Coaching Psychology International

"Leading the development of coaching psychology around the world"

COACHING PSYCHOLOGY INTERNATIONAL

If you are interested in contributing to a future issue of *Coaching Psychology International* please email the Hon Editor: **editor@isfcp.net**

Chair's Update

by Siobhain O'Riordan FISCPAccred

Welcome to the autumn 2018 issue of *Coaching Psychology International*

Inside you will find opportunities to read more about topics such as: *Creating micro closures: reinventing the psychological transition process to help coachees deal with the current state of disruptive change, Coaching for Blue and Green Exercise: An eco-psychology perspective, The possibilities of a coaching psychology framework for targets of workplace bullying and Can positive and coaching psychologists become more involved in social prescribing? The prescription for enhanced wellbeing.*

We also offer two reflective Viewpoint Articles on *Authentic Coaching: The relevance of the self of the coach to our coaching approach and The Networking Ripple Effect: The importance of a personal network within the context of coaching and coaching psychology.* Later, we have International updates from Hungary and Spain and it is interesting and inspiring to read about the coaching psychology developments in these countries. You will also find more information about the activities and initiatives of the Society including details about Accreditation/Certification, our Approved Centres and Recognised Courses and Member Benefits.

As I write, we are seeing a busy year of conference and event activities. We are at the moment finalising our preparations for the 8th International Congress of Coaching Psychology (ICCP) Congress event that the Society will be hosting in London in October, 2018. Focused on the

theme of *Positive and Coaching Psychology*, this year we are offering a busy two-day programme of Masterclasses, Keynotes, Invited Papers, Mini-workshops and Poster Presentations. The Society is delighted to welcome International experts in the field as Speakers and Presenters across this conference event. We also hope that the congress will provide an opportunity for delegates to network with colleagues and extend their professional horizon. Please see the advert, later in this journal for more information.

Further conference news is that the ISCP was pleased to support the 8th ICCP event at Aalborg University this September where the *Profession, resilience, mentalisation and perspectives on multiple selves* will be explored. Also, as I reported in the previous issue, the Society was a Conference Partner of the Health and Wellbeing at Work event in Birmingham (March, 2018), chairing a well-received coaching and coaching psychology stream. We are delighted to have been invited by the conference organisers to be involved again for 2019 and further details and later updates are available here: **www. healthwellbeingwork.co.uk/about/**

The ISCP President, Professor Stephen Palmer, tells us more about the ISCP International Centre for Coaching Psychology Research within this issue. We also aim to announce further news about the event schedule of the ISCP Coaching Psychology Research Hub meetings for 2018 and 2019 very soon.

As a professional body sponsor of the peer reviewed publication the *European Journal of Applied Positive Psychology*, we are pleased to report that there has been a range of articles and papers published since the launch in 2017.

Please do take a look at the range of contributions available as open-access within the first two volumes at: **www. nationalwellbeingservice.org/tag/ejapp/**

The ISCP has now moved into our 10th Anniversary Year, some of our activities have already included a rebrand with the launch of our new logo and creating an extended conference offering for 2018.
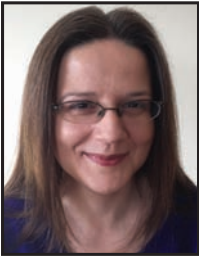
We of course still welcome any ideas you may have for celebrating this important milestone in the international development of coaching psychology.

For now, happy reading!

INSIDE THIS ISSUE

Creating micro closures: reinventing the psychological transition process to help coachees deal with the current state of disruptive change

Filomila Papakonstantinou

Abstract

The speed and frequency of change in the world around us is mind boggling at times and people are struggling to find ways to cope with it. Organisations have to constantly reinvent themselves to keep up with this VUCA world, without much success at times, as it is a process of experimentation. This means that people are unable to transition from one change to the next, which is impacting their psychological wellbeing and mental stability. Coaching and coaching psychology can help people reinvent the transition process by borrowing from other disciplines such as agile methodology. This will allow individuals to create micro closures within the bigger transition cycle which otherwise might at times appear endless.

Key words: coaching, coaching psychology, change, transition, VUCA, positive psychology, cognitive behavioural coaching, micro closures

The accelerating rate of change in the world around us is evident across all areas of our lives, with no signs of slowing down any time soon. Technology has been the catalyst of this acceleration, creating what we might call a new digital era which has had a knock-on effect on the economy, society and business.

We've all heard by now the term VUCA which has been used to describe the current state of change; the term was coined by the US military back in the 1990s

and it is still applicable today. It stands for *volatility, uncertainty, complexity* and *ambiguity*. Volatility means change isn't just frequent but also unstable, uncertainty that we can't tell if an event will create significant change, complexity that a situation has many interconnected parts and lastly ambiguity that we have no frame of reference for making sense of the situation.

The newest term used to describe this accelerating rate of change is 'disruptive' change. Consultancy firms around the world are conducting research into megatrends to find a way to deal with these waves of disruption. PwC refers to "Colliding megatrends, from rapid urbanisation, to climate change and resource scarcity, to technological breakthroughs, are impacting business and society" (*PwC, 2018*).

The image of change that seems to be emerging nowadays is that of a continuous flow of surging, successive waves which we have to learn to surf to survive. EY in their 2018 megatrends report refer to: "The three primary forces – technology, globalization and demographics – that are the root causes of disruption, have existed for millennia. While they are not new, they evolve in waves and the interaction among these new waves gives rise to new megatrends" (*p. 12*).

Organisations reinventing themselves

Research published by Deloitte Global Human Capital Trends as well as other major consultancy firms shows that, as a result of all this disruptive change, organisations are under increasing pressure to adapt the way they operate as the traditional models no longer work. This increases the need for restructures/ reorganisations and in the 2016 Deloitte report "nearly half (45 percent) reported their companies were either in the middle of a restructuring or planning one" (*p. 4*).

The 2017 report showed that many organisations were failing to change the way they operated, thus lagging behind and sometimes failing to redesign their models successfully. One of the key factors here is that most companies are still not clear on what a successful structure would look like, which means they have to keep experimenting and restructuring until they find a structure that works: "Designing the organisation of the future is a difficult, sometimes messy project of trial and error...It is a continuous, dynamic, and, in a sense, never ending process" (*Deloitte 2017, p. 19*).

In the 2018 Deloitte report the need for organisations to continuously reinvent themselves is still present and, if anything, more pressing as a result of the rapid speed of change around us.

It appears that both individual and business adaptability is slower than this disruptive speed of not only technological change but change in general. Unsurprisingly this causes stress for all involved and "research shows that employees and organisations are more overwhelmed than ever" (*Deloitte 2017, p. 3*).

It would appear that despite the human brain's neural plasticity and amazing capacity to keep adapting we are struggling to keep pace with the continuous flow of these surging, successive waves of change. Robert Kegan

in his book *Immunity to Change* (2009) also mentions that to stay on top of these waves we need to understand ourselves and our world at a "qualitatively higher level of mental complexity" (*p. 25*).

Incomplete transitions

It is not just human beings' adaptability and mental complexity that are causing this stress but also the fact that we are unable to psychologically transition from one change to another. According to Bridges (*2017*), change is situational whereas transition is psychological, and a lot of change programmes fail because companies focus on the change without helping people transition: "Getting people through the transition is essential if the change is actually to work as planned" (*p. 3*).

A transition is all about moving from an old world to a new one, about something ending and letting go of the past to move to the future. The model has three phases: 'ending, losing, letting go', 'the neutral zone' and 'the new beginning'. Transitioning from one stage to the next takes longer the more significant the change is for the individual, and varies from one person to the next.

However, the current disruptive rate of change particularly in the work place is not allowing people the time or opportunity to transition through the change for multiple reasons. First of all, the change does not always happen because organisations do not yet know what the best structure is, so they are having to experiment and restructure multiple times.

Before people can get through one transition, they have to start another because the change never came to fruition and seems to be never ending. This makes the next change uncertain as people are not really sure if it will work this time, and it is also ambiguous and complex because the companies cannot articulate what the change should be; they are still trying to work out what the organisation of the future should look like.

The inability to psychologically transition is stressful as people cannot get a sense of closure which leaves them hanging, stuck in multiple 'neutral zones' in a limbo state that slowly erodes wellbeing. The key here is to help people find a way to create a sense of closure, however small, and minimise the time they have to spend in the neutral zone.

Through coaching we can help individuals manage their own transitions instead of waiting for the organisation to help them through it. This is about the individual taking control of their own response to change, making the transition happen for them instead of being a passive recipient, a bystander waiting for someone to save them. We need to move away from a state of what looks to be 'learned helplessness' (*Seligman, 1972*) currently spreading in organisations because of the trauma of multiple failed change cycles.

Companies all around us are borrowing tools, techniques and approaches from agile methodology to reinvent themselves. We have an opportunity to apply some of the agile principles to Bridges's model to create what I will term 'micro closures' to help people adapt and flourish in this new state of reality.

This will help them adopt a different mindset, shift their perspective and take control of their own destiny.

Agile principles and 'micro closures'

One of the key agile principles is breaking projects or tasks down into smaller chunks which makes them easier to manage and a lot faster to complete. Applying this to a transition means breaking down the transition into smaller chunks so we can create micro closures and speed up the completion time. Identifying the opportunity to create your own micro ending instead of waiting for the company or the situation to create one big ending is key. That way you can mark the ending and celebrate the new beginning, which will provide you with a sense of closure and achievement.

Another principle is about embracing change by not looking too far in the future, planning less for the long term because you cannot foresee what your reality will be in a few months time. This means that you'll need to accept that a perfect transition may never come to pass, because the state you are trying to transition to might change before you can manage to transition to it. There is no such thing as a perfect, stable state because there is always room for improvement, and without constant improvement things become obsolete. As cliché as it might sound it is about enjoying the journey – not the destination.

The next principle relates to increasing cross discipline collaboration and communication, which increases the speed of delivery. This principle is applicable to transition because it can help you build a more varied network which would help create connections, see the bigger picture, the network of interdependencies. This can help you predict changes so you can know

if your transition will ever come to pass, or whether something else will be coming up that will interrupt the transition. This allows you to course correct, prepare yourself for the uncertainty, make quicker decisions and take calculated risks.

The last applicable principle is to focus on increasing capacity instead of speed which means developing new skills, increasing knowledge, improving tools and working more efficiently. This means as an individual you need to focus on cross skilling and gaining new skills to increase your adaptability and capacity to deal with lack of closure and constant change. Particularly when it comes to work, it is about treating your career not as a linear path but as a constant learning journey where you focus on spotting the opportunity to obtain new skills, experience and learning.

To demonstrate the application of the above principles we will look at an illustrative case study that involves an organisational restructure. This case study draws on elements from real life coaching situations but does not reflect the experience of one coachee. This will not be an extensive narration of all the different micro closures, just the key ones to bring the principles to life. I've named the coachee for this case study Miranda.

Case Study: organisation restructure

Miranda worked for an organisation that was going through a restructure, trying to establish a new HR structure that would allow the department to work more efficiently, gain credibility and demonstrate adding value to the organisation. Her role was becoming

redundant and she would have to apply for a new role that would constitute a promotion. The department had gone through a restructure previously that hadn't quite worked and they were not handling the current change process very well. This meant that Miranda would be facing a long change process and an even longer transition period.

Considering that companies nowadays are struggling to come up with a structure that will work she was also looking at the possibility of a failed, protracted restructure with false starts and frequent experimentation. This is why Miranda sought coaching to navigate this challenging time and without the coaching programme below she might have struggled to succeed.

Step 1: Network expansion and capacity building

An important point worth mentioning here is that this restructure did not come as a complete surprise to people, as the signs were present for a while. The first step in our coaching journey was Miranda building an extensive, cross departmental network to gather information on what the change that was coming might look like, when it would happen and what skills or experience she would need to succeed.

She created a picture of what the near future might look like, knowing that it wasn't certain or perfect but a potential blueprint so she could start filling the gaps in her learning, thus increasing capacity and cross skilling. This served her well as she was closer to meeting the requirements of the new role than others and was able to demonstrate that she was already operating at the new higher level.

Step 2: Chunking down and micro closures

She could not wait for the restructure to finish for her to complete her transition or she would never leave the neutral zone. We worked on breaking the restructure up into smaller pieces so she could transition every time a part of it was completed, which also allowed her to not get invested in the change in case it did not work out or never happened.

She focused on the first small chunk which was deciding whether to accept voluntary redundancy or apply for the new role, without worrying about the next steps of the process or planning too far in advance. This involved accepting that her old role ended, letting it go, seeing the positive qualities in the new role, taking the opportunity to apply for it and maintaining a positive mindset.

To mark the ending she compared the two roles, defined the activities she would need to stop doing, what she'd be losing, identified the new exciting activities she'd need to start doing and invested all her energy in embracing the new possibilities.

Step 3: Bringing it all together – Short term planning, network expansion, capacity building, chunking down and micro closures

The next step was focusing on getting through the application process and assessment centre which included increasing her capacity further and expanding her networks to ensure she collected sufficient information. The whole process was not easy, efficient or speedy as it lasted around four months with lots of false starts and complications. This allowed her

the opportunity to collect more of the skills and experience required for the role and the space to prepare her key stakeholders for the feedback they would need to provide as part of the assessment process.

The fact that she was only concentrating on this small part of the change, instead of worrying about the whole process and the far off future, reduced the effort exerted and the stress. She approached the assessment centre as an opportunity to showcase the fact that she had already been doing the new job and the only thing missing was the official title. She was successful in passing the assessment centre and at that point celebrated the end of that process.

Step 4: Multiple transitions, taking control and micro closures
She moved on to concentrate on the next part of the overall change which was getting through the three month trial period which would then confirm her as permanent in her role and at the same time dealing with the departure of most of her existing team members because they had been unsuccessful. Now these were two different chunks of the change, taking place simultaneously and required more effort and careful handling. We needed a different approach to this because these two chunks would split her attention and focus which would make it harder to handle the transitions.

She dealt with this challenge by taking control of the change instead of being a passive recipient of the set timescales. She marked the ending and celebrated the new beginning by changing her role on LinkedIn, thus celebrating that she had been successful, and fulfilling her new duties without worrying about the three month transition period. She used her network to determine what would add value to the business and delivered that without waiting for the role to be perfectly defined.

This also allowed her to concentrate on the other part of the change that was happening simultaneously the departure of her colleagues. She broke this up into even smaller pieces to make it more manageable. She marked the ending and moved on every time one of her colleagues moved on instead of waiting for all of them to leave and at the same time celebrated a new beginning every time a new member joined. Not waiting for the perfect time or state made the transition easier with smaller more manageable steps.

Outcome
This coaching approach was a conscious process as opposed to a haphazard by product of the change which allowed her to gain some control and not be a passive recipient or observer. The entire process took longer than a year and it is still ongoing now with a new HR director wishing to make further changes. Had Miranda not been able to create micro closures throughout this longwinded process she would not have been able to reap the benefits of psychologically transitioning and achieving a sense of fulfilment.

Next steps for coaching through transitions
The whole point of the transition according to Bridges is "to reorient and renew people when things are changing all

around them" (p. 10). The problem is that most people are no longer able to renew themselves because the model helps normalise the process but does not offer us a way to deal with the frequency of these never ending waves of change. Hopefully coaching people on how to take control and create micro closures so they can transition more frequently will help them reinvigorate themselves, relieve stress and enhance their wellbeing.

You may have noticed some additional underlying themes in Miranda's case study above. She exhibited a lot of attributes found in positive psychology, optimism, savouring the current experience, utilising her strengths and focusing on her best possible self (Linley, 2008, Kauffman 2010). Expanding and utilising her support network to cope and getting a sense of achievement, happiness through the micro closures. Positive psychology is not only very compatible and complementary with the principles of agile methodology but also a necessity in today's world. The other theme you may have noticed was the fact that she was utilising cognitive behavioural techniques to control any perfectionist tendencies, address any thinking errors and regain control of what was possible. The fusion of techniques from different disciplines is the most useful and effective principle for people, organisations and professions today to flourish and continue to innovate.

References

Bennett, N., Lemoine, J. (2014). What a difference a word makes: Understanding threats to performance in a VUCA world. Business Horizons, Volume 57, Issue 3, May–June 2014, Pages 311-317

Bridges, W. (2017). Managing Transitions: Making the most of change. London, Boston: Nicholas Brealey Publishing.

Deloitte Global Human Capital Trends (2016). The new organisation: Different by design. Deloitte Development LLC.

Deloitte Global Human Capital Trends (2017). Rewriting the rules of the digital age. Deloitte Development LLC.

Deloitte Global Human Capital Trends (2018). The rise of the social enterprise. Deloitte Development LLC.

EY (2016). Succeeding in the VUCA paradigm: Making change happen. EY LLP.

EY (2018). Megatrends 2018 report. https://eyq.ey.com/eyq/megatrends

Florentine, S. (2015). 6 agile principles that apply to everything. CIO. http://bit.ly/2pefL9t

Kauffman, C., Boniwell, I., Silberman, J. (2010). The Positive Psychology Approach to Coaching. In Cox, T., Bachkirova, T., Clutterbuck, D. (2010), The Complete Handbook of Coaching. London, Sage.

Kegan, R., Lahey, L. L. (2009). Immunity to Change. Boston, Massachusetts: Harvard Business Press.

Lawrence, K. (2013). Developing Leaders in a

VUCA Environment. Kenan-Flagler Business School. http://bit.ly/2OxpJOq

Linley, P.A., Harrington, S. (2008). Integrating positive psychology and coaching psychology. In Palmer, S., Whybrow, A. (2008), Handbook of Coaching Psychology: A Guide for Practitioners. London, Routledge.

Palmer, S., Whybrow, A. (2008). Handbook of Coaching Psychology: A Guide for Practitioners. London, Routledge.

PractiTest (2015). 5 Agile Principles You Can Apply to Every Type of Development Process. http://bit.ly/2xsDwPo

PwC (2018). The dynamics of disruption. https://pwc.to/2xkJulF

Seligman, M. E. P. (1972). Learned Helplessness. http://bit.ly/2pelqMV

Biography

Filomila Papakonstantinou is an innovative coach, inspiring facilitator and speaker who loves helping people make sense of change and their role in the world around them. She works as a Learning and Development Partner in the Financial Ombudsman Service and has extensive leadership coaching experience.

She practises solution-focused coaching and cognitive behavioural coaching based on Cognitive Psychology. She has been awarded the Advanced Diploma in Coaching Accredited by the Association for Coaching. She's also a coaching supervisor, having completed the Primary Certificate in Coaching Supervision. She is accredited in the following psychometric tools which she uses in her coaching: MBTI Step I, MBTI Step II, TEIQue and Motivational Maps.

She is a member of the ISCP and the ILM. She specialises in Management & Leadership development which involves working with Senior Managers and Leaders in group coaching as well as individual coaching.

She is particularly interested in helping leaders carve out their own career path in this disrupted world. In addition to her coaching expertise she has over seven years worth of management experience which gives her an insight into leadership and the ability to translate abstract theoretical concepts and models into practical approaches. She holds a BA in English and MA in Contemporary Literary Studies from Lancaster University.

Email: filomilap@gmail.com

Coaching for Blue and Green Exercise: An eco-psychology perspective
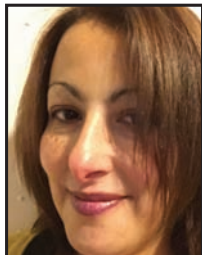
Monica Faulkner

Abstract

In this day and age we have technology aiding us in every part of lives; on a personal and work level; from sending emails, banking, setting the central heating system from your phone to robots and microchipping humans. This is a far cry from the world that was some forty years ago.

In the Western world, we have become more of an office based industry using computers for hours on end daily. We are also less mobile and active than previous generations and the obesity rates are climbing. With this is mind, it does pose some interesting questions; when and how do we switch off, what affect does this have on our mental health and how as coaches and coaching psychologists can we help our coachee's deal with this pressure?

This article will therefore discuss blue / green coaching and if it can have a positive impact in today's busy world.

Keywords: coaching, coaching psychology, leadership coaching, leadership, technology, mental health, well-being, eco-psychology, blue / green exercise

So what is Eco-Psychology? Eco-psychology is 'the relationship between people and the natural world. There is a focus on well-being' (*Palmer, 2014 and 2015, p. 2*) and Green / Blue Exercise is any exercise which can be undertaken outside in the backdrop of natural green space (*Palmer, 2015*) and natural water spaces (*Depledge & Bird, 2009*).

In summary, there have been a number of studies over the years showing that taking exercise is good for physical health and the medical profession, the NHS in the UK,

advocate taking 30 mins of physical exercise per day (www.nhs.uk/live-well/exercise). More recently there has been an increasingly new body of evidence which states that taking physical exercise is also beneficial for our mental health. Which is interesting as thirty years ago it was all about the nations' physical health and with no real concerns or guidelines about the nations' mental health.

Recently, there has been more research to prove that taking physical exercise outdoors in natural landscapes vastly improves the individuals' mental health and well-being. This way of thinking is relatively new in the world of Psychology, only in the past twenty years or so has there been an increased body of research into the areas of eco-Psychology, environmental and eco-health which have all been proven to be beneficial to health and well-being. Eco-psychology has its roots in Positive Psychology, Mindfulness and Compassion.

Evidence / Research into Eco-Psychology

Hartig (*2006*) spoke about the positive effects of 'Booster Breaks' and how by taking short breaks improves well-being and by being outside reduces stress more, just by being outside (*Largo-Wright et al, 2017*). The benefits of taking short breaks is hugely beneficial for individuals compared with those who have their lunch in front of a screen / at their desks. It has been proven to reduce mental fatigue, increase mental agility and enhance positive mood by having out door 'booster' breaks (*Brymer, Davids and Mallabon, 2014*). Therefore it is advisable to take regular breaks and if possible have them outside.

Research to date has shown that by doing physical activity in the outdoors improves mood, and according to Brown, Barton and Gladwell, (*2013*) just by looking at scenes of nature can have the same positive effects on mood. This 'quick fix' which lifts mood should be in everyone's tool kit or at least they should give it a try and note the benefits for themselves and their teams / coachee's. Some organisation have already embraced this concept by bringing the outside 'in' by using greenery and tall trees to replicate the outside, for meeting rooms, break out areas and staff communal areas.

A systematic review / meta-analysis study has highlighted the positive benefits of a walk or run in natural environment compared with a synthetic environment such as a gym (*Bowler, Buyuung-Ali and Pullin, 2010*). This further supports the argument of being in the outdoors. This is further highlighted by the evidence from the US, Environmental Protection Agency (EPA) which states that there are more positive mental and physical health benefits for outdoor exercise than indoor exercise (EPA, Eco Relationship Browser / Eco Health).

In the UK over the past 5 -10 years there have been a number of new outdoor exercise style classes that cater for this, i.e. 'boot camps'. There are also a number of independent walking groups which cater for 'Group Walking' especially amongst the elderly in the UK. Group walks have also proven to increase positive mental health and well-being by lowering depression and stress (*Marselle, Irvine and Warber, 2014*).

As discussed previously, it is not just the physical exercise in the outdoors (green / blue) environment that can have a positive effect on mental health and well-being but looking at scenes of nature can have the same

effect (*Brown, Barton and Gladwell, 2013*). Which is a very interesting concept, as by looking at nature through the window or at a picture can have the same effect on well-being as outdoor physical exercise.

Nichols (*2015*), who is a Marine Biologist, also talks about the positive effects of being near a natural aquatic environment to improve mental health and well-being. He goes further to say that the rhythm and noise from the sea has a calming effect on the mind.

All these are very compelling and interesting concepts, as this may be the reason why some organisations, schools, offices and public buildings have pictures / paintings of outdoor green / blue spaces or have a makeshift outdoor environment inside. It would be interesting to know if the staff / children / general public that spend time in these environments have a better mental state than individuals in the environments that do not have these pictures or inside green spaces.

It is clearly evident that more research is needed in this area to establish further benefits for the well-being of everyone in society, however, all the evidence seem to point in the direction that it is.

So how does all this help coachees?

In this busy day and age with work pressures and the use of technology it would be beneficial to switch off from work and technology and go for a walk with the coachee to discuss what they need support with.

The idea of being outdoors and in the moment with your coachee with no distractions is immensely appealing for both the coach and coachee as they both get to focus on the matters at hand without any potential and unnecessary distractions. As discussed previously there are numerous benefits in doing this; from increasing well-being / mood to increasing concentration levels.

Just 5 minutes of green exercise can have a profound effect on the mind and body (*Barton and Pretty 2010*), so by being out side with your coachee and going for a short 5 minute walk either at the start or towards end of the session could significantly improve the coachee's (and the coaches) well-being. Some coaches are already doing this by going on walks and hikes with their coachee. Hugh O'Donovan, (*2015*), a Coaching Psychologist is an advocate of walking, talking and mindfulness and shares the benefits to mental health by walking in nature and talking about what holds individuals back.

It is a very interesting concept on a number of levels but it may not be feasible or work for all coaches / coachees due to a number of reasons. However, for those who can incorporate green / blue coaching in their sessions can witness first-hand the profound positive affect on mental health and well-being this can have.

Conclusion

There seems to be a growing body of evidence to suggest that eco-psychology and in particular blue / green exercise can have a profound effect on both physical and mental well-being. Not just by exercising and coaching outside but by being mindful and even observing scenes of nature to relax and improve mood and concentration.

From a coaching standpoint, there are only benefits to be had if the coach / coachee

follow the principles of eco-coaching and coaching in or near nature for five minutes, all that is needed to increase mood and well-being. If this is not feasible then maybe the coach could consider sourcing some paintings / photos of natural environments to elicit the same benefits for the coachee. It seems that there are only benefits to be had from taking on some of the principles used eco-psychology, mindfulness and coaching and applying them to a coaching practice.

The overarching stance, as to the way forward would be for more research to be carried out in this area to obtain a deeper level of understanding of the correlation between being / exercising in the outdoors and coaching in a blue / green environment and from generally improving the nations' health and well-being standpoint. It would be beneficial to take these future studies to further inform government think tanks and town planners in order to incorporate and enhance the natural environments while considering the architectural landscape of new buildings and towns.

References

Bowler, D.E., Buyuung-Ali, L.M., Knight, T.M. & Pullin, A.S. (2010). A Systematic Review of Evidence for the Added Benefits to Health of Exposure to Natural Environments. Research Article. BMC Public Health 10(456). https://doi.org/10.1186/1471-2458-10-456

Brymer, E. Keith, D & Mallabon, L. (2014). Eco-psychology. Retrieved from www.ecopsychology.info/ecopsychology-coaching

Centre for Coaching (2001) Certificate in Coaching Training Manual / Handbook. Course held by Centre for Coaching, London, on 18-22 September 2017.

Duncan, M.J., Clarke, N.D., Birch, S.L., Tallis, J., Hankey, J., Bryant, E. & Eyre, E.L.J. (2014). The Effect of Green Exercise on Blood Pressure, Heart Rate and Mood State in Primary School Children. International Journal of Environmental Research and Public Health, 11(4), 3678-3688. https://doi.org/10.3390/ijerph110403678

Gregoire C. (2014). Why Being Near the Ocean Can Make You Calmer and More Creative, HEALTHY LIVING. Retrieved from www.huffingtonpost.co.uk/entry/mental-benefits-water_n_5791024

Hartig, T. (2006). Where Best to Take a Booster Break? American Journal for Preventive Medicine. Retrieved from http://bit.ly/2QEi7ew

Largo-Wight, E., Wlyudka, P., Merten, J., & Cuvelier, E. (2017). Effectiveness and feasibility of a 10-minute employee stress intervention: Outdoor booster break. Journal of Workplace Behavioral Health, 32(3), 159-171. http://bit.ly/2NRiQu8

Marselle, M.R., Irvine, K.N., & Warber, S.L. (2014). Examining Group Walks in Nature and Multiple Aspects of Well-Being: A Large-Scale

Study Published Online. Retrieved from http://bit.ly/2pdeYFM

NHS, Exercise – Physical Exercise Guidelines. Retrieved from www.nhs.uk/live-well/exercise

O'Donovan, H. (2015). 10 steps to mindful walking, Independent Mindful Walking — 'Walk your Way to Mental and Physical Well-Being'. Retrieved from http://bit.ly/2MHzLuv

Palmer, S. (2015). Can Eco-psychology research inform coaching and positive psychology practice? Coaching Psychology International, 8(2), 11-15.

Pretty, J. & Barton, J. (2010). Environmental Science & Technology, ACS Publications, 'In the Green of Health: Just five minutes of 'green exercise' optimal for good mental health'. Retrieved from http://bit.ly/2MHAKuH

Reed et al, (2013). A Repeated Measures Experiment of Green Exercise to Improve Self-Esteem in UK School Children. Retrieved from http://bit.ly/2PGSIj1

US, Environmental Protection Agency (EPA). Retrieved from www.epa.gov and http://bit.ly/2xpGWSx

White, M.P, Bell, S., Elliott, L.R., Jenkin, R., Wheeler, B.W. & Depledge, M.H. (2016). The health benefits of blue exercise in the UK. In R. Bragg, C. Wood, J. Pretty, J. (Eds). In Green Exercise: Linking Nature, Health and Well-Being; Barton. Routledge: Abingdon.

Biography

Monica Faulkner is a professional Human Resources Consultant with over 15 years' experience in Executive and Personal Coaching, assessment (design and delivery), change management, training and development. She has gained her experience the following environments; public sector, financial, investment, manufacturing and charities. She has worked with companies and clients in the UK, Europe, Japan and Australia. Monica holds a Masters in Human Resource Management and is currently completing her Advanced Diploma in Coaching with the Centre for Coaching and will be starting her MSc Applied Psychology course in September 2018. Monica is a member of the British Psychological Society, CIPD, ILM and ISCP.

Email: monica@ivycoaching.co.uk

The possibilities of a coaching psychology framework for targets of workplace bullying

Laura Quiun

Abstract

This article will explore the possibilities that coaching psychology has for targets of workplace bullying based on a case study and the knowledge acquired during my Ph.D. research. I describe the process undertaken and how coaching can be useful in these cases, given the way it acts directly as a psychological driver that allows the generation of change. This was work was supported by coach training, which gave me key skills and a supervision relationship with a psychologist-coach, who ensured that the boundaries between coaching and psychology were not crossed.

Key words: Coaching Psychology, Coaching, Workplace Bullying, Mobbing, Rumination, Resilience

Last February the Spanish Journal El País published an article (*Moraleda, 2018, February, 7*) that gave a general overview about an issue that frequently appears in the coaching agenda: the boundaries between coaching and psychology.

According to the journalist, Spain is one of the countries with the highest number of accredited coaches in this part of the world. As such, the boundaries between coaching practices and psychology, as well as the scope each of these interventions has, are a subject of constant debate.

An area that could be explored further is the lack of knowledge of what each approach does. This is not a new issue for Coaching Psychology practitioners, but it often needs to be reviewed by those who are new to the profession and/or are psychologists and coaches at the same time (*Bachikorova, 2008*). There is a fine line between coaching and psychology as both

aspire to the same goal but potentially reach it in different manners. Coaching works on development, while psychological therapy focuses on the underlying issues. Setting a goal and developing an action plan is essential to define the practice of coaching, at the same time that the coaching process is developed taking into account the objective set by the coachee.

Coaching psychology offers practitioners a framework to assess whether the coachee's demand could work in terms of coaching, and also, to bring to the practice of coaching tools from different psychological models.

In Supervision, the coach can assess whether he or she is capable and has sufficient resources to take on the process, in these terms, supervision is paramount - and not an accessory - to maintain the boundaries between the two disciplines (*Bachikorova, 2008*).

Coaching Psychology and work placed bullying

The working process during which the coachee gains self-awareness could be useful in preventing bullying at work; bullying in this case is defined as continuous unwanted actions repeated over time, leaving the target in a state of helplessness because of the imbalance of power derived from it (*Einarsen, Hoel, Zapf & Cooper, 2010*).

Although there is not extensive research on interventions (*Escartín, 2016*), coaching interventions with managers are suggested in order to deal with bullying (*Mikkelsen, Hogh & Puggaard, 2011*) given their satisfactory results (*Crawshaw, 2012*).

Coaching targets of workplace bullying is suggested only for those people who are not seriously affected (*Brown & Duffy, 2018*). Training in trauma intervention, knowledge of workplace bullying dynamics, and knowledge of psychology are recommended as best practices for those professionals who will work with them (*Brown & Duffy, 2018*).

For career coaching, a trauma-informed career coach could be invaluable for targets to assess their job-related resources and strengths, as well as renew confidence in their skills, expertise, and competence (*Duffy & Sperry, 2014, p.132*).

These propositions provide a base to frame the intervention for targets of workplace bullying from a coaching psychology perspective because it grounds the possibility of enhancing both well-being and performance in one's personal and work life using a psychological approach supported by coaching models (*Palmer & Whybrow, 2008*).

Case Study
Outline:

A case study of a coachee that included different aspects related to personal and professional development as part of an extensive program will now be briefly described. The program lasted three months and the coaching process lasted four sessions. The program is structured into different contents that allow participants to develop skills on emotional intelligence, mindfulness, positive psychology and learn specific tools that could be beneficial to them to become entrepreneurs or to search a job. The program's managers interview all the

participants. Afterwards they assign to each coach a coachee according to their expertise. The coaching process that will be described in most cases was undertaken in these terms and supervised by a psychologist who was also a coach.

The coachee was a 35-year-old man. He decided to enroll in the program because he had taken a long time to prepare for a promotion and had failed. He did not handle this situation well, so he followed the suggestions of someone close to him and joined the program. It was the first contact he had with a coach. He had no idea what coaching was and had no previous experience with psychotherapy.

The objective

The process was explained to the coachee by phone during the first contact before the first coaching session. During the conversation, the coachee indicated that he wanted to be more resilient. In the first session he expressed he wanted to be more assertive and firm in certain kinds of situations. The motivation behind this objective was revealed during the process. He was being bullied at work —a situation that had a negative impact on his health. He developed an ulcer for which he had to be hospitalized and other personal issues had arisen, among them failing to get promotion.

The context

The episode of bullying that he described had certain distinctive features that are important to consider. The coachee work is directly related to public assistance. The commitment he had to his work gave him purpose; users of this service frequently congratulated and recognized him. This feedback allowed him to handle the hostile environment. Some changes were introduced in the group; the new staff detected his mistreatment and asked him if he was aware of it and gave him all their support. Some anti-bullying measures were put in place and some of the bullies were removed from the office, only one remained. Despite these measures, his words described the episode as still unresolved for him.

Summary of the process

When the coachee shared the experience of bullying at work during the process, he was advised to see a psychologist to treat the effects derived from living in this kind of situation. He listened and decided to continue just with the coaching process. The characteristics of the process and the present-to-future approach were explained again, and the process continued.

During the first sessions, he felt as if he was seeing the world through rose-colored glasses because of the program. The reason is that the program opened the doors to a new world and made him share that new knowledge with persons from different types of realities while exploring areas that had not been considered before by him, all in an atmosphere of trust.

This situation was explored, and what he found at the end was fear of losing all the new knowledge he had acquired and the good quality support he had received. In time, he began to feel more assertive in situations in which he had not previously. This was not only a direct impression, but it was supported by his friends' feedback.

The program gave him the opportunity

to meet new people undergoing the same changing process. This enabled him to reinforce the new learning with high-quality support.

Detachment was an ability acquired during the process, i.e., the possibility of distancing himself from the facts opened a new window that allowed him to face difficulties. An ACC (Mindfulness based Acceptance and Commitment Coaching) defusion technique was proposed to him given the results that ACC approach has on a non-clinical population (*Skews & Palmer, 2016*), which marked a before and after in the process. He was asked to put a cushion in front of his eyes and say what he saw. After that, he was invited to move the cushion further away and then asked again what he saw. Finally, he was told to move the cushion even further and describe what was in front of him, as well as asked about what he had noticed.

In the process, other coaching models were used, such as the Gestalt's empty chair tool adapted for coaching, which helps to have a hypothetical conversation with the aggressors; Gendlin's focusing technique (*1991*) to work on feelings and emotions; or a self-compassion tool applied in coaching terms, in which the coachee was asked to tell what he would say to him, if he were his best friend.

At the beginning of the process he had difficulty seeing himself in the future. By the end of the process he was able to do it as well as plan for it. He got in touch with his fears, and most importantly, he was able to talk with one of the aggressors and explain to him how he felt because of their actions, receiving an apology from the offender.

The importance of noticing and understanding targets of workplace bullying coping strategies

Although organizational factors are at the root of workplace bullying, a target's inability to cope is what makes living with this situation even harder (*Van den Brande, Baillien, De Witte, Vander Elst, & Godderis, 2016*). It is also a factor that contributes to more suffering and is the main cause of psychological effects (*Niven, Sprigg, Armitage & Satchwell, 2013*).

Among all the different coping strategies, rumination is the one that triggers all this process (*Baillien, Neyens, DeWitte & DeCuyper, 2009; Moreno-Jiménez, Rodríguez-Muñoz, Pastor, Sanz-Vergel & Garrosa, 2009*). This passive coping strategy as Nolen-Hoeksema (*1991*) conceptualized is characterized by constantly thinking about what happened, how a person feels, and it is influenced by negative thinking. Rumination is a risk factor in this way because it biases the interpretation of events and hinders the ability to solve problems (*Spasojevic & Alloy, 2001*). Such restless thinking generates a mental framework of negativity in which memories appear, even if a person experiences positive emotion (*Watkins & Nolen-Hoeksema, 2014*). It is more than a coping strategy. It is a damaging answer to stressors because it makes events last longer in the mind, beyond their actual duration (*Taylor, Gooding, Wood & Tarrier, 2011*).

What makes people cope in one way or another?

Coping strategies are the product of social learning, with parental transmission being

one of the main influencers (*Power, 2004*). People are often unaware of how they react to certain stressors, which are activated in scenarios such as bullying at work (*Tehrani, 2011*). For Einarsen (*2000*), among targets of workplace bullying there is a certain kind of vulnerability to violent stressors.

The impossible deadlines, the fewer possibilities of making decisions, the undermining of one's work describe interference and the impossibility of accomplishing tasks could be read in terms of unattainable goals, a situation that also produces rumination (*Martin & Tesser, 1989; Watkins & Nolen-Hoeksema, 2014*). This could also explain its presence in targets of bullying at work. In these cases, allowing people the opportunity of accomplishing something they wanted to do and could not finish makes rumination stop.

What makes an intervention with targets of workplace bullying under a coaching psychology framework possible?

Escartín (*2016*) suggests the importance of working on psychological drivers to have a better intervention. Niven, Sprigg, Armitage, & Satchwell (*2013*) explain that rumination is core in the coping process. They claim that stopping it is a central point in its prevention, so they propose different techniques for doing so. Although coaching is not one of them, it enables the reframing of irrational beliefs and ideas learned during transmission or a lifetime, thus, resulting in the development of resilience skills (*Breazale & Lumb, 2013*).

Rumination, paradoxically, also has a reflective side; working on it could lead to the development of resiliency skills (van Heugten, 2013), especially when focusing on the material that is ruminated, that is, all those ideas or beliefs that are activated when people keep contact with stressors as in this case of workplace bullying. As the case study shows, coaching gave the coachee the possibility of questioning all those things that brought him down. Detachment was a turning point in the process.

It was not coincidental that detachment was good for him, for detachment is opposite to rumination, and its benefits are reflected in one's health (*Moreno-Jiménez, Rodríguez-Muñoz, Pastor, Sanz-Vergel & Garrosa, 2009*). Seeing things from a wider perspective, without focusing only on the problem, allowed the coachee to explore other possibilities. Learning to face his fears allowed the coachee to plan into the future during the last session, something difficult for him in the first one.

The characteristics of the context generated by the program made it easier for him to be "himself" by approaching his real needs – as did the innate characteristics in the coaching process itself, which are not as fixed as in therapy and are aimed at empowering people (*Brown & Duffy, 2018*). It is possible that the assertive response he got during the process was a product of it.

The group gave him support while at the same time reinforcing the new framing. Seeing the results of this new learning in daily situations helped him develop self-efficacy which in turn led him to engage in the conversation held with one of the offenders and to manage it naturally.

Coaching was useful for him as quality support was essential at all levels. The

support received from his colleagues was beneficial to him as he indicated; it established a before and after. As the scientific literature indicates, quality support prevents psychological disturbance from developing due to stressful situations (*e.g. Coyne & Downey, 1991*). The support given by the coaching program reinforced the changing process not only because of its quality but also thanks to the frequent contact with the new acquired knowledge.

Conclusions

The coaching process allowed this coachee to gain self-knowledge through reflective dialogue, which impacted his skills development such as acquiring detachment skills, which was a goal for him. Assertiveness allowed him to overcome the bullying drama and restored his self-esteem (*Tehrani, 2011*) in the working environment.

As one can see, the program was as important as the coaching process. The program provided quality support that was built from the beginning and is based in its intrinsic nature: acceptance as a main value. A kind of support needed to process stressful experiences in a more adaptive way (*Coyne & Downey, 1991*). The support received by the coachee could be described as a non-judgmental environment aimed at and motivated in finding more well-being. Knowledge of the dynamics behind workplace bullying facilitated the coach a better understanding of what had happened to the coachee.

For this reason, it is important to frame coaching for targets of workplace bullying in terms of coaching psychology. As we can see, the knowledge acquired during the Ph.D. research provided me with the tools to notice and interpret both what blocked the coachee and the bullying context. This helped to better understand the coachee and facilitate exercises for his deblock, not touching despite this the underlying aspects related to bullying episode. We see that coaching could be compatible and complementary to other psychological treatments. Coaching lends itself to a present-to-future approach as Duffy and Sperry (*2014*) suggested for working with targets during their recovery process.

As Duffy and Brown (*2018*) suggest, it could be complementary to psychological treatments. As Palmer and Gyllensten (*2008*) described, it could facilitate a remission of psychological discomfort, improving performance and reducing stress perception, as they found in a case study that described coaching work with a clinically depressed person.

References

Bachkirova, T. (2008). Role of coaching psychology in defining boundaries between counseling and coaching. In S. Palmer & A. Whybrow (Eds.). Handbook of Coaching Psychology: A Guide for Practitioners (pp.351-366). New York: Taylor and Francis. DOI: 10.1080/17521880902781680

Baillien E, Neyens I, DeWitte, H., & DeCuyper, N. (2009). A qualitative study on the development of workplace bullying: Towards a three-way model. Journal of Community & Applied Social Psychology, 19(1), 1-16. DOI: 10.1002/casp.977

Breazeale, R.L., & Lumb, R.C. (2013). Resilience Building: Peer coaching manual. USA: Create space independent publishing platform.

Brown, J. E., & Duffy, M. (2018). Best practices in coaching for targets of workplace bullying and mobbing. In M. Duffy & D.C. Yamada (Eds.), Workplace Bullying and Mobbing in the United States (2nd. vol., pp.315-334). Santa Barbara: Praeger.

Coyne, J. C., & Downey, G. (1991). Social factors and psychopathology: Stress, social support, and coping processes. Annual Review of Psychology, 42(1), 401-425. DOI: 10.1146/annurev.ps.42.020191.002153

Crawshaw, L. (2012). Coaching abrasive leaders: Contradictory tales of the big bad wolf. In N. Tehrani (Ed.). Workplace Bullying: Symptoms and Solutions (pp. 132-148). New York: Routledge. DOI: 10.1080/15555240.2012.725607

Duffy, M., & Brown, J. E. (2018). Best practices in psychotherapy for targets of workplace bullying and mobbing. In M. Duffy & D.C. Yamada (Eds.). Workplace Bullying and Mobbing in the United States (2nd. vol., pp.291-314). Santa Barbara: Praeger.

Duffy, M., & Sperry, L. (2014). Overcoming Mobbing: A Recovery Guide for Workplace Aggression and Bullying. Oxford University Press.

Einarsen, S. (2000, September). Bullying and Harassment at Work: Unveiling an Organizational Taboo. Presented at Trascending Boundaries: Integrating people, processes and systems (pp.7-13). Queensland, Australia.

Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. L. (2010). The concept of bullying and harassment at work: the European tradition. In Einarsen, Hoel, Zapf & Cooper (Eds.). Bullying and Harassment in the Workplace (pp.3-40), Miami: CRC Press.

Escartín, J. (2016). Insights into workplace bullying: psychosocial drivers and effective interventions. Psychology Research and Behavior Management, 9, 157-169. DOI: 10.2147/PRBM.S91211

Gendlin, E.T. (1991). Focusing Proceso y técnica del Enfoque Corporal. Bilbao: Mensajero.

Martin, L.L., & Tesser, A. (1989). Toward a motivational and structural theory of ruminative thought. In J.S. Uleman & J.A. Bargh (Eds.), Unintended Thoughts (pp.306-326). New York: Guilford press.

Mikkelsen, E.G, Hogh, A., & Puggaard, L.B. (2011). Prevention of bullying and conflicts at work: Process factors influencing the implementation and effects of interventions. International Journal of Workplace Health Management, 4(1), 84-100. DOI: 10.1108/17538351111118617

Moraleda, A. (2018, February, 7) Cómo motivar al trabajador en tiempos de inseguridad laboral. El País. Retrieved from: http://bit.ly/2NIa7kn

Moreno-Jiménez, B., Rodríguez-Muñoz, A., Pastor, J. C., Sanz-Vergel, A. I., & Garrosa, E. (2009). The moderating effects of psychological detachment and thoughts of revenge in workplace bullying.

Personality and Individual Differences, 46(3), 359-364. DOI: 10.1016/j.paid.2008.10.031

Niven, K., Sprigg, C. A., Armitage, C. J., & Satchwell, A. (2013). Ruminative thinking exacerbates the negative effects of workplace violence. Journal of Occupational and Organizational Psychology, 86(1), 67-84. DOI: 10.1111/j.2044-8325.2012.02066.x

Nolen-Hoeksema, S. (1991). Responses to depression and their effects on the duration of depressive episodes. Journal of Abnormal Psychology, 100(4), 569-582.

Palmer, S., & Gyllensten, K. (2008). How cognitive behavioral, rational emotive behavioral or multimodal coaching could prevent mental health problems, enhance performance and reduce work-related stress. Journal of Rational-Emotive & Cognitive-Behavior Therapy, 26(1), 38-52. DOI: 10.1007/s10942-007-0069-y

Palmer, S., & Whybrow, A. (2008). Coaching psychology: An introduction. In S. Palmer & A. Whybrow (Eds.). Handbook of Coaching Psychology: A Guide for Practitioners (pp.1-20). New York: Taylor & Francis.

Power, T. G. (2004). Stress and coping in childhood: The parents' role. Parenting: Science and Practice, 4(4), 271-317. DOI: 10.1207/s15327922par0404_1

Skews, R. & Palmer, S. (2016). Acceptance and commitment coaching: Making the case for an ACT-based approach for coaching. Coaching Psychology International, 9(1), 24-28.

Spasojevic, J., & Alloy, L. B. (2001). Rumination as a common mechanism relating depressive risk factors to depression. Emotion, 1(1), 25-37.

Taylor, P. J., Gooding, P., Wood, A. M., & Tarrier, N. (2011). The role of defeat and entrapment in depression, anxiety, and suicide. Psychological Bulletin, 137(3), 391-420. DOI: 10.1037/a0022935

Tehrani, N., (2011) Workplace bullying: The role for counselling. In S. Einarsen, H. Hoel, D., Zapf & C. Cooper (Eds.).Bullying and Harassment in the Workplace: Developments in Theory, Research, and Practice (pp.381-396.). Miami: CRC Press.

Van den Brande, W., Baillien, E., De Witte, H., Vander Elst, T., & Godderis, L. (2016). The role of work stressors, coping strategies and coping resources in the process of workplace bullying: A systematic review and development of a comprehensive model. Aggression and Violent Behavior, 29, 61-71.

van Heugten, K. (2013). Resilience as an underexplored outcome of workplace bullying. Qualitative Health Research, 23(3), 291-301. DOI: 10.1177/1049732312468251

Watkins, E.R., & Nolen-Hoeksema, S. (2014). A habit-goal framework of depressive rumination. Journal of Abnormal Psychology, 123(1), 24-34. DOI: 10.1037/a0035540

Biography

Laura Quiun holds a Mass Communication Degree, Ph.D. in Psychology from the Universidad Autónoma de Madrid, is an Executive Coach and Associate Member of the International Society for Coaching Psychology. Her Ph.D. research dealt with an analysis of the family antecedents of targets of workplace bullying, the relation with coping style and the influence of this on the psychological effects derived from the aggression.

Email: lquiun@gmail.com

Can positive and coaching psychologists become more involved in social prescribing? The prescription for enhanced wellbeing

Professor Stephen Palmer, Wales Institute for Work Based Learning, University of Wales Trinity Saint David

Abstract

This short paper will describe social prescribing, highlight some of the research outcomes and then consider how positive and coaching psychologists could possibly become more involved in social prescribing and social prescriptions as a part of their practice.

Keywords: social prescribing, social prescription, coaching, coaching psychology, positive psychology, ecopsychology

Coaching psychology practice has generally focused on the enhancement of performance, development and wellbeing of individuals and organisations, greatly influenced by the positive psychology paradigm (Green & Palmer, 2018). Practitioners often use a range of interventions and techniques in facilitating coachees in achieving their personal, work and health-related goals. The coaching conversation normally focuses on strengths and not weaknesses. In addition, positive psychology informed practice has also worked at the level of the community including schools (*Green & Palmer, 2018*).

Social prescribing

In the United Kingdom (UK), during the past decade social prescribing has been increasingly used by health professionals to enhance the psychological and physical

wellbeing of clients in health settings. With the UK government investing almost £4.5 million in programmes to refer patients to local voluntary and community services, this shift away from the deficit-based model of health is hopefully another step in the right direction.

So what is it? There are various descriptions or definitions. The Centre Forum Mental Health Commission (*Friedli, 2008:3*) describes social prescribing as '*a mechanism for linking clients with non-medical sources of support within the community.*' The National Health Service (NHS) describe social prescribing as:

> *Social prescribing is a means of enabling GPs and other frontline healthcare professionals to refer people to 'services' in their community instead of offering only medicalised solutions. Often the first point of referral is a link worker or 'community connector' who can talk to each person about the things that matter to them. Together they can co-produce a social prescription that will help to improve their health and wellbeing. The community activities range from art classes to singing groups, from walking clubs to gardening, and to many other interest groups. It is taking off across the country, particularly with people who are lonely or isolated; people with mild mental health issues who may be anxious or depressed; and, those who struggle to engage effectively with services.* (NHS, nd)

Being more specific, to address underlying issues such as loneliness or depression a social prescription could signpost a client to singing or art group or befrienders. To enhance physical and/or psychological wellbeing, a green prescription such as joining a walking group, or a gardening club could be recommended. These interventions have been successfully used in some cases instead of the more usual medical interventions i.e. antidepressants, or when available, cognitive behaviour therapy or counselling.

Does social prescribing work?

There are many published case studies that focus on the social prescribing outcomes. A number are summarised below (*Health Education England, 2016: 15*):

- *improved (and recognised) levels of confidence and self-esteem as a personal resource and asset (Generalised Resistance Resources)*
- *increased levels of psychological wellbeing and positive mood states*
- *a reduction in anxiety and or depression*
- *improved physical health, levels of activity and intellectual inquiry*
- *increased levels of motivation, meaning, hope and optimism to support a sense of control*
- *improved sociability and communication skills and feelings of belonging*
- *embedded life-long learning as a resource for living*
- *a commitment to foster new interests and skills.*

They report that as a result of some or all of the above, there has been a subsequent reduction in (*Health Education England, 2016: 15*):

- *visits to GPs and use of other specialist services*
- *levels of prescribed drugs and alcohol use*
- *weight levels and periods of inactivity*
- *feelings of social isolation, loneliness and hopelessness.*

Palmer, Wheeler, Hendrix, Sango and Hatzidimitriadou (*2017:28*) report in their summary of a pilot scheme in Bexley (a borough in south east London, UK) that they found social prescribing had a beneficial effect for individuals and carers on wellbeing, quality of life and social capital. The data collected using the Warwick-Edinburgh Mental Wellbeing Measurement (WEMWBS) (*see Tennant, Hiller, Fishwick, Platt, & Joseph, S., et al. ,2007*) showed positive impacts on participants mental wellbeing. Client's WEMWBS mental wellbeing scores increased on average by 4 points after social prescribing. Palmer and associates (*2017: 15*) found '*over two thirds of clients reported that social prescribing had a significant (47%) or major (23%) impact on their quality of life'*.

Polley, Bertotti, Kimberlee, Pilkington and Refsum (*2017*) undertook a review of the evidence assessing impact of social prescribing on healthcare demand and cost implications. They concluded that (*Polley et al., 2017: 6*): *the evidence for social prescribing is broadly supportive of its potential to reduce demand on primary and secondary care. The quality of that evidence is weak, however, and without further evaluation, it would be premature to conclude that a proof of concept for demand reduction had been established. Similarly, the evidence that social prescribing delivers cost savings to the health service over and above operating costs is encouraging but by no means proven or fully quantified.*

Although more research is necessary, the many published case studies highlight the possible benefits of social prescribing and the client feedback is very encouraging. For example, one client reported (*Palmer et al., 2017:24*), "I think Social Prescribing lifted me out my cloud and got me focused. I can start to look forward."

How can positive and coaching psychologists become more involved?

Enhancing wellbeing is an integral aspect of positive and coaching psychology practice (*e.g. Green, Oades, & Grant, 2006; Green & Palmer, 2018*). Many practitioners have probably already been encouraging coachees and clients to consider 'green prescriptions' such as '*cycling, jogging, horse-riding, fishing, sailing or walking that occurs in the presence of nature, for example, the countryside or an urban park'* (*Palmer, 2015:12*). In ecopsychology these are referred to as Green Exercise.

These options may be discussed on an ad hoc basis as coachees often wish to improve their physical wellbeing although not always realising that these activities may also enhance psychological wellbeing too. For example, Marselle, Irvine and Warber (*2014*) undertook a large-scale study examining group walks in nature and found that group walks in nature were associated with enhanced positive affect and mental wellbeing, and significantly lower depression, perceived stress and negative affect.

It is likely that nowadays conversations about joining local sports or running clubs or the local gym arise in many coaching meetings, especially within health and wellbeing coaching. In life or personal coaching, discussions may focus on how to meet people to start new relationships by joining clubs. Thus, it is possible that many positive and coaching psychologists have already been involved with an idiosyncratic

form of social prescribing.

However, can positive and coaching psychologists become more involved with their local link worker or 'community connector' in making referrals? This would depend upon the local group. Some take referrals from other health professionals such as the local General Practitioner (ie doctor) or others accept self-referrals. The community connector can signpost clients to most of the local groups, clubs, classes and networks. Importantly they hold up-to-date information about the local groups with contact details and a referral system. Countries outside the UK may have their own form of social prescribing such as arts or culture on prescription in Scandinavia (*see Jensen, Stickley, Torrissen, & Stigmar, 2016; Jacobsen, Lund, & Bertelsen, 2018*).

The way forward

Positive and coaching psychologists could collect information about local groups and networks and signpost coachees depending upon their needs. Although information is available about groups on the internet, it is important to check if they are still running.

A flyer about local networks could be created and maintained by the practitioner. Coachees could be referred to a webpage on the practitioner's or their organisation's website that lists the relevant organisations. Although in the UK social prescribing has been developed for people who may need assistance for a range of different health-related issues, the concept could be adapted and applied to coaching and even further developed outside of the existing system.

References

Friedli, L. (2008). Social prescribing for mental health – a guide to commissioning and delivery. Care Services Improvement Partnership. North West Development Centre.

Green, S., & Palmer, S. (2018). Positive psychology coaching in practice. Abingdon, Oxon: Routledge.

Green, L.S., Oades, L.G., & Grant, A.M. (2006). Cognitive-behavioural, solution-focused life-coaching: Enhancing goal striving, well-being and hope. Journal of Positive Psychology, 1(3), pp.142–149.

Health Education England, (2016). Social prescribing at a glance: North West England. Manchester: Health Education England.

Jacobsen. S.L., Lund. H.N., & Bertelsen, L.R. (2018). Music as an Integral Part of "Culture on Prescription". In L. Bonde & T. Theorell (eds), Music and Public Health. Cham: Springer. DOI: https://doi.org/10.1007/978-3-319-76240-1_13

Jensen, A., Stickley, T., Torrissen, W., & Stigmar, K. (2016). Arts on prescription in Scandinavia: a review of current practice and future possibilities. Perspectives in Public Health, 137, 5, pp.268–274.

NHS (nd). Social prescribing. Retrieved on 1/9/2018 from http://bit.ly/2NOP9Ke

Palmer, D., Wheeler, J., Hendrix, E., Sango, P.N., & Hatzidimitriadou, E. (2017). Social Prescribing in Bexley: pilot evaluation report. Bexley: Mind in Bexley.

Palmer, S. (2015). Can ecopsychology research inform coaching and positive psychology practice? Coaching Psychology International, 8, 1, 11-15.

Polley, M., Bertotti, M., Kimberlee, R., Pilkington, K., & Refsum, C. (2017). A review of the evidence assessing impact of social prescribing on healthcare demand and cost implications. London: University of Westminster.

Tennant, R., Hiller, L., Fishwick, R., Platt, S., & Joseph, S., et al. (2007). The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS): development and UK validation. Health and Quality of Life Outcomes 5: 63.

Acknowledgements

Biography

Stephen Palmer PhD is Professor of Practice at the Wales Institute for Work Based Learning, University of Wales Trinity Saint David and Adjunct Professor of Coaching Psychology at the Coaching Psychology Unit, Aalborg University, Denmark. He is Co-editor of the new ISCP sponsored publication, European Journal of Applied Positive Psychology. Stephen is Co-ordinating Director of the ISCP International Centre for Coaching Psychology Research, Director of the Coaching Psychology Unit, City, University of London, and Director of the Centre for Coaching, London.

Email: stephen.palmer@uwtsd.ac.uk

Viewpoint Article

Authentic Coaching: The relevance of the self of the coach to our coaching approach

Susan Moran

Abstract

The purpose of this article is twofold. Firstly, to explore how the self of the coach is intertwined with the coach as professional, and secondly, to suggest ways that we can nurture this partnership.

We discuss how authenticity, connection, and trust are key elements of the coaching relationship, how empathic concern or compassion can serve us better than empathy, and how self-deception can be a formidable adversary in our coaching practice.

We look at a new tool to enhance our reflexivity on our practice and on ourselves using both our emotional intelligence and social intelligence.

Keywords: Coach Self Authenticity Trust Connection Emotional Intelligence

I recently read an article on the self of the coach that both intrigued and excited me. The crux of Bachkirova's (*2016*) work is that we bring both ourselves and our stage of development to our coaching practice. It resonated deeply with me.

The last two years of my life have been almost rapid-fire self-development. It's felt as though I've been catapulted through the developmental stages (*Bachkirova & Cox, 2008*). I'd always been an independent thinker, but there was still a niggling need for approval. This was in no way obvious to most people as outwardly I seemed unfazed by others' views; but, my own little self-critic always kept me in check.

I hid my inner diplomat and the strong felt empathy, and I invested in my own way of doing things to move forward in a

competitive corporate environment. This way of being clashed sharply with my personal values, and thus triggered an ejector seat out of a value-incongruent culture.

My life took on a theme of loss. It started with this loss of my first chosen career, and the inevitable loss of financial independence that goes with it. I began to let go of relationships that were no longer serving me. I was becoming familiar with loss. And then it struck in a more tangible way, in the death of my younger brother.

I began to realise that loss takes many forms, and that we go through the stages of grief to deal with any kind of loss. We feel anger and sadness, we express anger and sadness, and we deny, we rationalise, and we accept (*Kübler-Ross, 2009*). Awareness of these stages helped me to silence my inner critic. She was pretty fond of telling me that I should always be strong, when my true strength lies in knowing when I'm not feeling strong and when I need to ask for help.

The most poignant image for me has been one of an upturned apple cart. The apples are strewn everywhere, and each time I put a few back in the cart, they seem to end up out on the floor again. Clearly they're not in the right place for me yet! But I'm on the road to finding my identity; it's almost Hansel and Gretel with apples rather than crumbs. It has moved me to a place of acceptance and perspective where I now see similarities rather than differences, and I strive to find what we share rather than what we disagree on.

I pause and imagine myself as a coach before this journey of self-development. I might have strongly believed that my way was the right way. And in doing so, I may have been a perfect example of self-deception in action (*Bachkirova, 2016*). It's always helpful to remember that in every challenge there is truly a gift. My gift is the opportunity to be a different coach, a stronger coach, and a better coach, irrespective of the tools, models, or interpersonal skills that I possess, but based on where I am on my personal learning journey.

We are going to explore how the self of the coach is intertwined with the coach as professional i.e. how our life experiences marry with our skills and knowledge. We will look at authenticity, connection, and trust, their impact on the coaching relationship, and how we might build these qualities. We will also explore how we can nurture this partnership of the self and the professional through our reflexivity on our practice and on ourselves, and how we might use emotional and social intelligence to do this. And lastly, we will look at how we might use ourselves well.

The self of the coach
A formidable partnership: the coaching professional and the professional as person
Bachkirova (*2016*) proposes that the connection between the coach as person, and the coachee, is a valid element of the coaching approach and the coaching outcome. I connect with my coachee in the moment, but I also connect with myself. I create trust based not only on my skills and knowledge but on me as trustworthy human being.

Figure 1 illustrates my perspective on the coach. I believe that she comes alive when the person intertwines with the professional, and that it is in this shared space where we find authenticity, connection, and trust.

Authentic coaching and building connection with our coachees

Let's start with authenticity. It is being true to oneself, and it allows us to feel connection. Brené Brown is the expert on connection. She defines it as the energy that exists between people when they feel seen, heard, and valued, when they can give and receive without judgement, and when they derive strength and sustenance from the relationship (*Brown, 2012*).

Connection seems to depend on energy. I was a little bit stumped. How do I define energy in a coaching context? I found my answer in an article on energy-in-conversation by Quinn and Dutton (*2005*). They define energy as a positive feeling that you have both the enthusiasm and the capability to act. This feeling can be short-lived i.e. an emotion, or a longer lasting state i.e. a mood. It resonated with me. I have personally experienced burnout, and the key ingredient that's missing in a burnt-out state is the energy described by this definition. We might still have energy, but it's adrenaline energy, and it's short-lived and rarely produces those longer lasting positive moods.

I give myself a sharp reminder that coaching is emotional labour, and that it has the potential to deplete our energy. According to Brené, our connection with our coachee depends on our energy, so it's important that we protect ourselves. By protecting ourselves as coaches, we can

Figure 1: A simple message from a complex developmental perspective

strive to maintain positive emotions in our coaching approach. If we work as cognitive-behavioural coaches, we know that so many of our tools rely on the principles of creative brain-storming and behavioural experiments i.e. our coachee being able to experiment with adapting their ways of thinking, behaving, and coping. The ripple effect of contagion implies that our positive emotions can transfer to our coachee, thus broadening their scope of attention, thinking, action, and coping, and rendering our tools more effective (*Fredrickson, 2001*).

How can we help our coachee to feel connection? Firstly, we can use active listening: listening with both focused attention and positive intention. It's like a little lesson for coaching from Buddhism. Are we focusing on the great idea that just came into our heads? Or are we following the coachee on their journey? There is no outcome for us; we're just a guide in their discovery; our intention being to help them to grow and develop in ways that they choose.

Secondly, our intention can shine through in our nonverbals: our tone of voice, our gestures, and our facial expressions. By maintaining congruent nonverbals as we listen, summarise and reflect back, we're telling the coachee that we're beginning to understand their meaning. These words from Daniel Goleman are gold: 'the mode of the rational mind is words, the mode of the emotions is nonverbal, if they disagree, the emotional truth is in how he says something, rather than what he says' (*Goleman, 1996, p.97*).

The coaching relationship and trust, compassion, and self-deception
The starting point for trust

Our definition of connection introduces the idea of a relationship from which the coachee can derive sustenance and strength. This depends on establishing a relationship built on trust. So how do we talk about trust? It's such a huge word. Brown (*2015*) gives us **BRAVING**: a quick and easy way to break down trust and talk about it.

- **The B is for Boundaries**. How do we find balance between the professional and the person in our practice and in our sessions? We could use the metaphor of two mountains: as coach and as coachee we each have our own mountain to climb, and sometimes, as coach, we share our mountain with the coachee, to let them know that we're real. We can never be sure if it's the right thing to do, but we can be guided by our positive intention and our intuition.
- **The R is for Reliability.** This could represent our commitment to building a trusting coaching relationship with our coachees.
- **The A is for Accountability.** It means that we can be vulnerable and admit mistakes. We don't have to finish GROW just because we started it. It's ok to be wrong; and, it's ok to change our mind. Admitting mistakes makes us real and connection is often built on mutual vulnerability.
- **The V is for vault.** It represents confidentiality.
- **The I is for integrity.** It's choosing courage over comfort, and what's right over what's fast and easy. It might be

easier to finish GROW, but is this the best tool for this coachee, at this moment, in this situation?

● **The N is for non-judgement and the G is for Generosity.** Together, they embody unconditional positive regard, positive intention, and compassion.

Brown (*2015*) asks us an important question about the starting point for trust: Do we trust ourselves? Do we respect our own boundaries? Do we keep our promises to ourselves? Do we honestly acknowledge our true feelings, beliefs, and values, or do we self-deceive and convince ourselves how we should be? Do we live our own values? Can we ask for help and not judge ourselves? Can we practise self-compassion with our own inner critic? Answering these questions for ourselves can be the best place to start.

Can we understand our coachees without feeling with them?

Goleman (*1996*) defines empathy as the ability to know how another person feels. This definition implies empathic concern, a concept that is embedded in coaching with compassion (*Boyatzis, Smith, & Beveridge, 2013*). The compassionate approach proposes that we notice the coachee's need for help or their desire to grow, that we imagine what they must be feeling, and that we actively respond to maintain or enhance their well-being. If instead of empathic concern, we actually feel in their shoes, then we might be motivated to help by a desire to alleviate our own distress. This could be another example of self-deception. I noticed this in a coaching session last year. The coachee

was getting more and more distressed as she continued to talk; I felt it in my body; and, I wanted to stop coaching. It was an enlightening moment. It reminded me of the importance of that protective layer, that I can feel in their shoes, but that I need to keep my socks on! Emotional self-awareness (*Smith, van Oosten & Boyatzis, 2009*) can help us to navigate empathy and self-protection simultaneously, and we can build it by reflecting regularly on our practice and on ourselves.

Whose needs are these?

As coaches we strive to warmly accept the coachee without imposing our conditions of worth. When might we struggle with this? Perhaps when their value base is well outside of ours. Sometimes we tell ourselves 'it's ok I can do this', when maybe we can't, and that's ok too. We may decide that some coaching relationships are not congruent with our values, and respecting our own boundaries is one of the important building blocks of trust.

Bachkirova (*2016*) suggests some useful questions that we can ask ourselves around self-deception. Do we have rigid and inflexible patterns in our practice? Do we believe that we never give advice? Do we have an agenda that prevents us from seeing the situation from a different angle? A common pitfall is mistaking our needs for the coachee's. We may need them to be more successful so that we can feel that our coaching is more worthwhile. We can ask ourselves whether we are building our coach self-esteem based on the achievements of our coachees, and whether our coach ego is rising and falling depending on our self-assessment of our
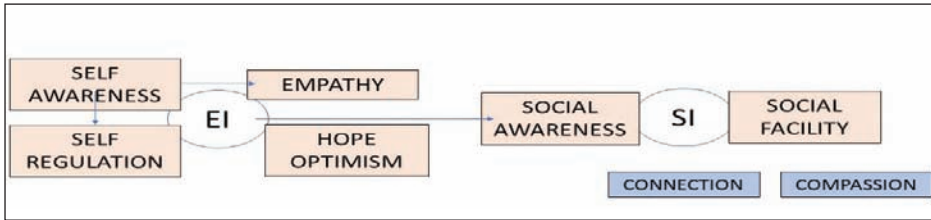
Figure 2: How emotional and social intelligence could relate to coaching

coaching accomplishments. The antidote to self-deception is our reflexivity.

The backbone of our reflexivity
The role of emotional and social intelligence in coaching

When we reflect, we become conscious of our own actions, thoughts, and feelings. We can expand our reflexivity to include the effects on others of these actions, thoughts, and feelings. In essence, this encapsulates both our emotional intelligence and our social intelligence.

Figure 2 illustrates my understanding of how Goleman's (*1996, 2006*) work on emotional and social intelligence could relate to coaching. At the heart of social intelligence is attuning to others; this demands that we can attune to ourselves. Thus, emotional intelligence seems to be the building block for social intelligence. Goleman's (*2006*) social facility incorporates synchrony and concern; these elements resonate with me as reminiscent of connection and compassion in our coaching approach.

A new tool for our reflective practice: an expanded SPACE

Could we integrate our emotional and social intelligence into our existing coaching tools? My first port of call was SPACE: a comprehensive and graphical psychological model developed by Edgerton and Palmer (*2005*). This is my go-to tool when I'm reflecting on myself and my practice. It's almost like taking a snapshot of a point in time; a living Polaroid of both my personal moments and my coaching moments.

But we're not a closed system. Our relationships form part of our context and provide us with a source of feedback and support (*Smith, van Oosten & Boyatzis, 2009*). Could we add relationships into the S, the ring of context around our feelings, cognitions, actions, and physiology? As well as noticing our own feelings, could we notice when we're experiencing connection, empathy, and emotional contagion? As well as noticing our own breathing and our heart-rate, could we notice our tone, our body language, and our facial expressions? As well as noticing the thoughts whirling around our mind, could we notice our attention, and could we notice whether our thoughts are impacting on our nonverbals? As well as noticing our behaviours, could we notice how others are reacting or
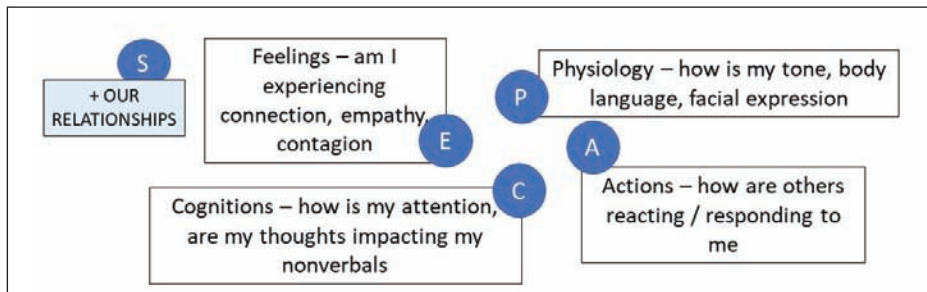
Figure 3: An expanded SPACE

responding to us? *Figure 3* illustrates this expanded SPACE model.

A personal reflection: understanding, protecting, and checking myself

Bachkirova (*2016*) suggests three ways that we can use ourselves well: by understanding ourselves; by protecting ourselves; and, by checking our quality. So here goes a sprinkling of vulnerability. As a novice psychological coach, I'm practising my coaching tools on myself. I love it and I hate it. It dredges up any self-doubt and self-criticism that lurks below the surface.

It reminds me that I too can get caught up in the drama because sometimes familiar discomfort is just that, uncomfortable but familiar. It is most definitely helping me to better understand my coachees. I'm learning to practise mindfulness and self-compassion, or at least notice when I'm not. And then for the tricky bit: I'm beginning to check my quality. I'm becoming aware of my own 'shoulds' and 'musts' and my tendency to avoid boredom and frustration.

Here's a recent example. My 'shoulds' were triggered by the pile of *The Economist*

on the hall table. 'I must read every edition of *The Economist* or it's a waste' is clearly an unhelpful way of thinking, but our 'shoulds' can often cannibalise our enjoyment of rewards, turning would-be carrots into sticks.

I have to admit that I've been playing *The Economist* hide-and-seek by moving the pile out of sight. Yes, this temporarily alleviates the frustration, but it also means that I avoid tackling the 'should'.

I'm effectively rolling the magazine into a small stick and beating myself with it. Granted, it's a smaller stick than the *FT Weekend*, but it still stings. When we notice that our carrots are beginning to feel like sticks, it's a gentle reminder to mind our well-being. Last week's edition was my turning point: I genuinely enjoyed the read and I dumped the old one into the recycling when the new one arrived. Clear progress: Carrot 1 – Stick 0.

A closing summary

Our skills and knowledge are intertwined with ourselves, and by knowing and understanding ourselves we can begin to build an authentic coaching practice. As coaches, connection is our greatest asset.

We can build this quality into our coaching relationships using focused attention and positive intention, congruent nonverbals, empathy, and unconditional positive regard.

This is the recipe for a trusting, understanding and caring relationship with our coachees.

We can use empathic concern and emotional awareness simultaneously. These competencies work together to protect our energy and thus maintain our connection with our coachee, and to protect us from self-deception and thus maintain the authenticity of our practice.

If we feel like we're losing connection in our coaching relationships, we can use BRAVING as a checklist. We can ask ourselves whether we are nurturing the building blocks of trust with ourselves and with others.

Reflexivity is our meta objective in coaching, and we can enhance it by strengthening both our emotional intelligence and our social intelligence. We might not always like what our reflections tells us, but they're usually quite honest. Without reflexivity I would be mindlessly running on a corporate treadmill. I would be ticking boxes, avoiding sticks, and collecting carrots. This is not living, it's existing. In the words of Paul Simon, I had to learn how to fall before I could learn how to fly.

References

Bachkirova, T. (2016). The self of the coach: Conceptualization, issues, and opportunities for practitioner development. Consulting Psychology Journal: Practice and Research, 68(2), 143.

Bachkirova, T., & Cox, E. (2008). A cognitive-developmental approach for coach development. In S. Palmer, & A. Whybrow (Eds.), Handbook of coaching psychology: A guide for practitioners (pp. 325-350). East Sussex: Routledge.

Boyatzis, R. E., Smith, M. L., & Beveridge, A. J. (2013). Coaching with compassion: Inspiring health, well-being, and development in organizations. The Journal of Applied Behavioral Science, 49(2), 153-178.

Brown, B. (2012). The power of vulnerability: Teachings on authenticity, connection, and courage. Louisville, CO: Sounds True.

Brown, B. (2015). Rising strong. London: Penguin.

Edgerton, N., & Palmer, S. (2005). SPACE: A psychological model for use within cognitive behavioural coaching, therapy, and stress management. The Coaching Psychologist, 2, 2, 25-31.

Fredickson, B. L. (2001). The role of positive emotions in positive psychology. American psychologist, 56(3), 218-226.

Goleman, D. (1996). Emotional Intelligence: why it can matter more than IQ. London: Bloomsbury.

Goleman, D. (2006). Social intelligence: the new science of human relationships. London: Arrow.

Kübler-Ross, E. (2009). On death and dying: What the dying have to teach doctors, nurses, clergy and their own families. Taylor & Francis.

Smith, M. L., Van Oosten, E. B., & Boyatzis, R. E. (2009). Coaching for sustained desired change. In Research in organizational change and development (pp. 145-173). Emerald Group Publishing Limited.

Quinn, R. W., & Dutton, J. E. (2005). Coordination as energy-in-conversation. Academy of management review, 30(1), 36-57.

Biography

Susan Moran *is a freelance performance and development coach. She originally qualified as a chartered accountant and spent 10 years working in investments, commercial property, and banking. She left to pursue a career that was closer to her heart and her values. She recently completed an MSc in Business Psychology at Heriot-Watt and conducted her research on the experience and self-regulation of thriving. She is passionate about food and wine, the outdoors, yoga and meditation, travel, and writing. She has a special interest in integrating both her life experiences and her personal interests into both her work life and her coaching practice.*

Email: suemrn2@gmail.com

Viewpoint Article

The Networking Ripple Effect: The importance of a personal network within the context of coaching and coaching psychology

Priscilla Akutu-Carter

Abstract

This viewpoint article draws on research undertaken within the fields of positive psychology, developmental coaching and coaching psychology. It examines the importance of relationships and ultimately – your personal network. Referencing personal experience, this article also introduces a new practical tool, which can supplement broader and more established models such as PERMA and the INSIGHT framework, to support coaches who are working with individuals undergoing a transition.

Keywords: coaching, networking, relationships, transitions, coaching psychology

In 2015 an article in the Financial Times (*O'Connor, 2015*), which supported data provided by the Office of National Statistics (ONS) suggested the number of British workers prepared to undergo a career change is at it's highest level since the financial crisis in 2008. At the start of this year – I became one of these people. Whilst I am yet to complete my career change, all those who have gone before me will be able to relate to the process of operating in two worlds (the present and the future) before completing their transition.

One of the key things that has struck me along the way is the importance of building my very own personal network, containing individuals and groups who act both in support of my new activities as well

as those who have the ability to significantly influence and enable my change through the provision of new ideas and opportunities - this viewpoint article serves as a prime example.

In my search for what Aristotle described as 'Eudemonia' – which is 'that which gives life meaning', I elicited the help of an excellent Transformational and Life Coach and undertook an in-depth and well-known strengths character assessment allowing me to find direction. Neenan and Dryden (*2014*) poignantly wrote 'a passion for something forcefully reminds you of the difference between really living and merely existing' (*p.181*). Now, armed with a greater level of self-awareness than ever before, I began to develop my network and began connecting.

Focusing on life transitions from a counselling perspective, Schlossberg, Waters and Goodman (*2011*) recommend networking as a way to help client's transition between two states. They suggest that networking is often 'touted, but rarely taught' (*p.195*). This is an interesting statement, especially as the fields of Positive and Coaching Psychology places an emphasis on the importance of positive relationships.

Martin Seligman, who is hailed by many as the 'father of Positive Psychology Coaching (PPC)' expanded on his original theory 'Authentic Happiness' by including both 'Accomplishment' and 'Positive Relationships' within his revised theory, replacing the phrase 'happiness' with the phrase 'flourishing', which he suggests is the goal for positive psychology (*Seligman, 2012*). Unlike his one-dimensional theory of 'Authentic Happiness', his updated 'Well-being Theory' contains five distinct and measurable elements (PERMA) of which 'relationships' is one. In his book 'Flourish – A Visionary New Understanding of Happiness and Well-being', Seligman (*2012*) suggests that the support of others is key to life's significant experiences. This substantiates Ryff and Keyes (*1995*) earlier theory, which describes 'relations with others' as one of the six dimensions to psychological well-being. Falecki, Leach and Green (*2018*) examine the practical application of PERMA within the specific context of career transition coaching and promote the reflection of existing positive relationships, whilst investing in connecting with others during the process of transitioning.

When we look to the field of developmental coaching, Palmer and Panchal's (*2011*) INSIGHT framework includes the building of the social support network as a potential mechanism used by coaches to support coachees undergoing a significant life transition. This is further articulated by Panchal, Palmer and O'Riordan (*2018*) who suggest that the social network (e.g. partners, peers, other networks etc.) may have an influence on a coachees attitude towards a transition.

Whilst research lends itself to the suggestion that 'other people matter' (*Peterson, 2008*), I refer back to the suggestion from Schlossberg, Waters and Goodman (*1995*), in that the importance of ones personal network is commonly implied but the process of generating this is rarely demonstrated.

Prior to learning about Johari's Window (*Luft and Ingham, 1955*), I designed a model which engaged a very similar heuristic
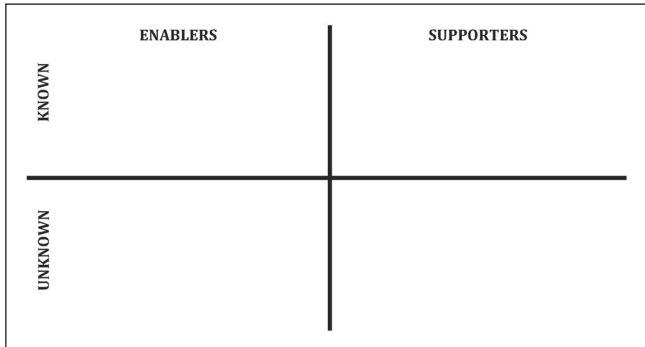
Figure 1: The Networking Ripple Effect

technique to aid coachees develop a level of awareness of the people, networks or groups who could potentially play a part within an individuals transition. I divided, these people or groups into 2 categories; Enablers and Supporters. It is important to note that there will be some who fulfill the criteria of both categories – I refer to these as 'hybrids' as they serve multiple purposes during the coachees transition.

Supporters

These are typically individuals or groups within a coachees inner circle (e.g. relatives, close and trusted friends). Kahn (*1975*) introduced the concept of a 'convoy of social support' which is a person-centered network surrounding a focal person. Through their research into the underlying fundamentals of happiness, drawn from an extensive study of both Australian and US subjects, Vella-Brodrick, Park & Peterson (*2009*) provide empirical evidence to support the significance of the social support network in sustaining well-being.

I for one can attest to the importance of the support from my social network. Much of the work I have undertaken to date, (whether this has been through coaching practice, research, advanced training, professional networking) has only been possible as a result of having a robust and encouraging support network, who have offered practical, financial and psychological support along the way. It is important that coachees test the commitment of those considered to be their supporters, as it cannot be assumed that those within the inner circle will be as committed to their transition as the coachee would wish them to be.

Throughout my personal experience of building my social network, there have been instances where I have been disappointed by individuals whom I had expected to demonstrate greater levels of support, whilst at the same time, surprised and humbled by the support provided by individuals I had not considered.

Haidt (*2006*) points out that relationships are justified through testing times. His theory, which is substantiated by

a significant body of research, suggests that those social relationships, which withstand these tests, are often strengthened and renewed – which again, is something I can vouch for.

Enablers

These are individuals and/or groups of people who can potentially help coachees in achieving their transition goals. An enabler could take the form of a mentor which, Clutterbuck (*2004*) described as individuals who already have an established level of knowledge within the coachees area of interest and owing to their experience, they can impart invaluable advice to aid faster progress.

Enablers however, are not limited to mentoring – they can be future employers, individuals or organisations offering a service or product that will contribute to the coachees transition, funding bodies etc. An enabler is wholly dependent on the needs of the coachee and coaches are encouraged to consider the type of enabling individuals or groups that would be of use to their coachees.

Again, in my own experience, my network includes enablers who are mentors, individuals who have provided me with the ability to develop my skills through direct coaching, enablers who share my passion with whom I can collaborate with in the future and the list goes on. I will continue to nurture these relationships and forum new ones throughout my transition and beyond.

Known vs. unknown

In his autobiography *Known and Unknown: A Memoir*, former United States Secretary for Defense – Donald Rumsfeld refers to his famously quoted statement given during a news briefing at the Pentagon in 2002 "there are known knowns; there are things we know we know. We also know there are known unknowns; that is to say there are some things we do not know.

But there are also unknown unknowns – the ones we don't know we don't know." I find a level of validity in this statement! As with Johari's Window, the intention is to bring both enablers and supporters into the coachees conscious awareness, thus making the unknown, known. As discussed previously, the coachees network cannot be assumed and therefore the aim of model is to firstly document their known supporters. This allows coachees to undertake a set of actions to test the commitment of their social network (note the final composition of this group may result in a topic of discussion for future coaching sessions).

The concept of unknown supporters and/or enablers produces a set of actionable steps, which encourages the coachee to begin to connect and eventually form new relationships with individuals or groups, thus expanding their existing network.

Practical use of the Networking Ripple Effect

Fundamentally, the model itself is very simple in nature, however the dynamics, which sit behind the concept, are extremely powerful. Relationships are at the very core of our existence and there is a significant amount of evidence and research within coaching, developmental coaching and positive psychology to

support the usefulness of this model.

For coachees, the model provides a visual representation of the relationships and resources in their lives, which can be drawn upon to drive transformational change. It also highlights the areas where networks need to be developed. This model should not be considered as static and can be repeated throughout the coaching process to demonstrate growth in the development of a coachees network.

Coaches can apply the Networking Ripple Effect within the context of established frameworks and models such as PERMA and INSIGHT to support the strengthening and improvement of a coachees personal network through a transition.

References

Clutterbuck, D. (2004). Everyone Needs a Mentor (4th Ed). London: Chartered Institute of Personnel and Development.

Falecki, D., Leach, C., & Green, S. (2018). PERMA-powered coaching. Building foundations for a flourishing life. In S. Green & S. Palmer (Eds.), Positive Coaching Psychology in Practice (pp. 103-120). Oxon, UK: Routledge.

Haidt, J. (2006). The happiness hypothesis: Putting ancient wisdom and philosophy to the test of modern science. London: Arrow

Kahn, R. (1975). What do we need to know? In N. Schlossberg, E. Waters, & J, Goodman (2nd Eds.), Counselling Adults in Transition: Linking practice with theory. (p.69). New York: Springer Publishing Company.

Luft, J., & Ingham, H. (1955). The Johari window, a graphical model of interpersonal awareness. Proceedings of the western training laboratory in group development, Los Angeles: University of California.

Neenan, M., & Dryden, W. (2014). Putting it all together. In M. Neenan, & W. Dryden. (2nd edn.). Life Coaching: A cognitive behavioural approach (pp.174-183). East Sussex: Routledge.

O'Connor, S (2015), 'UK workers grow more willing to change career', The Financial Times, 25 March

Palmer, S., & Panchal, S. (2011). Developmental coaching: Life transitions and generational perspectives. Hove, UK: Routledge.

Panchal, Palmer and O'Riordan (2018). Coaching: developmental transitions. In S. Green & S. Palmer (Eds.), Positive Coaching Psychology in Practice (pp. 179-195). Oxon, UK: Routledge.

Peterson, C.P. (2008). Coaching: developmental transitions. In S. Green & S. Palmer (Eds.), Positive Coaching Psychology in Practice

(p. 182). Oxon, UK: Routledge.

Rumsfeld, D., (2011). Known and Unknown: A Memoir. New York: Penguin Group

Ryff, C.D. & Keyes, C.L.M. (1995). The structure of psychological wellbeing revisited. Journal of Personality and Social Psychology, 69, 719-727

Schlossberg, N., Waters, E., & Goodman, J. (1995) What can we do with what we hear? In N. Schlossberg, E. Waters, & J, Goodman (2nd Eds.), Counselling Adults in Transition: Linking practice with theory. (p.195). New York: Springer Publishing Company.

Seligman, M. (2012). Flourish: A visionary new understanding of happiness and well-being. New York: Free Press

Vella-Brodrick, D.A., Park, N. & Peterson, C. (2009). Three Ways to Be Happy: Pleasure, Engagement, and Meaning – Findings from Australian and US Samples. Social Indicators Research, 90(2), 165-179

Biography

By day – Priscilla Akutu-Carter works as an independent Senior Management Consultant within the field of Banking and Financial Services. She is currently undertaking the Centre for Coaching's Advanced Diploma in Coaching with the aim of establishing an independent coaching practice, working with professional women undergoing transitions. She is also collaborating with her partner to set up a social enterprise aimed at women who have suffered at the hands of Domestic Abuse, which will combine Cognitive Behavioural Coaching (CBC) as part of a wider service provision, to support their transition process. Priscilla aims to develop the Networking Ripple Effect to identify coachees personal networks to help drive transformational change.

Email: priscilla.akutu-carter@outlook.com

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

Then this is what you need to know:

- There are two routes towards Accreditation/Certification with ISCP: as a full ISCP member via the grandparenting route, or as an Associate Member via the portfolio route
- Straight-forward email application process
- Responses to applications received in 8 weeks

Route 1: Qualified Psychologist

- Full member of ISCP for 3 months
- Evidence of two years post-qualification coaching psychology practice
- Demonstrate evidence of continued professional development (CPD) during last 2 year period (minimum 40 hours each year)
- Supervised by qualified psychologist
- Professional Indemnity Insurance

Route 2: Recognised psychology degree (Graduate Member status)

- Associate Member of ISCP for 3 months
- Evidence of 3 years Initial Professional Development (IPD):
  – Two years six months as psychology graduate (100 hours)
  – Six months demonstration of IPD learning and competencies as an
  – AssocMISCP (20 hours)
- Achieved MISCP status (Qualified Psychologist)
- Fulfilled criteria for Route 1: Qualified Psychologist

Being an ISCP accredited/certified coaching psychologist is beneficial for coaching clients, for you the practitioner, client organisations and the profession:
- Assurance that the practitioner meets quality standards of best practice
- Promotion of the practitioner's ongoing self-evaluation, continuous improvement, and supervised practice

So, click on ISCP accreditation webpage 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).

Recent developments at the Hungarian Association for Coaching Psychology

*Dr. Vince Székely and Zs**ó**fia Anna Utry*

Since the arrival of coaching to the Hungarian business market in the late 90s, we can say now that the growth of coaching has reached its peak and currently the coaching market is in a consolidation phase. This means that coaching is already used by people and organisations who want to use coaching and they have more realistic expectations of coaching e.g. they do not think it is going to do a 'miracle' but it can be helpful. This has also resulted in a drop of prices.

This consolidation also means that coaching buyers and customers are getting more and more sophisticated in their choices and taking the training and experience of the coaches into account when they wish to work together with a coach. The most important factor influencing their choices is a sense of likability of the coach followed by their experience and quality of training.

In a recent survey (Viniczai, 2018), more than one hundred users of coaching services were asked. From those who thought the qualification of the coach is important (about half of them), most preferred a coach with a qualification in psychology (43%) and the second most well regarded qualification was the economist's (26%).

The survey also showed that only 12% of coaching practitioners (with or without a psychology qualification) are able to make a living out of coaching. Consequently, Hungarian coaching psychologists need to be able to offer a wide range of human development services to their buyers/customers.

Alongside coaching, they offer counselling, psychotherapy, training and consultation as well. This makes it even more important to more clearly articulate the professional principles and ethical rules of coaching practice to distinguish it from other areas.

More and more qualified counselling and work and organisational psychologists acquire coaching psychology knowledge and skills with the Hungarian Association for Coaching Psychology and are starting to use the Coaching Psychologist title. By mid-2018, 84 psychologists have been awarded with Coaching Psychologist Licence.

It is expected that by the end of the year there will be over 100 licenced coaching psychologists in Hungary.

During 2018 the following activities have taken place at the HACP:

– A coaching psychology reading club, made of Hungarian coaching psychologists, meets monthly to share and discuss the foreign literature on coaching psychology. The literature mainly included the chapters of the first edition of the Handbook for Coaching Psychology (*Palmer and Whybrow, 2007*) and Coaching Psychology: Meta-theoretical perspectives and applications in multi-cultural contexts (*Van Zyl, Odendaal and Stander, 2016*)

– A series of workshops on the following topics has also taken place at HACP with the lead of Vince Sz*é*kely, President of the HACP. The topics were approached from an evidence-based point of view:

o Aha and pivotal moments in coaching practice
o The theory and application of inspiration to coaching practice
o Serendipity: the role of intuition and luck in coaching practice
o Dealing with uncertainty in coaching
o Hypno-coaching and somato-coaching

– Peer to peer coaching group was set up to help the members of the HACP to develop professionally and gain more practice hours.

– Group supervision sessions with Vince Szekely

From this year on, coaching psychology is a core module on the Organisational and Leadership Psychology MA course at ELTE University where Vince Szekely HACP President is the program leader.

Future plans

● Continue with coaching psychology workshops, and consider the contribution of other disciplines such as philosophy, anthropology, ethology, and sociology to coaching psychology

● Collect data from 1000 coaching psychology sessions and summarise the results

● Provide intervision opportunities to trainee coaching psychologists

References

Palmer, S. and Whybrow, A. (2007). Handbook of coaching psychology - A guide for practitioners. London: Routledge.

Van Zyl, L., Odendaal A., and Stander M. (2016). Coaching Psychology: Meta-theoretical perspectives and applications in Multi-cultural Contexts. New York: Springer.

Viniczai, A. (2018). A 2018-as országos coaching kutatás eredményei. (The results of the 2018 national coaching survey) [online] Coachszemle.hu. Available at: http://bit.ly/2xedwaP [Accessed 14 Aug. 2018].

Biographies

Zsófia Anna Utry MSc is a coaching psychologist, studied at the University of East London following her psychological studies at the University of Glasgow. She is a full member of the ISCP and the Hungarian Association for Coaching Psychology (HACP). She is involved in the development of a pluralistic approach to coaching and also coordinates the research group in the HACP, where they are interested in advanced case study methods.

Vince Székely PhD is the founder and president of the Hungarian Psychological Association's Coaching Psychology Section and the Hungarian Association for Coaching Psychology. Vince is an assistant professor at the 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.

Update from Spain: Official Psychology Society of Catalonia (Col.legi Oficial de Psicologia de Catalunya)

Maite Sánchez-Mora and Victòria Conesa

In Spain, the psychology profession is regulated by the Official Psychology Societies and the activities and development of Coaching Psychology focus on these Societies. Since 2009, Spain is linked with the International Coaching Psychology Movement through the Official Psychology Society of Catalonia (COPC) and this society signed a MoU with the ISCP in 2011.

Also, worth mentioning are the two courses accredited by the ISCP "Certification Program in Organizational-Executive Coaching" and "Coaching Psychology and Psychological Coaching".

Accreditation as a coaching psychologist obtained by some chartered psychologists, allows for an increase in the number of professionals at Catalonia, Valencia, Madrid and Baleares. It should be noted that in 2018 the first accreditation of the Society of Murcia (Colegio Oficial de Psicólogos de la region de Murcia) was launched.

It continues to carry out cycles of conferences.

The Society of Valencia (Col.legi Oficial de Psicologia de la Comunitat Valenciana) has programmed in 2018 four activities focused on Coaching Psychology Tools: of systemic psychology, positive psychology applied to coaching and others for the team and life coaching.

The lectures in Madrid (Colegio Oficial de Psicólogos de Madrid) are aimed at "nuclear beliefs about the Self". These are the titles: Am I what I believe? What does it have to do with what I say to who I am? How do I make the decisions? Where do I put the control of my life? Do my beliefs affect what I do?

The psychological societies also organize courses for the diffusion or training in coaching psychology.

Attendence at psychology conferences with papers or posters is another activity that continues. An example is the presentation at the II International Congress of Psychology of human resources on topics such as: Emotional leaders, profitable leaders. The experience from executive coaching "or" the benefits of coaching psychology in the manager's emotional health.

It is also expected that a paper will be presented about the "Effect of Coaching Psychology in the leadership, in organizations in this era VUCA" in the XI Iberoamerican Congress of Psychology (Cordoba. Argentina. October 2018).

For a further year, the COPC will be represented at the ISCP International coaching psychology event. It will be at the 8th International Congress of Coaching Psychology. Positive & Coaching Psychology.

The most relevant actions during this period in reference to Coaching Psychology are described below:

Internal training programs of coaching psychology available

This has been redesigned in order to conform to training and research needs linked to expertise accreditation in coaching psychology. The following have been carried out or initiated:

– Pilot training course on "Basic research methodology applied to psychology".
– Training, and experienced-based, program for coaching psychology (125 hours) from October 2017 through May 2018 with a total of 19 students. This program has been updated by introducing very dynamic sessions, tutorials and psychology coaching processes.

Consolidation and introduction of new formats in the coaching psychology encounter series

Throughout 2017 five encounters took place which were innovative as they applied effective strategies of high impact methodologies for the supervision of professional practice. Specifically: simultaneous mini-sessions of coaching psychology (MSPC) on April 5th.

This year activities with new formats have been introduced:

– A session of team psychology coaching "live", on February 9th.
– A session of sport coaching psychology film forum on June 15th.
– Two consecutive sessions of observation methodology applied to coaching psychology, on October 5th and on November 28th.

Coaching Psychology encounters in relation to the following themes have taken place:

– Team psychology coaching "live".
– Coaching Psychology and mindfulness.
– Coaching Psychology and sport.
– Coaching Psychology and women.
– Coaching Psychology, motivation and performance.
– Observational methodology as applied to coaching psychology.

COPC Tarragona and COPC Girona have continued undertaking diverse

activities, such as:

– Coaching Psychology film forum series.
– Conference workshops.

– Coaching Psychology series of conferences. Uses and presentation of tools for coaching psychology.

Goals for 2018

– Be actively present in both national and international seminars and congresses.
– Foster work groups which can specialize in diverse areas and multiply.
– Consolidate and enhance the development of and participation of work groups as generators of new activity formats.
– Intervene in specific forums as coaching psychology reference speakers.
– Publishing the fourth call and renovation of the accreditation of Expertise in Coaching Psychology.
– The consolidation of the Series of Coaching Psychology Encounters by way of other formats and activities. Redesign, promote and give support to the internal training on offer in coaching psychology so as to conform to the new formats requested in line with the accreditation advanced by COPC and in line with other possible national and international accreditations. Boost training and

education in the areas of supervision and research as applied to psychology coaching.
– Further develop areas of virtual management of knowledge in this sector, and foster virtual communication among fellow coaching psychologists and members (the COPC web, online journals, social networks, etc.)
– Promote and advance film forums for coaching psychology in the branches in Girona and Tarragona.
– Collaborate with the Deontological Commission so as to define and update criteria in the face of ethical dilemmas and on detecting non-ethical professional practices in coaching psychology.

Biographies

Victòria Conesa is Spokesperson for the Section of Coaching Psychology of COPC and member of the Steering Committee of the ICCP; COPC – SPAIN

Maite Sánchez-Mora is Past Secretary of COPC and Hon Vice-President of ISCP

Update on the ISCP International Centre for Coaching Psychology Research

Prof Stephen Palmer PhD is Co-ordinating Director of the ISCP International Centre for Coaching Psychology Research

The International Society for Coaching Psychology (ISCP) launched its research faculty, the ISCP International Centre for Coaching Psychology Research in August 2016. It was set up to support international collaboration on different aspects of coaching psychology research. This includes the dissemination of research through publications, meetings, conferences and symposium.

Teams and International Advisory Board

The centre has a Development Team focusing on building up resources on the website. The centre also has an International Advisory Board. It has members from four key areas:

● Representatives nominated by the professional bodies that the International Society for Coaching Psychology (ISCP) has a Memorandum of Understanding.

● Representatives nominated by the professional bodies that the ISCP International Centre for Coaching Psychology Research has an Memorandum of Understanding.

● Experts or specialists in coaching psychology or an allied field, affiliated to an accredited university.

● Experts or specialists from ISCP Approved Centres.

For the duration of their post, International Advisory Board members become Honorary Research Fellows of International Centre.
Current research
    Research undertaken so far has looked at different aspects of coaching and coaching psychology practice using online surveys:
1. The supervisee-supervisor relationship.
2. What do Coaching Psychologists and Coaches really do?

The Centre's Research is initially disseminated at International Congress of Coaching Psychology events (*Palmer, 2017; Palmer & Whybrow, 2017*) or other affiliated conferences.

Resources

The resources will provide information for researchers through various methods and mediums:

● Assessment measures
● Research protocols
● Research methodology
● Videos
● Publications
● Journals
● *Coaching Psychology International* (relevant journal articles)
● Audio recordings of relevant lectures/ conference papers
● PowerPoint presentations
● An international list of doctorate students undertaking coaching psychology and allied research including contact details

The website already has 85 pages and over 18 posts which may assist researchers in their work.

ISCP Research Hubs

The ISCP International Centre for Coaching Psychology Research will be setting up ISCP Research Hubs in order to bring together our members with an interest or passion about research. The Research Hubs can hold virtual meetings using zoom and invite researchers to discuss their most recent research papers.

The first virtual hub is based in Cambridge, England. The ISCP Cambridge Research Hub held its inaugural online meeting on 2 May, 2017. Dr Kristina Gyllensten was interviewed about: Why use a mixed methods approach for a doctoral research programme? This event was well received by the international group of participants.

Communication with members

Anybody with an interest in coaching and coaching psychology research is invited to join the ISCP International Centre for Coaching Psychology Research LinkedIn group. In September, 2018, our 11,400th member joined this group. The Centre also has a facebook page.

Our groups are kept up-to-date with developments and invited to become participants in our research. The online ISCP Coaching Psychology Newsletters are all archived on the Centre's website.

The future

The website will increase the resources relating to different research methodologies and psychometric tools. More research hubs will be launched and further research will be undertaken. For example, as positive and coaching psychology practitioners may have coachees with a range of physical and/or mental health problems, it may benefit the profession and client groups if a greater understanding of the issues involved were investigated and guidelines developed.

Also research into whether or not Social Prescribing (*see Palmer, 2018*) could be integrated into coaching psychology practice is being considered.

References

Palmer, S. (2017). Beyond the coaching and therapeutic relationship: the supervisee-supervisor relationship. Keynote given on 15 September at the 7th International Congress of Coaching Psychology, 2017, Aalborg University, Aalborg, Denmark.

Palmer, S. (2018). Can positive and coaching psychologists become more involved in social prescribing? The prescription for enhanced wellbeing. Coaching Psychology International, 11, 1, 27-31.

Palmer, S., & Whybrow, A. (2017). What do Coaching Psychologists and Coaches really do? Results from two international surveys. Invited paper at the 7th International Congress of Coaching Psychology 2017. Theme: Positive and Coaching Psychology: Enhancing Performance, Resilience, and Well-being. Presented on 18th October, 2017, in London.

Websites

● ISCP International Centre for Coaching Psychology Research: **www.iscpresearch.org**

● International Congress of Coaching Psychology: **www.coachingpsychologycongress.net**

● ISCP International Centre for Coaching Psychology Research Facebook page: **www.facebook.com/ISCPResearch**

● ISCP International Centre for Coaching Psychology Research LinkedIn group: **www.linkedin.com/groups/2156043**

Biography

Prof Stephen Palmer PhD is Co-ordinating Director of the ISCP International Centre for Coaching Psychology Research

Email: president@isfcp.net

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
- International Academy for Professional Development Ltd

Websites:
- www.iafpd.com ● www.managingstress.com
- www.centreforcoaching.com ● www.centresofexpertise.com
- www.centreforcoaching.com/ilm.htm

Email: peter.ruddell@iafpd.com

Telephone: UK: 0845 680 2065; 0845 680 2075 or International: +44 (0) 20 8318 4448

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 Illan University
- *Existential Coaching Psychology Training Course and Certificate*
2. Leading Change-ICP (Institute for Coaching Psychology)
- *Programa de Certificacion 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
- *Advanced Certificate in Coaching Skills*
6. Consorzio Universitario Humanitas and SCP Italy
- *Corso di Alta Formazione in Business Coaching Psychology*
7. Coaching Center Synergy
- *Certificate in Cognitive Behavioral Coaching*
8. It works for you
- *Manager as an emotional coach*
9. Buckinghamshire New University
- *Positive Psychology in Coaching*
10. REBT Affiliated Training Centre of Albert Ellis Institute
- *Certificate in Organisational Cognitive-behavioural coaching*

Member benefits

If you are interested in the developing field and profession of coaching psychology do explore our website (**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 ISCP Recognised Courses/ Workshops can apply for one years free ISCP 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

ISCP

INTERNATIONAL SOCIETY
FOR COACHING PSYCHOLOGY

8TH INTERNATIONAL CONGRESS OF COACHING PSYCHOLOGY

Positive and Coaching Psychology:
11th & 12th October, 2018

**Venue: NATIONAL COUNCIL for VOLUNTARY ORGANISATIONS,
8, All Saints Street, London, N1 9RL, UK**

This Two-Day Conference offers Masterclasses, Keynote and Invited Speakers, Skills-based Sessions and Poster Presentations. The event will focus upon the practice and research of Positive and Coaching Psychology exploring themes such as:

- Acceptance and Commitment
- Appreciative Coaching
- Neurodiversity
- Self-efficacy
- Youth Coaching

- Performance and Resilience
- Role of Technology
- Ecopsychology
- Family Life Coaching
- Diversity and Ethics

Day One Masterclasses:

Acceptance and Commitment Coaching - Dr Rachael Skews
Appreciative Coaching as a Positive & Coaching Psychologist - Dr Ceri Sims

Day Two Conference Speakers & Presenters:
Keynotes by Nancy Doyle & Dr Diana Aguiar Vieira
We are also pleased to introduce to our current speaker line up
Dr Kimberly Allen (USA), Dr Zelda Di Blasi (IRL), Dr Alison Whybrow (UK),
Prof Ho Law (CHN, LKA, UK), Dr Siobhain O'Riordan (UK), Prof Stephen Palmer (UK),
Dr Ole Michael Spaten (DK), Dr Annette Fillery-Travis (UK)

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

For registration and further details about the event, please visit our website:
http://www.isfcp.net/events.htm
To register go to: https://bit.ly/2I3lElL

About the ISCP

The International Society for Coaching Psychology (ISCP) was launched in April 2008 and is an international professional membership body established to further the discipline and profession of coaching psychology. With the growing interest in coaching psychology around the world, the Society hopes to encourage the development of the theory, research and practice in coaching psychology and support coaching psychologists in their work. The international aspect of the Society is reflected in our Honorary Vice Presidents who are based around the world.

COUNCIL MEMBERS

Honorary Officers:

Dr Siobhain O'Riordan	*Chair*
	Conference Chair
	International Research Centre Development Team
Rachael Skews	*Hon Secretary*
	International Research Centre Development Team
Prof Stephen Palmer	*Hon President, Academic & Research Chair*
	International Research Centre Development Team

Ordinary Members:

Dr Gisele Dias	*Conference Team*
Sarah Jaggers	*Coordinator, Research Hubs*
Dr Ho Law	*Finance*
Dr Lisa Matthewman	*Coordinator, Approved Centre & Course Recognition*
Dr Alanna O'Broin	*Conference Team*
Sheila Panchal	*Conference Team*
Kasia Szymanska	*Director of Membership*
Judit Varkonyi-Sepp	*Conference & Events Team*
Susan Watsham	*Conference & Events Team*
Dr Douglas Young	*Co-Lead, Website Team*
	International Research Centre Development Team

Further information about the Society is available on our website: **www.isfcp.net**
If you would like to contact us, complete the online form at: **www.isfcp.net/contactus.htm**