has 400 Chartered Psychologists as members. This is 2.6% of all the association’s members.

At the end of 2015, the Section promoted the second edition of the Coaching Psychology prizes, and in December, it held a Conference about tools for the Coaching Psychologist. It has been well-acknowledged and was a success in terms of attendance, as expected.

The Section has performed the following:

- Training of “the basics of Coaching for Psychologists” and “Workshop on Coaching”, for another year.
- Advanced workshops
- In addition, a cycle of conferences has been held, with seven speeches and seven cycles of peer supervision.

During the winter season 2015/16 there were three ciné forums in Tarragona with a debate on Coaching psychology. Activities, such as training and conferences, have been planned until September.

Activities of the Valencia Community Psychologist Society (COPCV) have been as follows:

- Course: specialising in Coaching, level I, 4th edition.
- Course: specialising in Educative Coaching.
- Course: specialising in Teamwork Coaching.
- In June, assessments of Coaching Psychology Experts were carried out and just as with the COPC.
- In 2016, training to apply for



accreditation of Coaching Psychologist. This will be the fourth round.

The Madrid Psychologist Society (COPM) has held:

- The fifth cycle of conferences with a total of eight throughout 2015. Three of the eight programmed for 2016 have already been held.
- Expert course in “Sport Psychology and Coaching”.

In the Madrid Region, training courses accredited by the ISCP are continued at the Universidad Complutense and the Institute for Coaching Psychology

Other Spanish psychologist societies have also offered Coaching Psychology courses, like the COP in: Andalucía, Galicia, Baleares, Canarias, la Rioja and in the region of Murcia.

As mentioned earlier, the ISCP has recognised a new course in Catalonia. The first round was successfully started at the Psychology Institute in Barcelona, and the second is programmed for September. In Madrid, training in Coaching psychology continues both at the University and at a private centre.

The II Jornada de Psicología Positiva (National Conference of Positive Psychology) was held in Barcelona in November. Positive Psychology and Coaching Psychology go hand in hand, and the programme included a

round table about psychotherapy and coaching.

At the same time the International Conference of Coaching Psychology was held in Cartagena (Murcia) organised by the COP Region de Murcia. Over two days, the discipline was presented and part of the programme was dedicated to sharing information about the projects carried out at the societies in the regions of Catalonia, Valencia Community and Madrid.

The Spanish representatives of the ISCP are in the COPC. The dean, secretary of COPC and the president of the Coaching Psychology section, participated by videoconference.

In December, we attended the 5th European Coaching Psychology Conference, a meeting point for colleagues of the international movement – an opportunity to meet new colleagues.

In addition, it is foreseen that we will participate at the 3rd Congreso Nacional de Psicología Positiva en Baeza (Andalucía, National Congress of Positive Psychology).

This shows that Coaching Psychology is becoming more and more important in Spain.

**Maite Sanchez-Mora** is CPsychol & Coaching Psychologist accred. and Secretary of COPC (Spain), ISCP Hon VP and Coach Senior AECOP/EMCC.

## ISCP Approved Centres & Recognised Courses

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. All courses provided by Approved Centres and their Faculties are recognised by the ISCP.

### Approved Centres:

- Faculty of Coaching Psychology, Centre for Coaching
- Centre for Stress Management
- Centre for Neuroscience
- International Academy for Professional Development Ltd

**Websites:** [www.iafpd.com](http://www.iafpd.com)  
[www.managingstress.com](http://www.managingstress.com)  
[www.centreforcoaching.com](http://www.centreforcoaching.com)  
[www.centresofexpertise.com](http://www.centresofexpertise.com)  
[www.centreforneuroscience.com](http://www.centreforneuroscience.com)

**Email:** [peter.ruddell@iafpd.com](mailto:peter.ruddell@iafpd.com)

**Telephone:** UK: 0845 680 2065; 0845 680 2075 or International: +44 (0) 20 8853 4171

**Address:** 156 Westcombe Hill, London SE3 7DH, UK



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'.

### Recognised Courses:

1. Coaching Psychology Academy (CPA) and Bar Ilan University
  - *Existential Coaching Psychology Training Course and Certificate*
2. Leading Change-ICP (Institute for Coaching Psychology)
  - *Programa de Certificación en Coaching Ejecutivo y Corporativo (Certification Program in Executive and Corporate Coaching)*
3. Faculty of Psychology, Complutense University of Madrid, Spain
  - *Programa Superior de Coaching Psychology y Coaching Psicológico (Superior Programme of Coaching Psychology and Psychological Coaching)*
4. Westminster Business School, London
  - *The Psychology of Coaching and Mentoring*
5. Koucing Centar, Belgrade, Serbia
  - *Certificate in Coaching Skills*
6. Consorzio Universitario Humanitas and SCP Italy
  - *Corso di Alta Formazione in Business Coaching Psychology*



## Member benefits

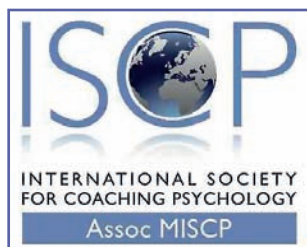
If you are interested in the developing field and profession of coaching psychology do explore our website ([www.isfcp.net](http://www.isfcp.net)) and consider joining the International Society for Coaching Psychology.

If you are a graduate psychologist, state or country licensed psychologist you will be able to work towards our international ISCP 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:

- **The society's online publication Coaching Psychology International**
- **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 courses/workshops and training centres 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**
- **There is currently no joining fee for undergraduate psychology students wishing to join ISCP as an affiliate member**
- **Delegates attending ISCP Approved Centres or providers of SCP Recognised Courses/Workshops can apply for one years free SCP affiliate membership**
- **Pathway towards ISCP accreditation/certification as a coaching psychology supervisor**
- **Automatic subscription to the Society's e-newsletter**
- **Member rates for delegate fees at ISCP events**





## 6<sup>TH</sup> INTERNATIONAL CONGRESS OF COACHING PSYCHOLOGY

### *'Positive and Coaching Psychology Through the Life Course'*

**Tuesday, 26<sup>th</sup> July, 2016**

**Venue: BRITISH PSYCHOLOGICAL SOCIETY,  
30, Tabernacle Street, London EC2A 4UE**

Conference on the practice and research of Positive and Coaching Psychology exploring themes such as:

- Supporting the success and wellbeing of young people
- Paternity and maternity (including returning to work)
- Coaching in an education setting
- Healthy conversation skills
- Stress, resilience and wellbeing
- Managing life transitions: From 'turning 30' to 'later life'
- The pluralistic approach

#### **Speakers:**

Dr Ilona Boniwell, one of Europe's leading positive psychology experts, will be giving a keynote address titled: *Making Positive Psychology Tangible - using novel methods and interventions in positive psychology coaching*

*We also welcome to our speaker line up*

Mark Adams, Wendy Lawrence, Jennifer Liston-Smith, Prof Stephen Palmer, Michelle Pritchard, Sheila Panchal, Dr Siobhain O'Riordan, Zsofia Anna Utry

This event will bring together professionals from a wide range of settings, interested in the application of positive and coaching psychology throughout the life course, from early age to adulthood and later life. The conference will be a superb opportunity to extend your professional horizon and network with colleagues

Delegate Fee: ISCP Members £135.00, Non Members £150.00  
For registration and further details about the event visit our website:

<http://www.isfcp.net/events.htm>

A light lunch and CPD attendance certificates will be provided.



**AALBORG UNIVERSITY**  
AALBORG ESBJERG COPENHAGEN

# **Psychotherapy, Coaching Psychology and Coaching: Boundaries and Distinctions**

**A FREE one-day conference**

**Friday 16 September 2016**

**Venue: Aalborg University  
Kroghstraede 3, Aalborg, Denmark**

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Speakers include: Dr Ole Michael Spaten, Allan Holmgren, Helle Anholm and Mikael Sonne, and an inaugural lecture by Professor Stephen Palmer, newly appointed adjunct professor in coaching psychology at Aalborg

**For more information go to: <http://bit.ly/28IA30R>**

The conference is hosted by the Department of Communications and Psychology, Faculty of Humanities, Aalborg University, the International Society for Coaching Psychology (ISCP), the Danish Psychological Society (DP\*SEBC) and the Center for Qualitative Studies, Aalborg University

**Participation in the conference is free, but you must register by 15 June 2016**

**Go here to register: <http://bit.ly/1QTTHof>**

## Notes

## Notes

