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“Leading the development of coaching psychology around the world”

## COACHING PSYCHOLOGY INTERNATIONAL

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# **COACHING PSYCHOLOGY INTERNATIONAL**

Volume 12, Issue 1



## **Chair's Update**

by Siobhain O'Riordan FISCPAccred

**Welcome to the autumn 2019 issue of  
*Coaching Psychology International***

**W**e are pleased to publish yet another bumper issue of our journal. So, before I write any further, I would like to start by saying a big thank you to all of the authors and contributors!

Inside you will find a range of articles, papers and reports to share the latest insights and news from across the international coaching psychology field.

For this issue, we are also introducing a new Special Section on Ecopsychology informed coaching psychology practice looking at research exploring Walk and Talk coaching, followed by articles on Ecoanxiety and working with female survivors of domestic abuse.

Looking forward, we hope to cover a range of coaching psychology topics within Special Sections for future volumes so do share your ideas with us.

This issue also includes papers looking at three coaching psychology approaches: Schematherapy as a model for Schema-Coaching; and the  $E=mc^2$  and Step and Train models. Other contributions include a Viewpoint Article on navigating the Gray space in coaching psychology and a Book Review in the literature area of Coaching supervision.

There are also International updates from Catalonia and Singapore. Please do take a moment to review our Member Benefits as well as summary information on how to become

accredited/certified as an ISCP coaching psychologist.

This has been a busy year for our Society, we were once again a Partner of the Health and Wellbeing at Work Event, in March 2019, Birmingham (UK). Other ISCP Study Events were hosted in Australia in May 2019 during the Workplace Coaching and in July 2019 in Scotland (UK) on Ecopsychology informed coaching and counselling practice. Further updates will soon follow about next year's plans.

We have also hosted two Research Hub events with a conversation on the Coaching Alliance with Dr Alanna O'Broin and on Health Coaching with Dr Megan Arroll. These online events were both very positively received by attendees. I would like to take this opportunity to thank both our excellent speakers and our Research Hub Co-ordinator, Sarah Jagers, for their hard work in contributing to the success and smooth running of these Hub meetings. More details will follow soon about future events at:

**<https://www.isfcp.info/iscp-research-centre/iscp-research-hubs>**

You will see a Brief Report on the activities of the ISCP International Centre for Coaching Psychology Research by the Co-ordinating Director, Prof Stephen Palmer later in this issue.

We have launched a new website in 2019 which can be found at **[www.isfcp.info](http://www.isfcp.info)** and

we continue to develop upon our ideas and plans for this initiative. The ISCP has also continued to be a professional body sponsor of the peer reviewed publication, the *European Journal of Applied Positive Psychology*. To find out more please visit **<http://www.nationalwellbeingsservice.org/about>**

In October 2019, the Society will be hosting a conference in London (UK) as part of the 9th International Congress of Coaching Psychology focusing upon 'Positive and Coaching Psychology'. We have a very exciting line up of masterclass facilitators, keynote speakers and presenters across the two-day programme – please also see the advert inside this journal for more information.

The ISCP will also be supporting a free one-day conference at Aalborg University in September 2019 on 'Tackling Challenges in Coaching and Coaching Psychology'.

We have previously shared that as part of our ongoing commitment to social responsibility and sustainability, the Society has announced an initiative to include a page on the Society's website about members of the ISCP offering pro bono coaching psychology services. If this initiative is relevant to your work and you would like to share details about your pro-bono/voluntary coaching psychology activities, please email: **[office@isfcp.net](mailto:office@isfcp.net)**

**For now, happy reading!**

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- o Dr Siobhain O'Riordan
- o Kasia Szymanska
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*COACHING PSYCHOLOGY INTERNATIONAL*  
*SPECIAL SECTION*

## **Ecopsychology informed coaching psychology**

Siobhain O’Riordan & Stephen Palmer

This is the first time that a Special Section has been offered within Coaching Psychology International. Given the growing interest in Ecopsychology informed coaching psychology, we are pleased to provide a collection of papers offering both research and practice-based insights on this topic.

For this Special Section, contributions offered provide a focus on the role of nature in our work and examine themes such as Walk and talk coaching and coachee wellbeing, Climate change and working with ecoanxiety and ecodepression, closing with a viewpoint article telling us about work with female survivors of domestic abuse.

If you are interested in finding out more about the themes explored by these authors, they will be presenting and talking about aspects of their work at the 9th International Congress of Coaching Psychology in London this October (2019).

# Beyond the Coaching Room into Blue Space: Ecopsychology informed coaching psychology practice



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Psychology  
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Society for Coaching  
Psychology*

## **Abstract**

Ecopsychology interventions may offer creative and helpful ways of supporting coachees with wellbeing, stress management and psychological restoration. There is growing evidence to suggest that being with nature can positively influence our wellbeing and health. In light of this, coaching psychologists, coaches and healthcare professionals have begun to place more emphasis upon understanding the ways in which ecopsychology can inform our practice.

This paper reports the findings from two studies based on outdoor coaching formats. Drawing on insights from an ecopsychology informed coaching psychology approach, participants were encouraged to undertake a short 'walk

and talk' coaching session involving blue space outdoor-based activity. The findings from both studies showed that participants self-reported wellbeing and vitality scores improved following coaching in a natural setting. This has implications for the work of coaching psychologists and coaches and suggests there may be a possible over-reliance on more traditional coaching formats based on seated and indoor face-to-face or online coaching.

*Key words: coaching, coaching psychology, positive psychology, ecopsychology, blue space, blue exercise*

There has been an increasing focus within psychology and the allied professions seeking to understand the range of possible positive health benefits that can be drawn from spending time in our natural environment. Palmer (2014, p.12) asserted that “Ecopsychology applies ecological and psychological theories and research methodology to study the relationship between people and the natural world”. In parallel, the Society for Environmental Population and Conversation Psychology states that ecopsychology “... explores humans’ psychological interdependence with the rest of nature and the implications for identity, health and well-being” (American Psychological Association, 2019).

The broader literature highlights that spending time in the natural environment enhances wellbeing (e.g. Pretty et al, 2006) and this is an important insight for coaching psychologists, coaches and the allied professions. Indeed, a nature-based approach could be beneficial in improving cognitive resourcefulness and supporting coachees to develop ‘self-coaching’ strategies focused on outdoor activities (e.g. Palmer, 2015). Within therapy, outdoor work has been described as a multidirectional “tripartite therapeutic partnership between the client, therapist and beneficent nature” (Hegarty, 2010, p.66), this notion can be applied within an ecopsychology coaching psychology context.

Ecopsychology informed practice can introduce people to interventions such as ‘walk and talk’ coaching, seeking out opportunities to spend more time

outdoors to engage with the natural world, participating in green or blue exercise and even some types of Animal Assisted Activities (AAAs). Green activity or exercise refers to being outdoors with nature generally in green environments and engaging in physical action such as walking, rambling, jogging, boarding, AAAs (e.g. horse-riding, dog walking). Blue activity or exercise refers to being in outdoor water environments such as the sea, coast, canals, lakes and rivers and being active which can include walking by the water, swimming, canoeing, and AAAs (e.g. fish, marine life).

Evidence is now gathering to support the case for nature-based interventions. A systematic review concluded that ‘... natural environments may have direct and positive impacts on well-being’ (Bowler, Buyung-Ali, Knight and Pullin, 2010, p.1). Further to this, a multi-study analysis looking at short-term experiences of facilitated green exercise concluded that five minutes exposure showed most change in both self-esteem and mood (Barton and Pretty, 2010). A large-scale study also found that group walks in nature were associated with enhanced positive affect and mental wellbeing (Marselle, Irvine and Warber, 2014). More recently, a pilot study on executive ecopsychology coaching examining the effects of ‘sit and talk’ verses ‘walk and talk’ coaching sessions in ‘managers-as-coaches’, found coaching significantly decreased negative affect and increased self-esteem (Di Blasi, McCall, Twomey and Palmer, 2018). There were also large effect sizes reported for coaching and perceived management care, self-efficacy, positive

affect and stress. This was the first study to explore the effects of walking with sitting coaching in an organisational setting. In a systematic review of blue space interventions for health and wellbeing, Britton, Kindermann, Domegan and Carlin (2018) found that the studies suggested that blue care can benefit health, in particular, psycho-social wellbeing and mental health. In a study focusing on recreational nature contact, White et al., (2019, p.6) found that individuals who reported spending  $\geq 120$  mins in nature in the last seven day period had consistently higher levels of both wellbeing and health than those who reported no exposure.

Based on the existing literature, there appears to be a rationale for further exploring the extent to which an ecopsychology approach can inform coaching practice. This paper reports the findings of two studies in which the researchers predicted that engaging in a 'walk and talk' blue space coaching activity would lead to an increase in participants self-reported wellbeing and vitality scores.

## **Study One – England (UK)**

### **Method**

#### ***Design***

This research design tested the same participant twice, on self-reported scores for 'vitality' and 'wellbeing', using 5-point Likert scales. These measures were taken at pre and post timepoints to explore the effects of a 'walk and talk' blue space coaching activity. Due to the real-world and naturalistic setting of this study it was not possible to control against possible confounding variables and no control group was included. A possible extraneous

variable was the warm and dry weather during the outdoor activity. Ethical considerations included right to withdraw, informed consent and anonymity prior to participants submitting their score sheets at the end of the study.

### ***Participants***

Participants were drawn from an opportunity sample of delegates attending an Ecopsychology and Coaching Psychology workshop as part of an International Coaching Psychology conference in England (UK), held during October 2018. Delegates were invited to participate in blue space coaching exercises 'on the move' during this conference session.

In total, 45 delegates submitted their responses to the Likert scales at the end of the session rating their levels of vitality and wellbeing. Based on the themes of the conference, participants were a mix of psychologists, psychology students and those with an interest in coaching psychology and positive psychology. No participant details were collected.

### ***Materials***

Participants were asked to complete Likert scales (where 1 is low and 5 is high) at two stages of the study, pre and post the coaching activity. This information was recorded by each participant on a sheet of paper given out at the start of the session. The researchers also used timing devices to navigate the outdoor activity.

### ***Procedure***

To orientate those wishing to attend this conference session, the abstract outlined

the following details: “... *this interactive session aims to offer insights and experiences on key themes relating to helping coachees through Ecopychology and Positive Psychology. To illustrate the approach in practice, delegates will be invited to participate in Green and Blue Coaching Exercises ‘on the move’ during this conference session (weather dependent). So, if you are planning on joining us please do bring appropriate footwear/clothing for a short outdoor walking-based activity and perhaps an umbrella!*”

The two researchers were the facilitators of this conference session and article authors. The planned outdoor route was rehearsed the day before by the researchers and scoped out for considerations such as health and safety, timings and the tasks involved in navigating the walk and group.

At the start of the conference session, participants were told about key themes relating to helping coachees through Ecopychology and Positive Psychology. The group was then briefed that they would be walking along a Canal for 30 minutes and the activity involved working in pairs as coach/coachee.

They were asked to:

- Agree to confidentiality between them
- Choose a real coaching issue/topic to discuss
- Listen to the session leads (researchers) who would inform them when it was time to swap roles at the mid-point (e.g. the return journey)
- That the choice of coaching framework was theirs
- To check their timings
- Come back to the room on return
- Health & safety points included:

- Look where you are going
- Avoid looking at each other when walking and talking unless it is safe to do so
- As there may be other coaching pairs behind you, don’t stop without warning!

Before commencing the exercise, participants were asked to rate their wellbeing and vitality using a 5-point Likert scale. Participants were then asked to find a pair-work partner and meet outside at the front of the building where the group would gather before being asked to start the walk by following the first researcher, who led the group. The second researcher waited behind and stayed at the tail of the group. At the 15-minute mark, the researchers communicated via mobile telephone and it was indicated to the group to turn around, swapping coach/coachee roles. Returning to the room, participants were asked once again to rate their wellbeing and vitality using the same 5-point Likert scale.

A short debrief was undertaken with participants sharing reflections with the group. Participants were then asked to hand in their anonymous rating sheets if they wished to participate in the study. In total 45 sheets were handed in at the end of the session.

Figure 1 (p.12) is a photograph of the Regent’s Canal, London, which was taken during the Study 1 coaching exercise, and highlights the weather and blue space environment.

## Results

The prediction of this study was that engaging in a ‘walk and talk’ blue space coaching activity would lead to an increase in



**Figure 1: The Regent's Canal, London**

participants (n=45) perceived wellbeing and vitality scores using a 5-point Likert scale<sup>1</sup>.

Some participants also included qualitative comments on their sheets, providing some interesting additional insights including:

*“Given the choice I would always prefer to be outside than indoors, although I did feel there were many distractions”*

*“As a coachee I found it relaxing; I was not distracted by anything around me. I loved the sun and fresh air on my face. Really enjoyed looking at the river/canal, would have preferred the sea if possible. My mood lifted and I feel more positive. If the weather was not as good though, I would have struggled to have gone out in the cold”*

*“As coach: Better active listening, really focused on client. As coachee: really enjoyed the flow of the conversation”*

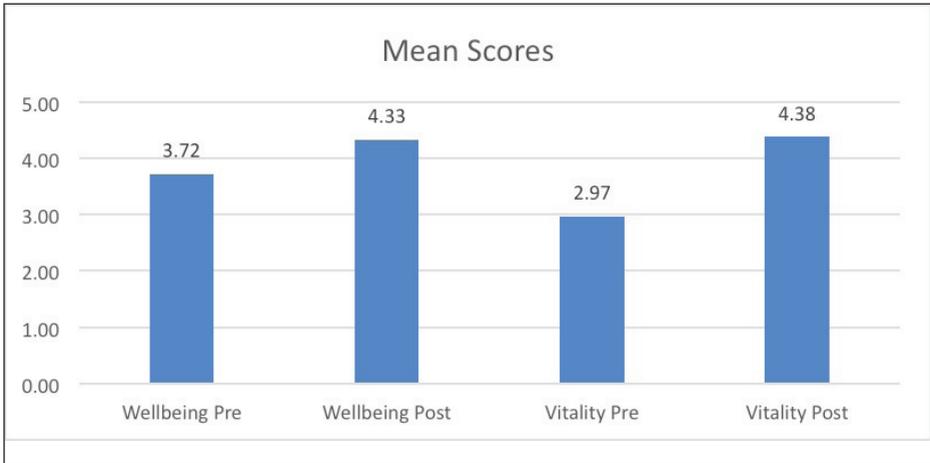
As shown in Figure 2 (page 13), the descriptive statistics suggest that the mean

scores for wellbeing increased between the time points of the pre (3.72) and post (4.33) ‘walk and talk’ activity. A similar direction of mean scores was reported for vitality pre (2.97) and post (4.38). To see if these differences in pre and post scores are likely be significant, paired two sample t-tests for means were conducted for wellbeing ( $t(44) = 5.787, p < .01$ , one-tailed) and vitality ( $t(44) = 12.445, p < .01$ , one-tailed).

Thus, supporting the prediction of the study that wellbeing and vitality scores would increase between the timepoints pre and post the ‘walk and talk’ activity.

### **Discussion: Study One**

There are a number of possible limitations of this research approach. There is a lack of evidence regarding the influence of outdoor activity on the therapeutic relationship (Harris, 2018) or coaching alliance. However, it is not possible to



**Figure 2: Mean scores pre and post time points for Wellbeing and Vitality**

discriminate between the effects on wellbeing or vitality of being in the coach or coachee role here as participants spent 15 minutes in each role and completed the Likert ratings represent this combined activity. The pleasant weather could in itself also have contributed to the reported scores. It might also be argued that the study would benefit from a control group so an independent variable of coaching environment could be included in the study, although this would be difficult to include within the conference environment of this research study.

### **Study Two – Wales (UK)**

#### **Method**

##### ***Design***

This was a follow on from study one, drawing upon the same methodological approach and ethical considerations. However, during this study, participants only undertook one role as either coach or coachee and did not swap at the mid-point

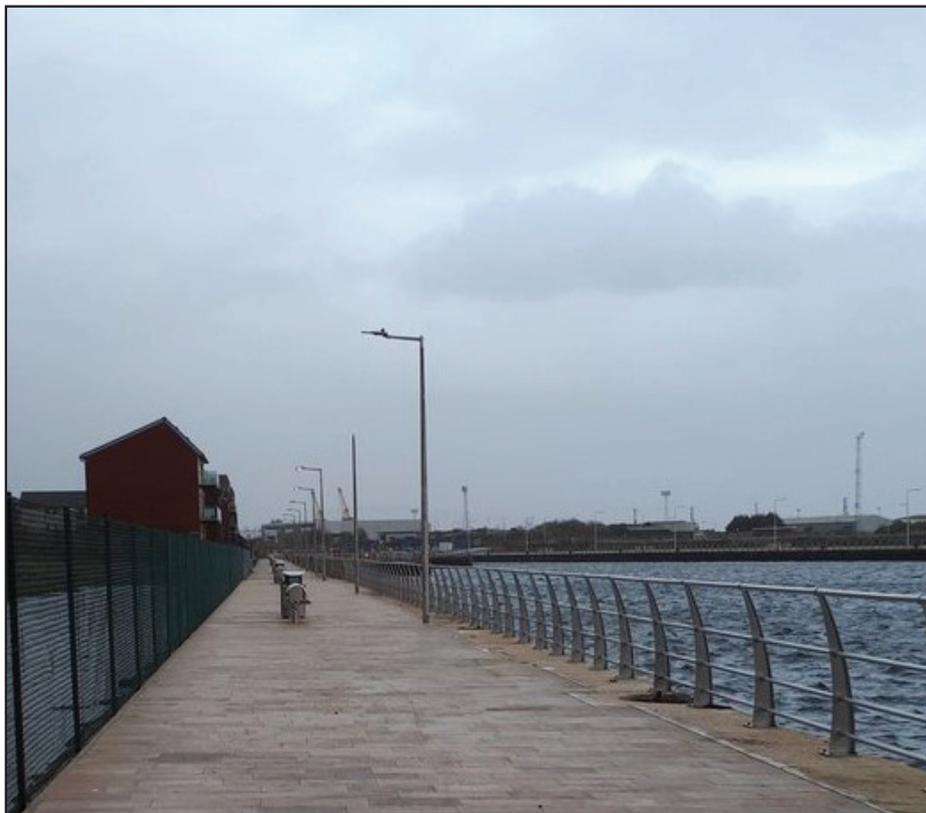
of the coaching activity. A possible extraneous variable was the windier and wetter weather during the outdoor activity.

##### ***Materials***

The same materials were used as in study one, other than participants were asked to note if they had completed the activity as the coach or coachee on the participant form handed in at the end of the session.

##### ***Participants***

Participants were drawn from an opportunity sample of delegates attending a Coaching and Mentoring conference as part of a University-based conference in Wales (UK), held during November 2018. Delegates were invited to participate in blue space coaching exercises ‘on the move’ during this conference session. In total, 20 delegates submitted their responses to Likert scales at the end of the session, rating their levels of vitality and wellbeing. Based on the nature of the



**Figure 3: Waterfront, Swansea, Wales**

conference, participants were a mix of coaches, mentors, psychologists, students and those with an interest in coaching, mentoring and psychology. No participant details were collected.

### **Procedure**

The same procedure was followed here as in study one, other than following steps:

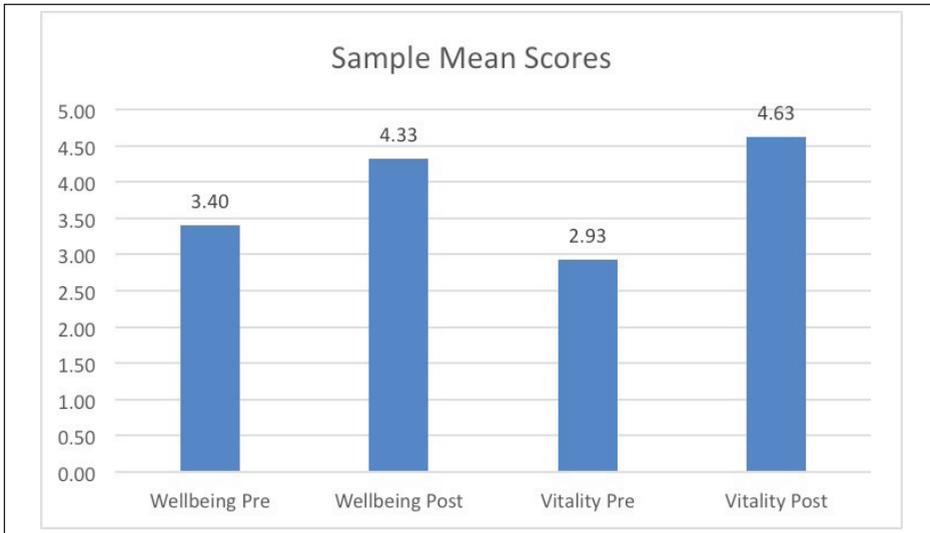
- the group was briefed that they would be walking along a Waterfront for 30 minutes
- the activity involved working in pairs as coach or coachee. At the 15-minute mark,

the researchers communicated via mobile telephone and the group was asked to turn around. Participants were not asked to swap roles at this turning midpoint.

Figure 3 is a photograph of the waterfront in Swansea, Wales, which was taken during the study two coaching exercise, and highlights the weather and blue space environment.

### **Results**

The prediction of this study was that engaging in a ‘walk and talk’ blue space



**Figure 4: Mean scores pre and post time points for Wellbeing and Vitality**

coaching activity would lead to an increase in participants ( $n=20$ ) perceived wellbeing and vitality scores using a 5-point Likert scale.

As shown in Figure 4, the descriptive statistics suggest that the mean scores for wellbeing increased between the time points of the pre (3.40) and post (4.33) 'walk and talk' activity. A similar direction of mean scores was reported for vitality pre (2.93) and post (4.63).

To see if these differences in pre and post scores are likely be significant, paired two sample t-tests for means were run for wellbeing ( $t(18)=3.155, p<.01$ , one-tailed) and vitality ( $t(18)=7.65, p<.01$ , one-tailed). These findings supported the prediction that wellbeing and vitality scores would increase between the timepoints pre and post the 'walk and talk' activity.

As participants were not asked to swap roles during this study, the mean scores by

role (coach ( $n=8$ ), or coachee ( $n=10$ )) can be examined as shown in Figure 5 and 6 (p.16). There were two participant sheets where the participants did not indicate their role, so these scores are excluded for this aspect of the analysis.

For the coaches the mean wellbeing scores increased between pre (3.75) and post (4.25) also for vitality pre (3.31) and post (4.81).

A similar direction of findings was shown for the mean scores for coachees on wellbeing pre (3.10) and post (4.45) also for vitality pre (2.80) and post (4.70). Due to the smaller sample sizes further analysis is not reported on this data.

### **Discussion: Study Two**

General limitations of this study remain consistent with study one. However, on this occasion it was possible to discriminate

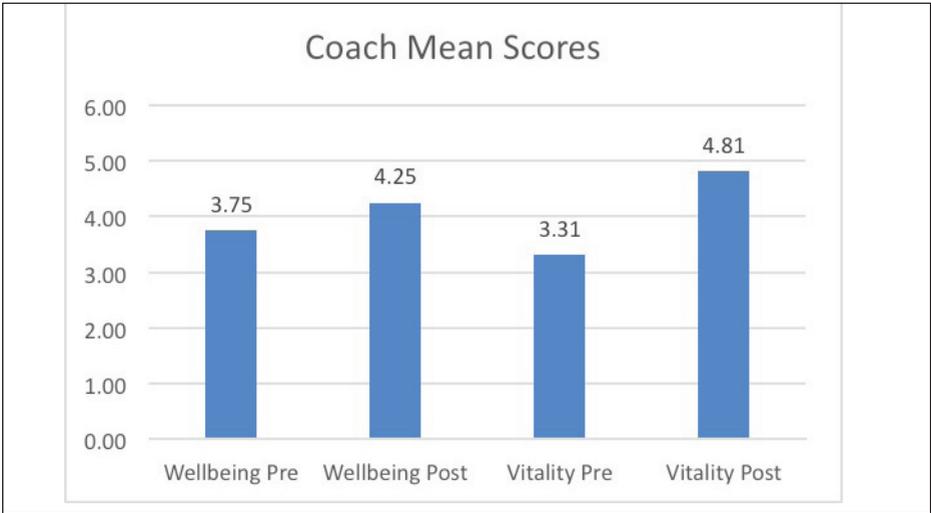


Figure 5 Mean scores pre and post time points for Wellbeing and Vitality by Coach role

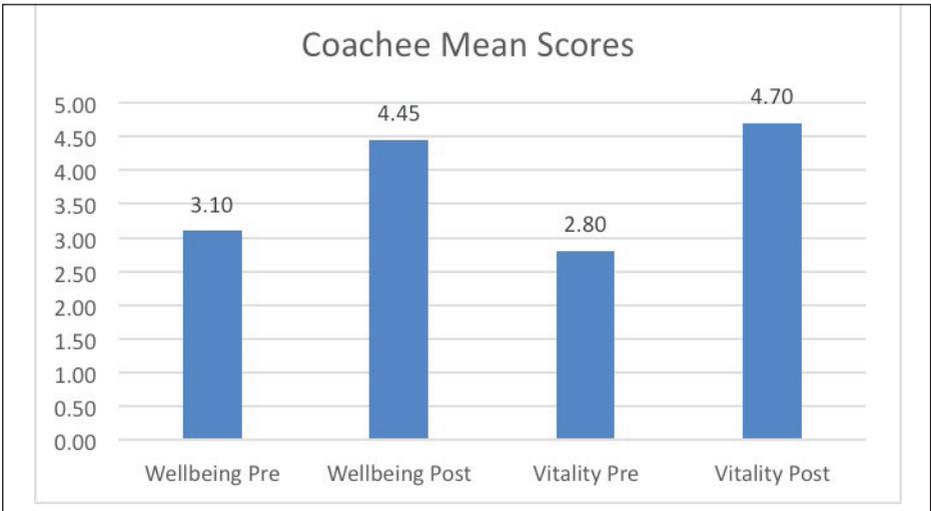


Figure 6 Mean scores pre and post time points for Wellbeing and Vitality by Coachee role

between the effects on being in the coach or coachee role. A review of the mean scores suggests that wellbeing and vitality scores increased in both roles

across the two timepoints of the study, although this observation is reported tentatively given the lack of controls and small sample size.

## Conclusions

The two studies reported here support existing observations in the literature that a 'walk and talk' outdoor coaching activity can positively influence wellbeing and vitality. The findings also support the view that there may be a three-way alliance between the coach, coachee and nature-based activity. More research is required into the dynamics of this tripartite relationship, which was beyond the scope of the current research studies particularly given that this was an opportunity sample drawn from conference delegates.

Whilst statistical analysis of the data gathered was not undertaken to examine differences between the two studies, there were two additional points of note in the weather and length of coaching session. At a glance, the varying weather conditions across the two studies do not appear to have impacted upon the reported scores. This is in support of research reporting the effects of weather on daily mood as minimal (Denissen, Butalid, Penke, & van Aken, 2008). As participants did not swap roles in study two, a longer coaching session was possible (e.g. 15 minutes

longer than in study one), although again this did not seem to have made a difference to the direction of the scores reported between the studies.

The inclusion of a 'walking only' control group, without the accompanying coaching conversation would be a useful improvement to the design for a future study. Also, a possible issue with this sampling method is that the participants were drawn from delegates already interested in the topic of ecopsychology, which might perhaps have led to a self-selecting sample.

The findings reported here should be interpreted tentatively as it is not possible to state the extent that the coaching conversations contributed to the self-reported increase in scores, or whether factors such as being outside, engaging in physical activity (movement) or the weather are in themselves more significant influences.

<sup>1</sup> Two participants reported a score greater than 5 on the sheet, therefore these were adjusted to a 5 rating to fit the Likert scale measure.

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# Reflections on walking for enhancing creativity and wellbeing: a way forward for coaching and coaching psychology practice



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## Abstract

Coaching has been defined as ‘a partnering with clients in a thought provoking and creative process that inspires them to maximize their personal and professional potential’ (ICF, nd). As coaches and coaching psychologists, understanding how to maximize creativity and inspiration is an important skill. A potentially powerful and innovative way to do this is by walking with our coachees outdoors in natural environments ie nature. In this brief article we review the evidence to highlight how walking side-by-side can potentially optimize coaching sessions.

*Key words: creativity, wellbeing ecopsychology, coaching and walking*

Throughout history philosophers, writers and scientists used walking as a way to gather their thoughts. For example, Henry David Thoreau wrote in his journal on August 19th, 1851: “Methinks that the moment my legs begin to move, my thoughts begin to flow”. Friedrich Nietzsche (1889) noted that “All truly great thoughts are conceived by walking”. Charles Darwin walked on his “thinking path” and more recently, Steve Jobs would take long walks to have serious conversations.

Considering the importance of innovation and engagement in businesses, it is paradoxical that people spend an average of 9.3 hours per day sitting down indoors (Merchant, nd). Excessive sitting decreases creativity and negatively affects our physical and mental health. Advances in technology, commuting and screen-based entertainment have created sedentary lifestyles which have been linked to chronic illness, stress and low

energy (Magnon, Vallet, & Auxiette, 2018; Owen, 2012). Along with sitting down excessively, it is important to consider the effect of air quality in meeting rooms and its effect on performance, learning and safety. In one study, 24 people were tested over six days in environmentally controlled office spaces. CO<sub>2</sub> exposure was found to affect cognitive function, including strategising, focus, decision making, and the capacity to understand new information (Joseph et al., 2015).

Encouraging employees to move around more at work is becoming increasingly recognised and the use of standing desks and treadmill desks is growing. Recently, research has focused on assessing how increasing employee (movement) activity at work influences wellbeing and performance (Jirathananuwat & Pongpirul, 2017), for example evaluating the use of activity trackers (Freak-Poli, Cumpston, Peeters, & Clemes, 2013), and comparing the effects of walking treadmill desks with sitting or standing desks (MacEwen, MacDonald, & Burr, 2015). Shaefer and colleagues (2010) conducted an experiment with children and young adults. They found that all participants significantly performed a memory exercise better while walking on a treadmill at their own pace, rather than sitting (Shaefer, Lövdén, Wieckhorst, & Lindenberger, 2010).

Alongside the activity research are findings suggesting that walking outside increases our creativity (Oppezzo & Schwartz, 2014), and walking in natural environments ie countryside is more restorative than walking in urban areas (Berman, Jonides, & Kaplan, 2008). A systematic review of 25 studies found that

natural environments had direct and positive impacts on wellbeing even with short-term exposure (Bowler, Buyung-Ali, Knight, & Pullin, 2010).

A more effective way to increase physical activity at work are walking meetings. These are now being prescribed by Public Health England (PHE) as a potential cure to chronic sedentarism in the workplace (see Osborne, 2017). Walking, particularly walking in nature, is particularly important.

Due to our lifestyles we spend more and more time commuting, living in cities and spending most of our days indoors. Spending time in nature has been shown to improve our levels of wellbeing. Empirical evidence links exposure to nature with decreases in stress (Wooller, Rogerson, Barton, Micklewright, & Gladwell, 2018), reducing mental fatigue (Berman et al., 2008, 2012), and increasing energy or vitality (Capaldi, Dopko, & Zelenski, 2014; Ryan & Frederick, 1997). In a systematic review evaluating the effects of connecting with nature, flourishing and happiness those who were more connected to nature were found to experience more positive affect, vitality, and life satisfaction compared to those less connected to nature (Capaldi et al., 2014). In a new study of almost 20,000 participants, those who spent 2 hours or more in nature a week reported significantly better health and wellbeing (White et al., 2019).

In a classic study, Oppezzo and Schwartz (2014) demonstrated that walking outside can stimulate creative thinking. Divergent thinking involved asking participants to find alternate uses for everyday objects like car tyres. Convergent thinking required participants to complete Remote Associates tasks, by thinking of the one word that

forms a common pairing with three other words. In their experiment, adults completed a test of creative divergent thinking (GAU) and a test of convergent thinking (CRA) either while seated and then when walking on a treadmill. Walking increased most of participants' creativity on the GAU, but only increased 23% of participants' scores for the CRA. When seated after walking, participants exhibited a residual creative boost.

In a final experiment participants sat inside, walked on a treadmill inside, walked outside, or were rolled outside in a wheelchair. Walking outside produced the most novel and highest quality analogies, separating the effects of outdoor stimulation and walking.

In applying these findings to coaching, when brainstorming and generating possibilities, walking outside is likely to be more effective. But perhaps when dealing with tasks that require reaching consensus and finding a single best answer, sitting may be a better choice.

Coaches often act as partners in a journey where they help coachees identify the next steps and the actions needed to move forward towards their goals. A recent review article in the *American Psychologist* proposed that walking side-by-side involves some coordination of rhythms, resulting in a synchrony of steps and increasing affiliation and a sense of connectedness (Webb, Rossignac-Milon, & Higgins, 2017). Eytan (see Clayton, Thomas, & Smothers, 2015) has suggested that walking meetings may lead to better employee engagement by breaking down barriers between supervisor and subordinate or between co-workers.

In an exploratory study of 150 working

adults in the US, those who participated in walking meetings were found to be 5.25% more likely to report being creative in their job, and were 8.5% more likely to report high levels of engagement at work (Clayton et al., 2015).

A mere 12 minutes of walking was found to increase happiness, vigor, and attentiveness significantly more than the same time spent sitting. This was found whether participants had no expectations about the aims of the study, and whether they expected walking to have a negative impact on their mood (Miller & Krizan, 2016).

Kuo and Yeh (2016) examined the effects of either walking in a rectangular area or wandering freely within the area in young college students and older adult. The free walking group outperformed the rectangle walkers on the creativity task. Meandering freely rather than having a rigid path may be more useful to activate creativity. The implication of their findings is that if a leader or a coach sets the course and the coachee follows, the benefits of walking may not be as effective in terms of increasing divergent thinking.

Although research studies have found that there are wellbeing benefits when undertaking green exercise, a recent study has found that the type of exercise can influence the outcomes. Using a mixed-methods study design to compare psychological responses between two forms of green exercise, golf and walking, Fraser, Munoz, and MacRury (2019) found that only the walking condition significantly improved in a directed attention test. In addition, using the Exercise-Induced Feeling Inventory questionnaire they found no

significant improvements in the golf condition whereas the walking condition demonstrated increases in all four subscales.

The qualitative analysis highlighted that when playing golf, natural elements could be perceived as obstacles to effective performance whereas the walking group found that natural stimuli could evoke positive feelings.

### Theory to practice

Based on research, encouraging people to be more physically active in the workplace and in their leisure periods too, can enhance physical and psychological wellbeing and also increase creativity. Within health and wellbeing coaching (see Williams, Palmer, & Gyllensten, 2019), it is very likely that increasing physical activity and exercise will be coaching goals. However, these coaching goals may occur less frequently in personal, managerial and executive coaching. Perhaps at the goal setting stage, the practitioner could offer suggestions which includes wellbeing-related goals or introduce the idea that coaching does not always need to be within the coaching room or office especially if creativity is required.

Di Blasi and associates (2018) undertook an ecopsychology inspired research study

exploring the effects of walking in a natural environment with sitting coaching in an organisational setting. 'Walk and talk' coaching was found to decrease negative affect and increase self-esteem, and there were large effect sizes for coaching and perceived management care, self-efficacy, positive affect and stress. Employees also reported that it had improved their relationship with the manager.

O'Riordan and Palmer (2019) reported on two studies using outdoor coaching formats undertaken with delegates attending two coaching conferences. Participants were encouraged to undertake a short 'walk and talk' coaching session involving a blue space outdoor-based activity. In both studies the participants self-reported wellbeing and vitality scores improved following coaching in a natural setting.

### Conclusion

This paper looked at a number of studies relating to creativity and walking. It linked the potential benefits of increased physical activity such as walking and suggested that it could be integrated within coaching. More research is required into the benefits of walking in natural environments or urban parks whilst coaching.

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# Climate change, Ecoanxiety and Ecodepression: How positive and coaching psychology can assist coachees in addressing these issues



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## **Abstract**

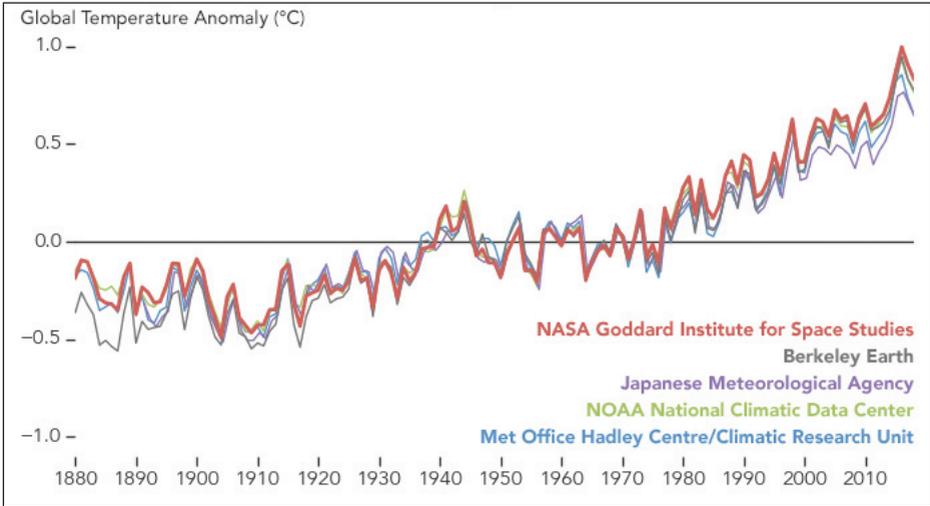
In 2017 the American Psychological Association and ecoAmerica co-published a ground-breaking guide on mental health and the changing climate. The publication covered many aspects of these two important areas including the rise of a condition described as ‘ecoanxiety’. This short paper focuses on climate change, ecoanxiety and eco-depression and how cognitive behavioural techniques could be used within positive and coaching psychology practice to assist coachees in developing a more resilient approach to tackling them.

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

With the daily reports in the media about the impact of global warming and climate change upon the planet and its inhabitants, it is not surprising that people around the world are becoming more anxious about what has recently been described as a climate crisis or emergency (Clayton et al., 2017). In August 2018, Greta Thunberg decided to take action by starting a strike for the climate outside the Swedish Parliament. Her message went viral over social media which led to schoolchildren around world holding school strikes for climate on Fridays driven by their high anxiety about climate change.

The Intergovernmental Panel on Climate Change (IPCC, 2014) have made a number of potentially anxiety triggering statements:

- *Human influence on the climate system is clear, and recent anthropogenic emissions of*



**Figure 1: A world of agreement: temperatures are rising**

**Credit: NASA's Earth Observatory**

*greenhouse gases are the highest in history. Recent climate changes have had widespread impacts on human and natural systems.*

*(page 2)*

● *Warming of the climate system is unequivocal, and since the 1950s, many of the observed changes are unprecedented over decades to millennia. The atmosphere and ocean have warmed, the amounts of snow and ice have diminished, and sea level has risen.*

*(page 2)*

● *It is very likely that heat waves will occur more often and last longer, and that extreme precipitation events will become more intense and frequent in many regions. The ocean will continue to warm and acidify, and global mean sea level to rise.* *(page 10)*

● *Without additional mitigation efforts beyond those in place today, and even with adaptation, warming by the end of the 21st*

*century will lead to high to very high risk of severe, widespread and irreversible impacts globally (high confidence).* *(page 17)*

Understandably, it is easy to see how the statements and predictions by the IPCC informed by climate scientists, can trigger climate anxiety and fear. The empirical reality is that the temperatures are rising and this is the general consensus among climate scientists (see Cook et al., 2016). There will be impacts of climate change on human health (United States Global Change Research Program, 2016). Also, there are potential risks of neglecting emotional responses to climate change information (see Moser, 2007; 2013).

Figure 1 developed by NASA's Earth Observatory, titled, 'A world of agreement: temperatures are rising' is a snapshot from

different climate centres from 1880 to 2018 highlighting the recent rise. NASA observes that the 10 warmest years in the 139-year record all have happened since 2005. Even more worrying is that the five warmest years have been the five most recent years (see NASA, nd).

In summary, greenhouse gases are the main cause for global warming, and these are due largely to human activities. Hence why many schoolchildren as well as adults want action now, and not future targets focusing on neutral carbon emissions in 2050 which may be too late.

### **Ecoanxiety and Ecodepression**

The term ecoanxiety has started being used in the past decade to describe anxiety associated with climate and environmental change (see Albrecht, 2011). Climate anxiety or ecoanxiety can be defined as a chronic fear of ecological and environmental disaster (see Palmer, 2019a).

Anxiety is generally triggered prior or during a perceived or real stressful situation. Some descriptions of ecoanxiety are linked to helplessness and depression (Clayton et al., 2017). If there are symptoms of helplessness and depression, it may be more accurate to describe the emotional response as codepression.

Taking a tentative approach, codepression can be defined as a feeling of being overwhelmed by the potential ecological and environmental disaster that climate change is creating. The depressive episode can be experienced as periods of hopelessness and helplessness (see Palmer, 2019b). It is important to note that both ecoanxiety and codepression are not a

clinically recognised disorders. However, clients and coaches can easily relate to the terms.

### **Tackling ecoanxiety and codepression to encourage positive goals and action**

Emotions have behavioural action tendencies that can hinder the achievement of helpful goals. With anxiety, the key behavioural component is avoidance. With depression, the key behavioural component is withdrawal from social interaction. It can also include demotivation. These behavioural action tendencies do not necessarily assist the person suffering from (eco)anxiety and/or (eco)depression in tackling the presenting problem(s) i.e., in this case their response to climate change and the threat to biodiversity. Therefore an approach is needed to assist a person in becoming more emotionally resilient in order that they can remain motivated instead of avoiding or withdrawing from the situation or crisis (see Gyllensten & Palmer, 2012; Williams, Palmer, & Gyllensten 2019)

Cognitive behavioural and rational emotive coaching and therapy could be used to examine and modify ecoanxious and codepressive cognitions and behaviours. Also, positive psychology coaching could assist in shifting languishing beliefs and behaviours to a more flourishing approach (see 'WAR' vs 'RAW' models of Green & Palmer, 2019; Skews, Palmer, & Green, 2019). However, there is a caveat. The Intergovernmental Panel on Climate Change (IPCC, 2014) and other scientific organisations and bodies,

including the UK Government, accept that there is a climate crisis which does need to be urgently addressed. In cognitive-behavioural approaches, the practitioner often looks for evidence for and against stress triggering beliefs, yet if practitioners accept the current scientific knowledge, then challenging the scientific evidence or predictions is unlikely to help the client to become less anxious or depressed unless they are holding unscientific beliefs which can be challenged. Also, challenging climate change science could negatively impact upon the coach-coachee relationship and alliance, leading to increase attrition rates.

### **Developing behavioural and emotional goals**

It is important for the coachee to develop meaningful goals that are within their own sphere of influence to achieve. For example, personal goals and targets that lead to a reduction of greenhouse gases (such as using the train instead of flying; use of skype for meetings), the enhancing of biodiversity (such as growing plants that support bees and other fauna) and recycling (such as stopping using plastic bags and recycle whenever possible). (Also see Unsworth & McNeill, 2017.)

Emotional goals could also be developed that address the behavioural action tendencies of anxiety and depression (Palmer, 2009). For example, shifting from goal-blocking ecoanxiety to goal-focused ecoconcern and goal-blocking ecodpression to goal-focused ecosadness. From a rational emotive and cognitive behavioural perspective other eco-emotions could include ecoguilt vs

ecoremorse, and ecoanger vs ecoannoyance. Albert Ellis (see Ellis et al., 1997; Palmer, 2009) developed an ABCDE framework that can be used to help examine and dispute beliefs that underpin goal-blocking eco-related emotions and then develop beliefs that underpin more goal-focused eco-related emotions.

### **Thinking errors**

In addition to using the ABCDE framework, in rational emotive and cognitive behavioural coaching, a key task is to assist the client to recognise and modify thinking errors. The process of labelling their thoughts as All-or-Nothing thinking or Mindreading can help the coachee to recognise their thinking errors and thereby distance themselves from their own thoughts.

Table 1 (page 29) lists a number of the main thinking errors that can be addressed using standard thinking skills.

To assist in modifying thinking errors, a range of thinking skills can be used including Socratic questioning, de-labelling, de-awfulising, Broadening the picture, Relative thinking, Thinking more flexibly, Seeking evidence, and Befriending yourself (see chapter 3 in Palmer & Cooper, 2013).

### **From languishing to flourishing**

In rational emotive and cognitive behavioural coaching, 2 or 5 column thought record forms are often used to assist in the recognition and modification of unhelpful, goal-blocking, stress inducing and performance interfering beliefs. These forms can be adapted and used within a positive psychology

- **Magnification or ‘awfulising’:** It’s really terrible what’s happening to the planet.
- **All-or-nothing thinking:** Whatever I attempt to do about saving the planet and biodiversity is a waste of time. I may as well give up now
- **Fortune-telling:** It’s going to turn out really bad
- **Blame:** It’s the fault of the politicians and big business that we are now in this bad situation or The older generation are totally responsible for climate change
- **Discounting the positive:** My family and I are doing our best to recycle materials and use public transport but it’s not enough
- **Focusing on the negative:** The older generation are constantly making mistakes
- **Labelling:** Politicians and business leaders are complete idiots and a waste of space
- **Mindreading:** I know my parents don’t care about climate change
- **I-can’t-stand-it-itis:** I really can’t stand the inaction of the politicians any more

**Table 1: Thinking Errors associated with ecoanxiety and ecodepression**

coaching framework to address EcoAnxiety Thoughts (EATs).

Table 2 (page 30) illustrates a completed 3 column Tackling Ecoanxiety Form developed at the Centre for Ecopsychology and Wellbeing. At the start and end of form completion it is important to scale the intensity of the ecoanxiety on a 1 to 10 scale where 10 represents very high anxiety so that a change in the emotional response can be monitored. If the ecoanxiety levels do not reduce after form completion, it is likely that other cognitions need to be addressed and/or the Flourishing Actions and Thoughts were not sufficiently powerful enough and need further refinement.

Due to the content of the coaching sessions, sometimes it could be advantageous to have a ‘walk and talk’ coaching session outside of the coaching office in the natural environment (see Di Blasi, McCall, Twomey, & Palmer, 2018).

### **Recommendations for the practitioner**

The American Psychological Association and ecoAmerica (2017) asserted that health professionals are in a unique position to develop new levels of support for climate solutions. Four key areas include (2017: 8):

1. Become a mental health-related climate-literate professional.

Eco-focused Goal(s)	EcoAnxiety Thoughts (EATs)	Flourishing Actions & Thoughts (FATs)
<p><i>To tackle my ecoanxiety and instead of procrastinating, start taking action</i></p> <p><i>To start on a daily basis contributing to the reduction of climate change</i></p> <p><i>Rating of ecoanxiety: 8/10</i></p>	<p><i>My family and I are doing our best to recycle materials and use public transport but it's not enough</i></p> <p><i>It's really awful what's happening to the planet.</i></p> <p><i>Whatever I attempt to do about saving the planet and biodiversity is a waste of time. I may as well give up now</i></p> <p><small>© 2019, Centre for Ecopsychology &amp; Wellbeing</small></p>	<p><i>It's a start. We are all making a contribution to reducing our carbon footprint. I can encourage members of my extended family and friends to recycle too.</i></p> <p><i>It's really bad what's happening to the planet but when I say it's awful I become down and moody which just demotivates me.</i></p> <p><i>I just need to remind myself that Greta Thunberg says, 'No one is too small to make a difference'. I need to remain focused. I will continue to use my social networks to influence others.</i></p> <p><i>Re-rating of ecoanxiety: 4/10</i></p>

**Table 2: Tackling Ecoanxiety: From a languishing to a flourishing approach**

2. Engage fellow public and mental health professionals.
3. Be vocal, model leaders within your communities.
4. Support national and international climate-mental health solutions.

Although this may place extra demands on coaches, positive and coaching psychologists, the profession has a lot to offer people, organisations and the community. Developing community resilience will become increasingly important (Aldrich & Meyer, 2014).

Climate change psychology is an

emerging field that we can all contribute to (see Davis & Challenger, 2009; Spence, Pidgeon, & Uzzell, 2008).

**Conclusion**

This short article considered climate change as an important global issue that needs to be addressed and then focused on how practitioners could help coachees and clients in tackling ecoanxiety and ecodpression within a positive psychology and coaching psychology framework. More research needs to be undertaken so an evidence based approach can be developed in this field of practice.

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## Biography

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## Viewpoint article

# From languishing to flourishing: The use of an integrative coaching psychology model and ecopsychology with female survivors of domestic abuse



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Interview coach for a  
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## Abstract

This viewpoint article examines the use of an integrative coaching psychology approach combined with ecopsychology interventions and asks whether this could serve as a valid alternative or suitable extension to existing therapeutic services currently offered to survivors of domestic abuse. By examining the use of positive psychology interventions, coaching psychology methods and ecopsychology based activities in the reduction of psychological symptoms akin to those experienced by survivors, the article goes on to provide an overview of an evidence-based programme designed to move survivors from a point of languishing to flourishing.

**Keywords:** *Domestic abuse, integrative coaching psychology, positive psychology, cognitive behavioural coaching, ecopsychology*

## Introduction

Domestic abuse is defined as “an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour” (Women’s Aid, 2019).

It is acknowledged that this is a gendered issue, as domestic abuse affects a disproportionate number of women and girls (Refuge, 2014). Due to the nature of abuse, survivors are often left with a range of psychological symptoms, which can persist for many years after the abusive relationship has ended (Babbel, 2011). Commonly reported symptoms include depression (Humphreys & Thiara, 2003), post-traumatic stress (Hughes & Jones, 2000) and increased feelings of anxiety and isolation (Herman, 2015). Within the primary care sector, survivors are often referred to psychological and therapeutic services to help with their emotional management – this article will look at the role of an integrated coaching

psychology approach coupled with ecopsychological practices as an alternative approach to managing the medium and long-term effects of trauma in female survivors of domestic abuse.

### **Moving from an absence of mental ill health to mental health**

One of the distinguishing features of the positive psychology movement is a dedicated focus on wellbeing, which is articulated as not simply the removal of internally disabling conditions, but the promotion of human flourishing (Seligman, 2011). Personally, I was inspired by Corey Keyes' assertion that mental health is not simply the absence of mental illness, but "a separate dimension of positive feelings and functions" (Keyes, 2002, p208). It was Keyes' paper that led me ask a number of questions – 'can coaching psychology prove to be a viable continuation to counseling psychology and other therapeutic approaches in the context of victims of domestic abuse?'

If coaching psychology is defined as a process which "enhances both personal and professional well-being and performance" (International Society for Coaching Psychology, 2019), can this approach be used to support an individual in moving from either mental ill health or the absence of mental illness towards a position of flourishing?

### **Edging towards a cure**

In his book, *Flourish*, which is a continuation of his earlier theory of 'Authentic Happiness', Seligman suggests that medication and psychological therapies maintain a 65 per cent relief barrier, acting to only relieve an

individual of symptoms (Seligman, 2011, p.53). He puts forward the notion of a different approach towards what he calls a 'cure' (Seligman, 2011).

### **The duality of our emotional experiences**

Upon my examination of the literature, I discovered that coaching psychology does not shy away from dealing with troublesome emotions. In recent times, positive psychology has experienced a shift into what is aptly referred to as 'a second wave' or PP2 (Sims, 2017). This approach suggests that coaches embrace both the positive and negative emotions during the coaching journey. In a similar vein, Wong (2011) suggests that rather than looking at negative states as emotions, which need to be overcome, coaches should consider how these emotions serve as a complement to positive emotional states in the face of life's difficulties. This is to say that where there is joy, the opposite end of the continuum exists in the form of sadness and where there is happiness, there also exists sorrow.

### **Growth resulting from adversity**

In line with this principle of duality, exists the phenomenon of post-traumatic growth (PTG), which is in direct contrast with post-traumatic stress (Hanson, 2010). PTG is defined as "the positive change that can happen in the wake of a traumatic event" (Akhtar 2017, p.46). In some psychological circles, this is also referred to as 'adversarial growth'. It is a process of transformation which can result in i) a change in the self whereby an individual experiences a renewed sense of strength in the aftermath of trauma, ii) a change in relationships –

leading to individuals re-evaluating the relationships within their lives and the development of a greater need of connection, and iii) a change in life philosophy which can result in a shift in a persons worldview.

In a study conducted with US army veterans, Tedeschi and Calhoun (2004) found a correlation between the severity of torture experienced by imprisoned airmen and the significance of their post traumatic growth measured by a Post-Traumatic Growth Inventory (PTGI).

### **Does coaching psychology have a place in treating trauma?**

I examined the literature further and found that there were additional examples of coaching psychology practice which had been successfully applied to victims of trauma; Seligman and his Master Resilience Training programme for US army veterans who had experienced PTSD, the use of positive psychology interventions in cases of mild to severe depression (Clarry & Carson, 2019), 'hope therapy' successfully used with victims who had undergone trauma, strengths based practice applied to children who were victims of war (Al-krenawi et al. 2011) and most appropriately, positive psychology applied to victims of domestic and sexual violence (Mcwhirter & Muetzelfeld, 2015). The role of coaching also extends to physical illnesses.

The Foundation Centre (a charity that provides advice and support to patients living with cancer) has expanded its provision to provide health coaching as a method of psychological intervention for its patients – which is a role that had traditionally been reserved for the field of

counseling. Building on the success of coaching interventions, the organisation now plans to build a cancer coaching framework, transferrable standards and methods of evaluation to allow health coaching to feature as a formal level 3 intervention, allowing a broader reach to a wider range of cancer patients.

### **Does Ecopsychology have a place in the treatment of psychological symptoms of trauma?**

I reflected back to my attendance at the International Society of Coaching Psychology annual conference last year (2018) and remembered the presentation co-facilitated by Dr Siobhain O'Riordan and Prof Stephen Palmer on the uses of Ecopsychology. Ecopsychology studies the relationship between human beings and the natural environment both through ecological and psychological principles (Blaschke, 2013).

As part of the presentation, we were encouraged to take part in an ecopsychology walk alongside a canal a short distance from the conference venue. I was paired with a particularly experienced coach and enjoyed a paired walking-coaching session in the outdoors. I've since developed a keen interest in the benefits of green and blue exercise and a greater interest in the benefits of ecopsychology in the reduction of stress and other psychological symptoms of domestic abuse.

Recent research shows the impacts of nature walks, leading to a reduction in perceived stress, levels of depression, anxiety and an improved level of mental wellbeing (Marseille, Irving & Warber, 2014; Song et al. 2018).

Recently, I was introduced to a coach who runs an enterprise which looks to address isolation and loneliness through walking coaching sessions in parks and other open spaces – this approach has been met with a great level of success.

**Beyond Surviving © (Akutu-Carter, 2019): an integrated coaching programme**

I set about consolidating all of my learning and research and, as any good chef does, I applied all of the essential ingredients into a single evidence-based programme based on an integrative coaching psychology approach, to form something unique for female survivors of domestic abuse. The recipe looks a little something like this:

**Ingredient 1: A large helping of positive psychology coaching:** Following a PERMA-centred coaching approach, participants will undertake a total of 4 modules subdivided into individual chapters. Each module will contain a series of individual and group exercises designed to introduce them to some of the key concepts underpinning positive psychology:

**Module 1 – The Foundations (4 chapters)**

An introduction to the hierarchy of needs, what it means to live a flourishing life, post-traumatic growth and a view of positive emotions, which includes group and home based exercises on topics such as acts of kindness, a vision of their future self and gratitude.

**Module 2 – Who are you? (5 chapters)**

Participants will have the opportunity to learn

about their unique strengths through the use and application of the Values in Action (VIA) assessment. They will also look at their core beliefs and values and take the opportunity to identify character strengths in others.

**Module 3 – What do you want? (6 chapters)**

Participants will be introduced to the concept of the mind vs. the body through analyzing the impact of thoughts on behaviours and study of beliefs, they will also to engage in stress reducing practices such as mindfulness and visualisation. A visionboard workshop will also form part of this module.

**Module 4 – Who do you know? (5 chapters)**

Focusing on the concept that ‘other people matter’ this module focuses in on the relationships – both those which currently exist, and the relationships they wish to build. Participants will also cover topics such as resilience, assertiveness and understand what key factors, which underpin a ‘healthy relationship’.

**Figure 1: Beyond Surviving © Modules**

**Ingredient 2: A generous serving of cognitive behavioural coaching (CBC):**

Participants will be invited to attend individual 1-2-1 coaching sessions, which will maintain a focus on their individual goals. Using a CBC approach, there will be an opportunity to explore topics such as distorted thinking, core beliefs, stress management and dealing with troublesome emotions. During 1-2-1 sessions, participants will also have an opportunity to discuss their feelings regarding their progress on the modules and discuss any of their take home exercises in greater detail.

**Ingredient 3: A side serving of ecopsychology:** Participants will have the opportunity to take part in a range of outdoor activities. We have identified a number of primary sites within the borough, which include forests, large open air walking trails, rivers, and lakes. Activities will include; paired coaching walks based on a specific pre-selected topic, forest bathing, grounding (hands and feet) and walking mindfulness, group coaching sessions, outdoor visualisation. Agreement has also been granted to offer this aspect of the programme, as a broader social prescription activity for domestic abuse survivors within the borough.

'Beyond Surviving ©', is set to take place over a 16-week period, which encompasses classroom based group session, individual 1-2-1 sessions and individual outdoor ecopsychology sessions. In effect, participants will attend 1 of each session each month, the only variation will be at the start of the programme, where a dedicated 1-2-1 session will be held to work on goal settings and individual intentions (see Figure 2, p.38).

### **Standardisation, measurements and validation**

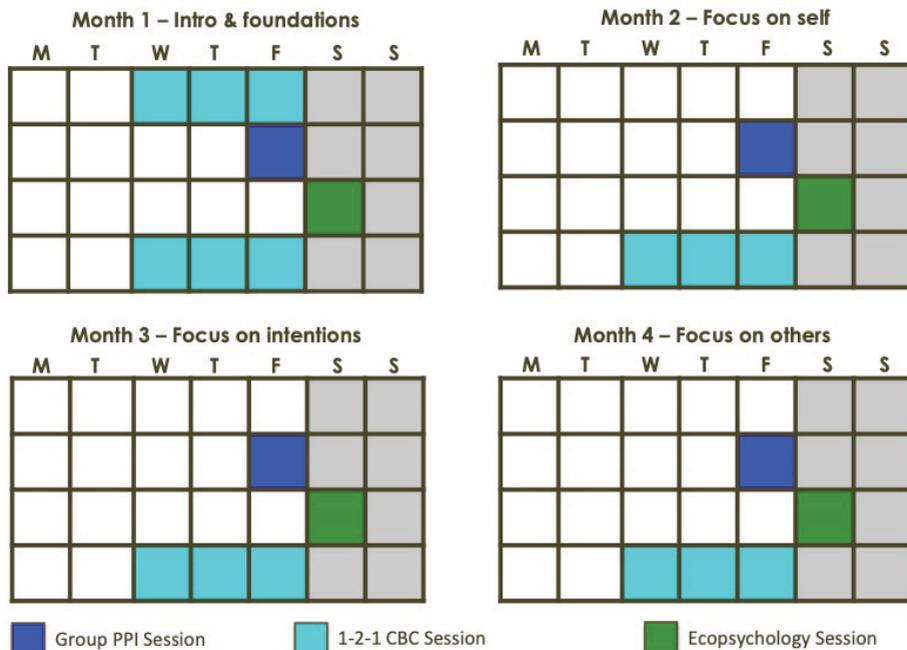
At the time of writing, I am delighted to report that a funding application for this study has been approved. We intend to use standard scales to record participants baseline scores for stress, anxiety, depression and loneliness in addition to

capturing the scores from a well known measure for general wellbeing. These scores will be taken at week 0, week 8 (the mid-point) and again shortly after week 16. The idea is to provide a standardised, evidence-based programme with outcomes, which are then validated through the application of scientific psychological measures.

### **Conclusion**

Therapeutic interventions will always have a place in treating trauma and mental ill health. The use of therapy has proved effective in minimising the psychological symptoms experienced by survivors of domestic abuse. However, there are merits in considering coaching as an alternative approach and/or an extension to existing interventions. The intention is to move survivors beyond the absence of mental illness and on the journey to flourishing.

Ultimately, the aim of this programme is to assess the following question: Can an Integrative Coaching psychology method combined with Ecopsychology interventions lead to a reduction depression, anxiety, stress and loneliness in female survivors of domestic abuse? The current body of evidence suggests that coaching can prove to be an effective intervention to reduce the psychological symptoms associated with traumatic events such as domestic abuse (Mcwhirter & Muetzelfeld, 2015; Clarry & Carson, 2019; Al-krenawi et al. 2011) and I for one cannot wait to find out!



**Figure 2: Programme schedule**

*Note: 1-2-1 CBC sessions will be held over a series of 3 days each month. Each participant will be eligible for 1 session per month. Sessions will be conducted via zoom*

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## Biography

*Priscilla Akutu-Carter is a senior management consultant within the field of Banking and Financial Services. She also provides leadership coaching and mentoring to professional women within corporate environments and serves as a career and interview coach for Smart Works – a national charity who support professional women who are returning back to work.*

*She is currently undertaking the Centre for Coaching's Advanced Diploma in Coaching with a view to integrate her learning and research within an award winning social enterprise that she co-founded with her partner called Encouraging Her. The business aims to provide holistic support to female survivors of domestic abuse through a number of avenues including the use of applied positive psychology and other coaching psychology interventions.*

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# Schematherapy as a model for schema-coaching



*Coen Horstman,  
Clinical psychologist  
and psychotherapist*

## **Abstract**

Can schematherapy be a model for schema-coaching? Schematherapy was developed by Jeffrey Young as an integrative psychotherapy based on established psychological theories. Research has proven schematherapy an effective psychotherapy. A schema is mental representation or cognitive model of the self and others that shape patterns of emotional connections. When a schema is activated information from the here-and-now situation is assimilated by the schema, leading to repeating patterns of thinking, feeling and behaving. Schema work offers a wide range of experiential, cognitive and behavioral interventions that can help break through dysfunctional private and occupational patterns.

*Keywords: coaching psychology, coaching, psychology, schematherapy*

Schematherapy has become an evidence-based psychotherapy for treating personality disorders (Bamelis, Evers, Spinhoven, & Arntz, 2014; Giesen-Bloo et al., 2006; Sempértegui, Karreman, Arntz, & Bekker, 2013). Schematherapy is developed by Jeffrey Young as an integrative psychotherapy incorporating insights and interventions from cognitive behavioral theory, client-centered theory, psychodynamic theory and attachment theory (Arntz & van Genderen, 2011).

An aim of this paper is to explore whether schematherapy can be a model for schema-coaching.

Answering this question can start with looking at the difference between coaching psychology and psychotherapy. A first difference refers to whether or not the client has a mental disorder. Grant and Palmer (2002) describe coaching psychology as a way of enhancing performance in work and personal life domains with normal, non-clinical populations, underpinned by models of coaching grounded in established

therapeutic approaches. Whereas psychotherapy can be described as a treatment of mental disorders in which a process of behavioural change reduces the psychic problems or helps to find better ways of dealing with psychic problems. A second difference between coaching psychology and psychotherapy refers to the stage of life which is focused on. The coach's orientation is prospective, focusing on goals, untapped potential and critical success factors in a whole person who seeks to maximize his or her fulfillment in life and work. In psychotherapy the focus is retrospective, dealing with repair of damage from earlier experiences (Hart, Blattner & Leipsic, 2001).

Grant and Palmer's definition of coaching psychology (2002) refers to 'being grounded in therapeutic approaches'. When schema-coaching is developed after the model of schematherapy it seems to answer this requirement (Bamelis, et al., 2014). The question that will be explored in this article is whether the content of schema-coaching contributes to the field of coaching psychology.

This article will first describe what a schema is, and what core emotional needs are. Then I will discuss three topics that are part of the assessment phase of the coaching process: temperament, dysfunctional schemas, and coping styles. Lastly, I will discuss action steps and schema-coaching techniques.

### **What is a schema?**

A schema is a mental representation or cognitive model of the self and others that shape patterns of emotional connections.

Schemas develop in early childhood as a result of the interaction between the child's innate temperament and the child's experiences with parents, siblings or peers. The schema assimilates the incoming information of an event in such a way that the validity of the schema can be maintained. This leads to repeating patterns of thinking, feeling and behaving.

Schemas can be activated in all life domains of the person. At work, a schema can be activated in the collegiate relationship. If, in the person's perception, the collegiate relationship shows resemblance to a schema, the person is likely to start thinking, feeling and behaving according to the schema (Young, Klosko & Weishaar, 2003).

### **Core emotional needs**

A schema develops during early childhood when core emotional needs of the child are not met. There can be a number of causes for unmet basic needs, e.g. parents with psychopathology, normal parents with normal strengths and weaknesses, traumatization outside the family (Young et al., 2003). The core emotional needs are:

1. *Safe attachment to others (including safety, stability, nurturing, and acceptance)*
2. *Autonomy, competence and a feeling of identity*
3. *Freedom of expressing needs and emotions*
4. *Spontaneity and play*
5. *Realistic limits (borders) and self-control.*

When these needs are not met, schemas are put in motion leading to dysfunctional life and work patterns (Young et al., 2003).

In the foregoing, I described what

schemas are, and what basic needs are. Now I will focus on three topics that are part of the assessment phase of the coaching process: temperament, dysfunctional schemas, and coping styles.

### **Temperament**

Temperament is thought to be an inborn and nearly unchangeable character trait of a person. Examples of temperament are: emotional vs. non-responsive, optimistic vs. dysthymic, calm vs. anxious, obsessive vs. easily distracted, aggressive vs. passive, cheerful vs. irritable, shy vs. sociable.

There is interaction between temperament and parents, and temperament and possible childhood traumatization outside the family. For Instance, if a child has a fierce temperament and the parents have a fierce temperament as well, the emotionality can increase rapidly. If in another case a child has a calm temperament in combination with parents with a fierce temperament, the calm temperament of the child could have a de-escalating effect (Young et al., 2003).

### **Case (part 1)**

As an illustration of the assessment phase I will describe the case of John. The case description starts with his temperament and the interaction between John and his parents.

*John is a 49 year old man, director of the European region of a multinational. The stressors in his current situation are a demanding job, and many conflicts with his ex-wife. His psychological symptoms are irritability, emotional lability and mental tiredness. His stress management is*

*inadequate. The psychological symptoms are not exclusively the direct result of a psychiatric disorder.*

*As a child, John's temperament was calm, not anxious, normal in social contacts. John's father was a dominant man, mistakes were punished, good things were not rewarded. John's father gave no compliments.*

*John's mother was a caring mother. She followed her husband and had little of her own opinion. John has an older sister and a younger brother. He describes his position in the family as a child that looked after himself. John has never been a victim of physical or sexual violence.*

### **Dysfunctional schemas**

The assessment of dysfunctional schemas is the second part of the assessment phase. There are 18 schemas which are grouped into five domains, each of the five domains correspond with a core emotional need (Young et al., 2003, p.15)

- **The first domain is Disconnection and rejection.** Schemas in this domain are Abandonment/instability, Mistrust/abuse, Emotional deprivation, Defectiveness/shame, and Social isolation/alienation. Clients with one or more of these schemas have a core emotional need for safe attachment.
- **The second domain is Impaired autonomy and performance.** Schemas in this domain are Dependence/incompetence, Vulnerability to harm/illness, Enmeshment/underdeveloped self, Failure. Clients with one or more of these schemas have a core emotional need for validation of autonomy and performance.
- **The third domain is Other-directedness.** Schemas in this domain are

Subjugation, Self-sacrifice, Approval-seeking/recognition seeking. Clients with one or more of these schemas have a core emotional need for freedom of self-expression.

● **The fourth domain is Over-vigilance and inhibition.** Schemas in this domain are Negativity/pessimism, Emotional inhibition, Unrelenting standards/hyper-criticalness, Punitiveness. Clients with one or more of these schemas have a core emotional need for spontaneity and play.

● **The fifth domain is Impaired limits.** Schemas in this domain are Entitlement, and Insufficient self-control. Clients with one or both of these schemas have a core emotional need for realistic limits.

The schemas can be assessed with a psychological test called the Young Schema Questionnaire (YSQ) (Young & Brown, 1990). The YSQ has 205 items which can be scored with a 6-point Likert scale running from 1 'not true at all' to 6 'completely true'. The YSQ has good psychometric properties (Schmidt, Joiner, Young, & Telch, 1995; Rittenmeyer, 1997; Lee, Taylor, & Dunn, 1999).

### **Case (part 2)**

During the assessment phase, John filled in the YSQ. John had elevated scores on the schemas: Abandonment/instability, Mistrust/abuse, Emotional deprivation, Social isolation/alienation, Self-sacrifice, Unrelenting standards/hyper-criticalness.

In this article, there is space for describing the meaning of the schemas that play a role in the life of the client in the example. For the full description of all the schemas I again refer to Young et al. (2003).

### **Abandonment and instability**

The person has the perception that one's colleagues do not provide reliable emotional help, connection or practical support. The perception that colleagues are emotionally instable, unreliable, or unpredictable, sometimes even absent. The expectation that the colleague can switch from agreeable to angry outburst or abandoning in favour of someone else.

### **Mistrust and abuse**

The expectation that colleagues will hurt, abuse, humiliate, cheat, lie, manipulate, or take advantage. The person anticipates on being neglected or hurt.

### **Emotional deprivation**

The expectation that colleagues don't see what the person is feeling and don't respond to it by providing one's needs for a listening ear or support. The person expects that colleagues will not offer guidance.

### **Social isolation and alienation**

The person feels isolated from colleagues, different from other people, and/or not part of any peergroup or community. The person has cognitions like I am different then the colleagues, they don't understand me, I don't belong here.

### **Self-sacrifice**

The person voluntarily tries to meet the needs of colleagues, at the expense of one's own gratification. One is focused on not hurting colleagues, not being seen as selfish and thereby prevent feeling guilty. The person tries to maintain the collegiate

relationship with colleagues who the person sees as needy.

### **Unrelenting standards and hyper-criticalness**

The person thinks that one must strive to meet high internalized standards of behavior and performance. The person is hypercritical toward oneself and others. This schema causes perfectionism, rigid rules, and preoccupation with time and efficiency so that more can be accomplished. The person finds it difficult to take time for pleasure, relaxation, a sense of accomplishment or satisfying relationships.

During the assessment phase the coach can ask the client to fill in the YSQ. The YSQ gives the coach information about how many schemas the client scores and how high the scores are. And this also provides the coach with valuable information about the clients core emotional needs.

### **Coping styles**

The third part of the assessment phase is the assessment of the coping styles. A coping style refers to the way in which the client handles a schema. There are three major coping styles in which schemas work out dysfunctional:

**1. Surrender (freeze):** the person gives in to the schema. The person accommodates to the schema and acts as if, and believes, it is the way things will or should be.

**2. Avoidance (flight):** the person finds a way to escape or block the schema. The person disconnects from others and/or disconnects from his or her own emotions, e.g. by drinking alcohol, or working long

days so there is no time and energy left for feeling emotions.

**3. Overcompensation (fight):** the person does the opposite of what the schema makes him or her feel. The person attempts to fight against the schema and prove it is not true (Young et al., 2003).

For instance, the schema Unrelenting standards can be coped with in three ways. Surrendering could lead to striving for perfection. Avoidance could lead to avoiding performance-oriented situations. Overcompensation could lead to being nonchalant about performance. It is not likely that a particular client uses all of the three coping styles. In practice one sees that a client uses one or two coping styles.

### **Case (part 3)**

During the assessment phase John's coping styles were explored. John uses two coping styles: Surrender and Avoidance. We will now discuss which coping styles John uses in case of his schemas.

John surrenders to the schema Abandonment/instability; he assumes that it is undesirable to show his emotional needs to the other. John avoids the schema Mistrust/abuse; he is cautious, he will not be exploited in the collegiate relationship. John surrenders to and avoids the schema Emotional deprivation. He has often fled into work so he didn't feel that he didn't get what he emotionally needs. When John is at home he feels alone and asks himself, 'is this it?' John surrenders to the schema Social isolation/alienation. He 'accepts' that he is often alone in his free hours. John's surrender to the schema Self-sacrifice leads to helping the other in the

hope of getting something back. John surrenders to the schema Unrelenting standards/hyper-criticalness. He always wants to be the best, and thereby he tries to enforce respect and appreciation.

### **Case conceptualization**

At the end of the assessment phase all the obtained information about the client's parents, temperament, core emotional needs, schemas and coping can be collected and organized in a case conceptualization, known from cognitive behavioral therapy. The case conceptualization serves as a basis for developing hypotheses about the etiology and maintenance of the client's situation (Eells, Kendjelic, & Lucas, 1998) and coaching targets (Nezu, Nezu, & Lombardo, 2004). The case conceptualization is not intended to capture a client's entire life, or the 'entire person', but to identify cognitive and behavioral strengths and weaknesses (Kuyken, Padesky, & Didley, 2009).

In this paper I propose an adaptation of the case conceptualization in which concepts from schema therapy are fitted into the case conceptualization. The case conceptualization can be designed in three columns: the left column for the past, the middle column for personality and the right column for current complaints.

In schema-coaching the column for the past (left column) contains information about the parents, and possibly other information about the past. The column for personality (middle column) contains information about temperament, unmet core emotional needs, schemas and coping.

The column for current complaints

(right column) contains problems and symptoms that currently affect the client. A case conceptualization designed like this offers the client more insight into his or her development, and the coherence between the current problems. Based on the analysis of the coherence of the current problems, a problem selection can be made and action steps can be formulated (Kuyken et al., 2009).

### **Case (part 4)**

The assessment and case conceptualization of the coachee in the case example of this paper (John) indicates that he experiences disconnection and rejecting. The meaning he gives to this experience is, 'what am I doing it for?' His symptoms are irritability, emotional lability and mental tiredness. In his coaching, John could work on developing skills to fulfill his emotional needs in meaningful social relationships, developing healthy coping, and developing greater self-acceptance.

In the foregoing I described the assessment phase. Now I will discuss action steps and schema-coaching techniques.

### **Action steps in schema-coaching**

When the assessment is finished, the action steps can be formulated. Schema-coaching can involve the following steps for clients:

- improvement of insight into or awareness of schemas and needs
- development of skills to fulfill emotional needs in daily life
- development of healthy coping and stopping dysfunctional coping
- the acquisition and refinement of both practical and emotion-focused problem-solving skills

- identifying, challenging and changing inflexible performance interfering and stress inducing thinking, attitudes and beliefs
- development of a flexible style of thinking to have performance enhancing and stress alleviating thinking, attitudes and beliefs
- development of high frustration tolerance, greater self-acceptance and increased physiological resilience (Young et al., 2003; Palmer & Szymanska, 2008).

### **Schema-coaching techniques**

There is a wide range of techniques available for schema-coaching. In this section there will be a particular focus on discussing imagery with rescripting in more detail. However, all the following described techniques have a prospective orientation and thus are suitable for coaching.

- **Experiential techniques** that can be used are imagery with rescripting of future situations, roleplay and, chair-work.
- **Behavioural techniques** that can be used are behavior experiments, training skills, modelling and reinforcing new and healthy behaviour, experimenting new behaviour with people from the old social system, experimenting new behaviour with newly met people, experimenting with new coping skills.
- **Cognitive techniques** that can be used are Socratic dialogue, forms, downward arrow, cost-benefit analysis, flashcards, positive logbook, challenging cognitions, anticipating schema activating in the future (Arntz et al., 2011).

### **Imagery with rescripting for changing a pattern of behaviour in the present**

Imagery with rescripting can be useful for exploring new behaviour, especially when new behaviour is blocked and the coachee is unaware of what is blocking it. The coach helps the client vividly recall the situation:

**Step 1.** The client is asked to close their eyes, recall the situation and imaginary step into the situation as if it is happening here and now. The client is asked to describe the course of the situation in detail.

**Step 2.** The client is asked what he or she would want to happen (healthy behaviour without schemas or dysfunctional coping styles).

**Step 3.** The client is asked to imagine the course of the wanted situation in detail. If the client had more than one wanted scenario in step two, the other scenarios are imagined too.

**Step 4.** The client is asked if there is yet another scenario that the client would like to happen. If so, then step 3 is repeated.

**Step 5.** The client is asked which wanted course of the situation he or she liked best, and is asked to imagine that one all over again. This exercise helps the client to imaginarily try new behaviour and discover which approach suits him or her best (Arntz et al., 2011).

### **Imagery with rescripting in the future, flashforward rescripting**

Imagery with flashforward rescripting can be useful for clients with vivid images of future situations that are stressful for them, e.g. applying for a job or giving a presentation for a group. The coach helps

the client vividly recall the image of a future situation.

**Step 1.** The client is asked to close their eyes, recall the situation, and imaginary step into the situation as if it is happening here and now. The client is asked to describe the course of the situation in detail, and vividly experience the stress without using safety behaviour.

**Step 2.** The client is asked to step into the role of the interactive other in the image and observe himself or herself.

**Step 3.** The client is asked to go back in his or her own role and imaginary practice with new behaviour, e.g. speaking relaxed or being assertive.

**Step 4.** If the client has one of the schemas Unrelenting standards/hyper-criticalness or Punitiveness the coach helps the client

stop the self-talk coming from these schemas (Hackmann, Bennet-Levy & Holmes, 2011; Hales et al., 2015). Other imagery exercises are described by Palmer and Szymanska (2008).

### Conclusion

Schema-coaching offers opportunities for coaching psychology. Schema-coaching is grounded in established therapeutic theories, and there is evidence for the effectiveness of schema-work (Bamelis, et al., 2014). Schema-coaching offers a model for the assessment phase of the coaching process. Schema-coaching offers action steps and a wide range of prospective techniques for improving functioning in work and life domains (Arntz, et al., 2011).

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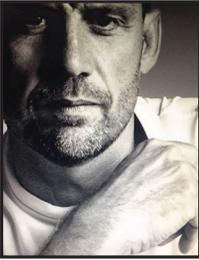
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## Biography

**Coen Horstman MSc.** is a clinical psychologist and psychotherapist. He is a supervisor and trainer in cognitive behavioral therapy and schematherapy. Since 2007, he has participated in treatment studies into the effectiveness of schema therapy for cluster C personality disorders, group-schematherapy for borderline personality disorder, social anxiety, and dissociative identity disorder. In this period he was educated by Jeffrey Young, Arnoud Arntz, Hannie van Genderen, Joan Farell and Ida Shaw. He works in a mental health institution and in his own practice in the Netherlands. He gives courses in schema-coaching.

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# Using Albert Einstein's Equation, $E = mc^2$ as a Cognitive Behavioural Coaching model to enhance motivation



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## Abstract

Many people are probably familiar with one of the world's most famous equations, Einstein's  $E = mc^2$ , and one aspect that makes it genial is its apparent simplicity. It is simple on the surface, but says something fundamental about our universe. Over one hundred years later, this equation is being applied as a Cognitive Behavioural Coaching (CBC) model, highlighting the relationship between Emotion and Motivation within a coachee's thinking.

*Keywords: cognitive behavioural coaching, CBC models, emotion, energy level, motivation, performance, change, Einstein.*

In Einstein's equation, the increased relativistic mass ( $m$ ) of a body multiplied by the speed of light squared ( $c^2$ ) is equal to the kinetic energy ( $E$ ) of that body ie  $E = mc^2$  (Einstein, 1905, see endnote).

In theory, this represents the energy and mass of a moving body and in a way similar to our life in moving through our daily lives and doing so with varying emotions and energy levels.

For coaching purposes the equation represents:

**E = Emotion**

**m = Motivation**

**c = Cognition**

**2 = Process through acronym is repeated backwards and hence done twice.**

So whilst there is a positive existential connection of a 'moving body', the background to applying this equation as a Cognitive Behavioural Coaching (CBC)

model is informed by three key issues, briefly discussed in the following section.

### **A. Motivational Interviewing**

When using Motivational Interviewing (MI) (Miller & Rollnick, 1991; 2009) as an approach the coach resists the righting reflex and the coachee's goal blocking thinking is not directly challenged or reframed. Whilst MI is specifically suited to be used with coachees who are ambivalent about change, there are instances where a coachee sits somewhere in-between a reluctant coachee (suitable for MI) and a coachee who is keen to achieve their goals (suitable for the GROW conversational model and/or solution focused coaching).

### **B. Emotion and Motivation**

Emotion and Motivation are closely interlinked (see Berridge, 2018) and they even share the same Latin root, 'movere' which means 'to move'. At face value, the way a person feels also dictates the way they act, hence the emotion does have a direct relation to our motivation to act or not act toward something. For example, an anxious person may avoid a feared situation whilst a depressed person may withdraw from social interactions. Whilst Emotion and Motivation are key elements in a person's psychological state, there are not many coaching models that put the spotlight on these two elements within the same framework whereas the  $E = mc^2$  model does attempt to address them explicitly.

### **C. Downplaying the Goal**

Most CBC models (see Neenan, & Palmer, 2012) start with identifying and setting the

goal(s) and desired outcome(s). In  $E = mc^2$  the goal is not given that much of a priority as the focus is on the Emotion, Motivation and Cognitions. It will be indirectly discussed in the motivation part but more as an integrative part of the de-motivation and motivation rather than as a primary focus as it does in some other models.

### **Using the model**

$E = mc^2$  is undertaken in 2 stages following the sequence of the equation first forward and then in reverse order as indicated in the 6 steps in Table 1 (page 53).

### **Conclusion**

There are times when a coachee is not clear about their goal and desired future outcomes and may find it easier to describe their emotion, motivation or de-motivation (the barriers) and the associated thinking and beliefs. When the thinking is examined, challenged and reframed then more clarity can often be achieved. Once the clarity has been attained, motivation usually increases and their emotion changes.

Used as a CBC model,  $E = mc^2$  can potentially help coachees and provide a tangible benefit and outcome with the coachee experiencing a shift in emotion, either in type, scaling, or both and in doing so will leave the coaching session feeling uplifted, and potentially with a new sense of discovery and energy. Research needs to be undertaken to ascertain the effectiveness of the model.

The next step would be to publish case studies to illustrate the model in action.

## Steps

- 1 **E** Defining and measuring current Emotion.
- 2 **m** Discussing and measuring current motivation and/or de-motivation and the behaviour associated with it.
- 3 **c** Discussing the current thinking and/or unhelpful thinking associated with this behaviour/action or inaction.
- 4 **c** Challenging and reframing the thinking to shift de-motivating thinking to self-motivating thinking
- 5 **m** Discussing and measuring the new behaviour and actions in relation to this reframing. Then measuring the new motivation level.
- 6 **E** Defining and measuring the new emotion.

## Notes for Coach – Using the model

- E** Ask coachee to describe their emotion in relation to the issue they want to tackle and rate the intensity on a 1-10 scale (10 highest).
- m** Ask the coachee to rank their level of motivation on a scale of 1 to 10 in relation to the situation or presenting issue. Discussing and measuring current motivation and/or de-motivation and describing the behaviour associated with it. At this stage the coach is not challenging but just scaling, listening and understanding.
- c** Address the thinking behind this (motivating inhibiting thoughts [MITs]) and similar to the step above, capture any unhelpful thinking or beliefs without challenging.
- 2** The squared means that the exercise is done twice. After summarising suggest that it is beneficial to backtrack, hence starting from c.
- c** Now help the coachee challenge the thinking and reframe. Modify the thinking to motivating enhancing thoughts using Socratic Challenging. Cut to the chase so it's high paced maintaining a good flow.
- m** Ask the coachee to now discuss what they can do to kick-start the journey by talking about how motivated they now feel and describe their new potential behavior(s) and action(s). The idea is not to get a full list of detailed actions but just to kick-start and tap into a new higher motivation level. Ask coachee to rate their motivation level on a 1 to 10 scale. Ask the coachee to describe why they ranked that score.
- E** Ask coachee to define their new emotion and scale its intensity on a scale of 1-10 where 10 is very high. Ask the coachee to describe the emotion.

**Table 1: E=mc<sup>2</sup> model – the 6 steps**

## Endnote

*In Einstein's (1905) original paper, the letters used were different: 'L' instead of E for energy,*

*and 'V' instead of 'c' for the speed of light. Surprisingly, it was not written as a formula but as a sentence (in German).*

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## Biographies

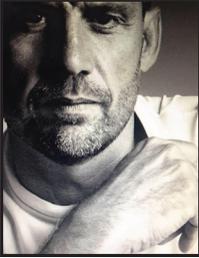
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# Modelling the Coachee's Journey in Coaching Psychology: Introducing STEP and TRAIN models



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## Abstract

Coachees can use cognitive behavioural coaching to achieve a path of self-discovery which is facilitated by their coach. Whilst having a free-flowing coaching conversation is important to enhance the outcome of the session, the various CBC models provide a useful framework for both the coach and coachee. In this article the STEP and TRAIN models are introduced as two new models which in their own way, ride on the wave of change through the coachee's journey with the coach or coaching psychologist.

*Keywords: STEP, TRAIN, cognitive behavioural coaching, performance, emotion, thinking, actions, inner personal, reality, power of now.*

‘A journey of a thousand miles starts with one single step’ (Lao Tzu, n.d.) and this can also represent the journey of self-discovery for coaches and coachees. The STEP and TRAIN frameworks discussed in this paper aim to enable the change process and assist the coachee to step into action through the various modalities discussed through a present and future focus. Both STEP and TRAIN can be envisaged as part of the journey. They are described below.

## STEP (acronym)

- Situation
- Thinking
- Emotion
- Performance

From then on, it is a constant train of thought that in a person's capacity to self-

reflect, also known as the voice in our head, can evidently dictate how a person feels, acts and behaves.

**TRAIN (acronym)**

- Thinking
- Reality
- Actions
- Inner personal
- Now

STEP and TRAIN models present an alternative approach and build on existing Cognitive Behavioural Coaching (CBC) models (eg Edgerton & Palmer, 2005; Palmer, 2007; 2009).

**Using the STEP Model**

The STEP model has a particular sequence which does not precisely follow the acronym order. First and foremost a 2-column table (see below), is drawn with a present and future focus. The subscript numbers under each letter of the acronym denotes the order to be followed. The objective is to have a logical to and fro

	PRESENT		FUTURE
S <sub>1</sub>		S <sub>2</sub>	
T <sub>5</sub>		T <sub>6</sub>	
E <sub>3</sub>		E <sub>8</sub>	
P <sub>4</sub>		P <sub>7</sub>	

STEPS	Notes for Coach
S <sub>1</sub>	Guide the coachee to define the current situation or problem as concisely as possible. Probe and dig deep to understand the issue/situation and avoid a generic one.
S <sub>2</sub>	Guide the coachee to define the desired outcome or future change.
E <sub>3</sub>	Ask the coachee to define in one word their emotion about the presenting issue/situation and ask them to rate its intensity on a scale of 1 to 10 where 10 is very intense.
P <sub>4</sub>	Ask the coachee to describe their current performance and actions or inaction. Ideally have a number of these in list format.
T <sub>5</sub>	Following the listing of the present performance ask about the present thinking linked to this situation and performance.
T <sub>6</sub>	Now challenge the thinking in T <sub>4</sub> through Socratic challenges or by changing performance interfering thoughts (PITs) into Performance Enhancing Thoughts (PETs). List the new thinking.
P <sub>7</sub>	Following the reframing in T <sub>6</sub> move on to a solution focus conversation and guide the coachee to list options and steps that they can do in order to move forward and towards the desired outcome or situation.
E <sub>8</sub>	Summarise the steps on T <sub>6</sub> and P <sub>7</sub> and ask the coachee how they feel about this and the session. Finally ask the coachee to define in one word their current emotion and rate it on a scale from 1 to 10 where 10 is very intense.

between present and future whilst at the same time going through the various stages of the model.

### Notes on STEP

Capturing the type of Emotion and the rating of its intensity on a 1 to 10 scale before and after the session can demonstrate tangible and immediate results to the coachee. They can leave the coaching session with more motivation and confidence. At T6, coachees can be helped to distinguish between performance interfering thoughts (PITs) and performance enhancing thoughts (PETs) (see Neenan & Palmer, 2001)

STEP can be likened to other CBC models but using a different approach and system (Edgerton & Palmer, 2005).

### Using the TRAIN Model

A train represents forward movement. It also represents the engine (mind) pulling

its weight behind it (wagons or carriages), denoting that the quality of the thinking can increase the load and variety of thoughts that we pull behind us.

One key aspect of this framework is to place an immediate focus on the thinking pattern and cognitions without immediately developing a goal. Even if the coachee has a goal in mind, this is not necessarily addressed right at the start of the session. The aim of the model is to facilitate the discussion around the coachee's thoughts and ideas and then focus on the reality and possible actions. In order to touch base with the inner personal aspect of coaching, the coachee is asked to do a personal internal assessment (*see below*). Finally the coachee shortlists some actions which they can start and do now.

### Notes on TRAIN

At times it is advantageous to take a free-flowing approach and not focus on the goal

<b>TRAIN</b>	<b>Notes for Coach</b>
T	Tell me about your thinking. What thoughts and ideas do you have when experiencing the issue/situation you want to discuss? Describe the thinking about this issue afterwards or even now.
R	Let's do a reality test. Let's revisit some of your thinking. How realistic is this?
A	What actions can you do to mitigate and address this? Is there something that worked before?
I	Focusing on the Inner Personal Now that you came up with these options, how do you feel about this? How ready are you for this change? How is your confidence? What's your commitment?
N	From the actions you listed what are you comfortable to do now?

immediately, just listening to the thoughts, beliefs and ideas the coachee shares about their situation and attempt to understand why the coachee is at a session with us.

Not having to develop goals at the start also removes any potential pressure of having to go in a particular direction until there is greater clarification of what the coachee wants to achieve. This is especially important if the coachee has very 'fuzzy' longer-term distal goals (see Grant, 2012). The goal(s) is developed in conversation with the coachee when discussing the other areas of the model. The focus on the 'inner personal' is one area that not many models give attention to.

### Conclusion

CBC uses a wide range of models and frameworks to facilitate the coaching process. STEP and TRAIN are two additional models and frameworks that maybe useful depending upon the presenting issues or problems that the coachee is bringing to the coaching session.

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### Biographies

**Jonathan Shaw** B.Com (Hons), MBA has over the years set-up a number of start-ups ranging from event management, online travel portals to high-street fashion retail. After turning forty, Jonathan decided to move on from his current business interests, take a long sabbatical, write a book and develop one of his earlier passions – cognitive behaviour. During 2018 he enrolled on the Advanced Diploma in Coaching programme at the Centre for Coaching, London and is now an Associate with international leadership and talent advisory firm Baton&Baton.

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# The role of coaching psychology and coaching in ‘The Grey Space’



*Laretta Cundy,  
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specialising in personal  
development and  
stress management*

## **Abstract**

The purpose of this article is to explore how coaching psychology and coaching may hold an ameliorative essence when it comes to mental health illness, such as anxiety and depression that results from long-term chronic stress, as coaching may be seen to be located within the situation from an alternative position, to that of traditional therapy and counselling. However, with this brings the management of boundaries, proposing that we may find ourselves as coaches in the ‘grey space’, where the boundaries between the therapeutic space and the coaching space become blurred. I suggest it is vital to understanding how we might navigate this space, as coaches to ensure ethical practice for our coachees.

*Keywords: coaching, coaching psychology, boundaries, therapy, stress management*

As a coaching psychologist working mainly in the areas of personal development and stress management, my mission is: to help people by enhancing and developing skills, so they can improve their mental and physical well-being to thrive.

I view my coaching work as offering up discourse that may not have once been available. Therefore, through this newly available discourse, the coachee can re-author the self, through ‘crafting’ and reconstructing how they produce their story and ultimately their identity, (Burr, 2003; Foucault, 1972; Parker, 1992; Willig, 1999), to cope with the stresses they may face.

Through my practice, I have become increasingly aware of several systems in operation, and a complex range of knowledge landscapes (Brown, 2010) at play: specifically, in relation to stress management, and development of resilience. Furthermore, working in this

context and with the development of my doctorate research, drawing from a range of qualitative methodologies, Critical Reflection, Autoethnography and Action Research. The need to navigate what I deem the ‘grey space’ has arisen, where the boundaries between therapy and coaching become blurred (Cundy, 2019).

### **Stress as a ‘Wicked Problem’**

Palmer and Cooper (2013) define stress as “stress occurs when pressure exceeds your perceived ability to cope”, (p.7). Brown (2010) puts forward that each decision maker draws on a range of knowledge, whether the individual is aware of it or not, when making decisions. This knowledge ranges from personal experience, as a member of their community, holding a skillset or specialism from the world of work, through to their own imagination.

A connected synergistic pattern, where each knowledge space or system has an impact on the whole rather than being isolated within itself. I suggest that our understanding and management of stress in one knowledge landscape has a ripple effect on the rest. Therefore, on reviewing the literature, I put forward that stress is a wicked problem. Brown (ibid, p.62–63) sets out what constitutes a ‘wicked problem’, based on Rittel and Webber’s original 10 characteristics of ‘wicked problems’, as follows:

- Wicked problems evade clear definition. They have multiple interpretations from multiple interests, with no one version verifiable as right or wrong.
- Wicked problems are multi-causal with many interdependencies, thereby involving trade-offs between conflicting goals.

- Wicked problems are often not stable. Problem-solvers are forced to focus on a moving target.

- Wicked problems are socially complex. Their social complexity baffles many management approaches.

- Wicked problems rarely sit conveniently within any one person, discipline or organisation, making it difficult to position responsibility.

- Resolution of wicked problems necessarily involves change in personal and social behaviour; change that may be strongly resisted or encouraged, according to circumstance.

It could be argued that we are faced with an entry point into inquiring into stress as a wicked problem. “An entry point for an inquiry into a wicked problem is usually some wake-up call, crisis event, a new idea, or shift in social expectation” (Brown, 2010, p.65).

According to research, stress is at an all-time high. Research has shown that millions of people from all ages and social spheres are experiencing mental health problems each year, and that “tackling stress, we can go a long way to tackle mental health problems such as anxiety and depression” (Mental Health Foundation, 2018).

Stress has an extensive range of negative implications, from the mental health factors, through to physical health (Palmer & Cooper, 2010). These can become chronic debilitating conditions adversely affecting individuals’ quality of life, sense of self and their relationships on every level (Crouter, et al, 2001).

This is compounded by underfunding in the National Health Service for mental

health services in the UK. Budgets have and are still being cut, yet stress is rising (The Guardian, 2018; Kings Fund, 2018). Exacerbating this further is that mental health is still seen as a taboo subject, despite large organisations being created, such as Heads Together (<https://www.headstogether.org.uk>), a coalition of eight mental health charities spearheaded by The Royal Foundation of The Duke and Duchess of Cambridge and the Duke of Sussex, in Great Britain, which have been created to tackle stigma and to change the conversation on mental health.

The awareness of stress has increased, so much so that in the last few years there have been drives by the Institute of Directors (<https://www.iod.com>), the Mind charity (<https://www.mind.org.uk>) and Mental Health Foundation (<https://www.mentalhealth.org.uk>), to name a few. These organisations aim, to raise awareness and encourage organisations, schools and individuals to understand the implications of stress and to incorporate strategies to help manage it.

### **Practices and stress management strategies**

Gherardi (2009) proposes that once we deem activities as practices, such as strategies for the management of stress, this then legitimises and normalises the accountability of various conducts. Moreover, what one “produces in their sustained practice is not only work, but also the (re)production of society” (p. 536). This brings with it a huge responsibility for what we deem as practices to be ethical and of best practice. As Gherardi (2009) further states: “practice is an analytic concept that

enables interpretation of how people achieve active being-in-the-world” (p. 536). I view coaching as such a practice; one that can support the (re)production of society in mitigating and managing stress, and in the development of resilience.

Specifically, I see myself as being part of the experience of, creation of and solution to stress, on several levels in relation to the ‘knowledge cultures’ (Brown, 2010), as discussed above. As an individual, I see myself located within the situation being both subject to and part of the issue of stress creation. This comes from the position that we, in this space and time, are all subjects of our ‘cultural values’ and ‘social expectations’ (Foucault, 1978), which both influence and shape us.

That said, we can learn and develop tools (such as those used in coaching) to challenge and resist such power structure of cultural values and social expectations. This then impacts how stress is produced and managed. I see this as being achieved by ‘cultivating’ myself and encouraging others to do the same, through the coaching work that I do. Foucault (1978) further argues that one cannot escape or move beyond the cultural values and social expectations; rather, one can learn which to accept or resist, which he referred to as the ‘art of existence’.

### **Coaching psychology and coaching’s role and stress: the ‘Wicked Problem’**

Coaching psychology has already created interventions for the non-clinical population by extracting from existing psychological theories and techniques (Grant, 2008). However, I view my work as a coaching psychologist presenting a

discourse that may not have been accessible. Willig (1999b) proposes: “individuals are constrained by available discourses because discursive positions pre-exist the individual whose sense of ‘self’ (subjectivity) and range of experiences are circumscribed by available discourses” (p.114).

Therefore, by eliciting from these now available discourses, the coachee can ‘re-author’ the ‘self’, through ‘crafting’ and reconstructing how they produce their story and ultimately their identity in relation to stress (Burr, 2003; Foucault, 1972; Parker, 1992; Willig, 1999b).

Furthermore, I view my professional self as being positioned within and having influence on the situation. Foucault (1982) suggests that madness through our cultural perspective is ‘owned’ or belongs to the disciplines of psychology/psychoanalysis and psychiatry. It is here that these disciplines assume an expert position of power; where another’s behaviour is assessed and determined with significant consequences. It may be argued that there is still currently caution within our culture and society, resulting from these positions of power, causing a dynamic between patient and therapist/psychologist, where the power is distributed towards the expert.

I suggest that this may impact individuals seeking support when it comes to stress-related issues. So, it is here that I see myself as a coach being located within this situation from an alternative position, regardless of the ontology of the coaching tools and processes used. The discourses that are made available through the coaching process that were once not, enable coachees to re-author the self (Foucault, 1997) in relation to stress; thereby offering up new ways in which to

construct, produce, formulate and perform ways of coping.

In assuming the role of coaching psychologist, I relate with my coachees from a mutual footing, while still offering expertise, unlike that of a clinical/counselling psychologist who assumes a position of ‘expert’ (Kearns, Gardiner & Marshall, 2008). The relationship developed during coaching between the coach and the coachee is one of full transparency and equality (ibid). Grant (2008) proposes that “coaching requires a sophisticated set of skills and the ability to draw on expert knowledge, whilst at the same time facilitating the self-directed learning which lies at the core of the coaching enterprise...”, (p.34), ultimately empowering the coachee to become their own self-coach (Palmer & Neenan, 2005).

It is suggested that this results in less perceived stigma because coaching is seen in a more positive light than therapy/counselling, (Palmer & Cooper, 2013). Consequently, it could be argued that individuals may see coaching as being more approachable and therefore may be amenable to facing challenges and concerns earlier, such as stress, prior to the difficulties becoming clinical (ibid). However, it is here that the boundaries between therapy and coaching may become blurred, entering a ‘grey space’. There brings with it considerations of ethics of practice and, as a professional practitioner, the need to explore such practices’ competencies further, to ensure best practice within my own coaching work as well as within the wider field.

I have often found myself grappling in this (grey) space within my practice. These experiences have influenced the development of the research I am currently undertaking.

Presenting questions such as: “How do we understand and manage boundaries around such mental health issues in relationship to goal attainment, which emerges from within the context of personal development or stress management?”

### The ‘Grey Space’

Figure 1 below depicts that the boundaries between therapeutic and coaching work are not clear. The black and white sections of this image represent the therapeutic space (*black*) and the coaching space (*white*), and how the boundaries between the two are not a defined line. Rather, that they bleed into each other at times, dependant on the coachee we are working with. Therefore,



**Figure 1: Image depicting boundaries between therapeutic and coaching work**

Source: <http://dans-le-townhouse.blogspot.ca/2012/02/simple-but-striking-diy-painting.html>

creating this ‘grey space’, where the boundaries become blurred.

Grant (2007) suggests a percentage of coachees will experience mental health problems, posing questions such as, “do such issues exclude them from coaching?” (p.253). This brings further questions of whether we as coaches can ethically work with individuals experiencing an anxiety disorder or a coachee who may become depressed during the coaching work? (ibid). Adding further to the complexity of how to work with stress within the coaching context, highlighting once again stress as a ‘wicked problem’ (Brown, 2010).

Grant (2007) suggests a “discrepancy between the espoused ideas of what coaching ‘should’ be and the reality of what happens in real-life coaching practice”. This indicates that there may be a blur in the boundary between the practice of coaching and that of therapy. Bachkirova and Cox (2004) argue that the differences of concern within client-therapy and client-coaching are not necessarily clear cut.

### Ameliorative role coaching can play in The ‘Grey Space’

As discussed, an argument has been present that there is a ‘fine line’ and even a fuzzy space (Joplin, 2007) between what signifies coaching and what starts to become therapeutic territory. Grant (2007) proposes that one of the principal distinctions is that of working towards the coachees’ goals, where coaching goal striving and mental health/mental illness sit side by side (Keyes, 2003). Grant (2007) also suggests that, while remaining in the bounds of coaching, one can strive towards goal attainment, such as the development or skill attainment of

adaptive coping strategies, for stress, thereby influencing the development of anxiety and depression in relation to stress. Whilst not explicitly focusing on dealing with the distress or improving psychopathology.

Furthermore, when coachees enter coaching they bring all of themselves. Therefore, it is important that we as practitioners are able to navigate this terrain; not to be frightened, but rather to be brave and step up into the space of emotions, particularly those that are challenging, so as not to collude with the 'tyranny of the positive'. At the same time, we must remain within the ethical considerations of what it is to be a coach, knowing one's own limits and boundaries, while ensuring a basic awareness of psychological and personality disorder with the ability to recognise disorders (Einzig, 2011).

The purpose of my research is to learn more about how I and other coaches manage the murky 'grey space' while remaining ethical. Learning more about how I and other coaches manage this terrain is vital in order to ensure that we are good practitioners and that we practise ethically. Personally, I draw on supervision and continuing professional development (CPD), as well as drawing from my professional communities, furthermore being a member of the British Psychological Society, (<https://www.bps.org.uk/search/google/ethics>) the Special Group in Coaching Psychology-BPS, (<https://www.bps.org.uk/member-microsites/special-group-coaching-psychology/resources>), International Society of Coaching Psychology, (<https://www.isfcp.net/ethics.htm>) and the International Coaching Federation, (<https://www.coachfederation.org.uk/credentialing/icf-code-of-ethics>),

who offer ethical guidelines.

I consider there to be an ameliorative essence when working within the 'grey space'; one of empowering the coachee to assume a new 'subject position', to construct an alternative identity (Foucault, 1982; Parker, 1992), and one that is in accordance with the goals they intend for themselves.

I propose that there is this 'grey space' where boundaries between therapy and coaching are blurred; suggesting that decisions, such as, if, when and how coaching can continue, may not be a 'one size fits all' approach, with much being left to the coach's discernment. It is in this space, the 'grey space', that, as a practitioner, it can be lonely and treacherous. Therefore, to explore this space is vital in order to support the development of the profession and to inform best practice.

### **The 'Grey Space', boundaries and ethics**

Boundaries within coaching act to serve the coach and coachee on several levels; providing clarity to the coach as to what is acceptable practice as well as a yardstick from which they can discern what is expected (Popovic & Jinks, 2014). On reviewing the literature relating to the boundaries between therapy and coaching and what the ethical procedures are, some guidelines have been set. However, there are no clear-cut margins, but more vague, generic guidance, which is at times conflicting.

Some guidance on how to manage the situation of a coachee, who may be presenting a mental health issue, such as anxiety and depression as a result of long-term stress, is offered. Grant (2007) suggests

that the task of the coach is not to diagnose whether a coachee has a mental health issue, but rather to ask: “Can my coaching help? What are my limitations with this issue? and What is in the best interest of the client?”

Cavanagh (2005) suggests five questions one should ask oneself, when considering refereeing on a coachee if concerns in behaviours or thinking have been noticed. These are:

- 1) *How long has the distress been going on?*
- 2) *How extreme are the behaviours and responses?*
- 3) *How pervasive are the distress and dysfunctional behaviours?*
- 4) *How defensive is the person?*
- 5) *How resistant to change are they?*

The answers assist in helping the coach gain a bigger picture of what may be occurring for the coachee. However, what this may mean is the continuation of coaching depends on several other dynamics, such as the coaching context, the contract, the skillset of the coach, and the desires of the coachee.

There is some distinction on offer, such as the coachees' ability to process their adult selves, while displaying the openness to implement new behaviours moving towards the coaching goals. Other distinctions are the context and content for which the coachee seeks support, whether the coach has a broad ability and whether the coachee is not directly seeking therapy and is able to manage change (Joseph, 2006; Popovic & Jinks, 2014).

Rutkowski (2014) puts forward that understanding with precision the difference between coaching and therapy is a complex task, with definitions of coaching offering modest distinction or clarity; suggesting that it is of substantial interest to both

professions to understand how coaching and therapeutic practices vary in action.

An acceptance of an overlap or ‘fuzzy space’ (Joplin, 2007) between therapy and coaching in general featured within the coaching literature, acknowledging the complexity of this space (Hart & Leipsic, 2001; Maxwell, 2009; Price, 2009; Rutkowski, 2014). Maxwell (2009) also proposes that the boundary distinctions do not lie within the fields of coaching or therapy but rather within the practitioner; with the “willingness and ability of both coach and coachee to work with personal/psychological material” (p.82).

Sime and Jacob (2018) suggest that detailed and robust research surrounding the experience of “how coaches work, the roles they adopt, how they experience boundaries and where they actually lie within the professional practices does not currently exist” (p. 49); further proposing that the foundation of key theories which could shape the conversation surrounding coaching should be practical information such as this.

Furthermore, in their study to explore the coaches' perceptions of roles, borders and boundaries, Sime and Jacob (2018) concluded that this resulted in more questions being raised regarding the boundary between coaching and therapy; calling for acceptance from both professions to acknowledge the overlap and suggesting that the focus should be on continued, transparent and judgement-free dialogues between the two professions.

## **Conclusion**

Finally, I argue that these tensions bring with them the opportunity to further explore the practices of coaching. Coaching is here to stay.

Grant (2008) proposes that, despite coaching being aimed at the non-clinical population, “some individuals seek coaching as a more socially acceptable form of therapy” (p.26). As discussed previously, there are suggestions that coachees who voluntarily seek life coaching have higher levels of psychopathology than those who enter coaching through workplace coaching programmes (Grant, 2007), resulting from coaching being perceived as holding less stigma than counselling. Therefore, individuals may be more open to seeking support during earlier signs of stress (Palmer & Whybrow, 2008).

Furthermore, Palmer and Gyllensten (2008) propose that counselling/therapy may be viewed as tertiary interventions, with psychological coaching as primary or secondary interventions subject to what specific issues are tackled. From this perspective, I suggest coaching contains within its process ameliorative strategies for working within the ‘grey space’ and with problems such as stress and troublesome emotions.

I believe there is further opportunity to add to the debate relating to coaching as an ethical practice, rather than thwarting the therapeutic/counselling communities, or impeding the appropriate support for those

individuals who suffer with mental illness. Rather, coaching can be seen to be ‘filling a gap’ and serving an area of the population that may be currently ‘slipping through the cracks’.

It is here that I see an opportunity to further investigate how coaching can provide a framework for the development of adaptive coping (Grant, 2007; Palmer & Cooper, 2013; Palmer & Gyllensten, 2008), particularly as an ameliorate measure, as well as developing a deeper understanding of how to manage this work within the boundaries and ethical considerations of coaching, thereby ensuring best practice.

As a result, enquiring through my research of my own coaching practice and that of other coaching psychologists and coaches, I explore how we navigate the ‘grey space’ that we inevitably face when working with our coaches, therefore, ensuring we are better practitioners using shared learning of boundary management and ethical considerations. In so doing we further address concerns of best practice that the wider communities of psychology, therapy and counselling may have. Furthermore, developing our understanding and therefore coaching as a practice.

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## Biography

*Lauretta Cundy is a Coaching Psychologist specialising in personal development and stress management. Her fascination for wellbeing, lead her to gain a BSc in Psychology and Counselling at Roehampton University. She then went on to complete her MSc in Occupational Psychology at Birbeck University in London. Added to her continual education, Lauretta is a qualified bereavement counsellor, and an accredited psychometric and personality practitioner. She is currently undertaking a Doctorate of Profession Studies in Coaching at Middlesex University, researching 'The Grey Space' where boundaries between therapy and coaching blur.*

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# Brief Report: ISCP International Centre for Coaching Psychology Research, 2018-19



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## **Abstract**

This brief report will focus on the developments at the ISCP International Centre for Coaching Psychology Research including the current research and plans for the future. The current resources will be listed.

*Keywords:* research centre, research, coaching psychology practice

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

## **International Advisory Board and Centre Development Team**

The centre 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 an 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.

The centre has a Development Team focusing on building up resources on the

website. The team welcome recommendations from ISCP members for useful publications and videos that we can include on the website.

### **Resources**

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

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

The website already has 110 pages and many posts which can assist researchers in their work.

### **ISCP Research Hubs**

The ISCP International Centre for Coaching Psychology Research will be launching ISCP Research Hubs in order to bring together our members interested in coaching psychology related research. The first virtual hub was set up in Cambridge, England. Meetings are held using the zoom virtual meeting system

which uses video technology. Delegates have attended from around the world.

### **Current research**

Research has focused on 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?
3. Mental Health in Coaching and Coaching Psychology Practice.

The Centre's Research is initially disseminated at conferences and International Congress of Coaching Psychology events (e.g. Palmer, 2017; Palmer & Whybrow, 2017; Palmer, 2019). Research has also been undertaken on ecopsychology informed coaching and coaching psychology practice involving 'walk and talk' coaching in 'blue space' ie canal and waterfronts (see O'Riordan & Palmer, 2019).

### **The future**

The team will continue to add resources to the Centre's website. The team have considered the Centre having closer links to accredited universities. We hope that more research hubs will be launched and further research will be undertaken.

The team thank the International Advisory Board, the ISCP Board of Directors and the professional bodies for their ongoing support.

## References

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- 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. Presented on 18th October, 2017, in London.

## Biography

*Stephen Palmer* is Professor of Practice at the Wales Academy for Professional Practice and Applied Research, University of Wales Trinity Saint David. He is Co-ordinating Director of the ISCP International Centre for Coaching Psychology Research. His other roles include being Director of the Centre for Coaching, London, and Adjunct Professor of Coaching Psychology in the Coaching Psychology Unit at Aalborg University, Denmark.

**Email:** [president@isfcp.net](mailto:president@isfcp.net)

## Book review

**Title: Coaching Supervision at its b.e.s.t.**

**Author: Jackie Arnold**

**Place, publisher, date of edition: Crown House Publishing, Carmarthen, 2014**

**ISBN: 9781845908621**

**Price £9.99 (paperback)**



**Gabriele Galassi**

As an avid reader of psychology books, or books that have a foundation in personal development and the human mind, I find my choices always fall into two broad categories: books that I would read and

enjoy for academic/professional development purposes and books that I may enjoy, but I would never confess to have been reading to a group of peers. This is because psychology conversations can easily fall into highly banal or feeble arguments, in an attempt to oversimplify human intuition and mind processes.

“Coaching supervision at its b.e.s.t.” manages to keep an extremely holistic approach to coaching supervision, combining a rigorous adherence to evidence-based frameworks and methodology with reflections on mindfulness, grounded presence, Buddhist principles or even vocalisation exercises before entering a supervision session. And it does so beautifully, without overindulging in ambiguous principles or overly simplistic recommendations.

As coaches, getting supervision represents a fundamental step in building credibility for

our practice, establishing criteria to guarantee a form of quality control on our work, mitigating risks with difficult clients and securing an opportunity to continue to develop as coaching professionals. Arnold wrote her book with a generous series of case studies and practical advice to structure supervision in organisations and in independent coaching practices.

The principle underpinning the development of Arnold’s book is her B.E.S.T. model, as the title suggests. “B” stands for building a strong contract between supervisor and coach, as well as the coach/client relationship. “E” stands for engagement, which is described as the ability of the supervisor to listen, respect and accept the style of the coach they supervise. “S” represents the support that is offered in the coaching supervision, providing constructive feedback and peer-to-peer interaction. And finally, “T” stands for trust in the supervisee to develop his/her own strategy to deal with areas and issues discussing in the supervision.

“Clean language” (Grove & Panzer, 1991) is a concept interwoven in various chapters of the books, offering Arnold an opportunity to provide the reader with some powerful questioning techniques and resources. The strength of the “clean language” methodology is in helping the supervisor, as well as the coach, to really dig deeper into everything that is taken for granted in a conversation,

including the powerful role that our own judgement plays in a coaching session.

Clean questions, as well as Arnold's proposed techniques to ground your presence before and during a coaching session, are extremely refreshing to read. There is a sense of personal investment in the supervision relationship that is comforting to read for those who believe in approaching the coaching conversation empathetically, as well as with evidence-based frameworks.

Yuval N. Harari - a world-renown historian that has published extremely popular books such as "Sapiens: a brief history of humankind" (Harari, 2015) or "Homo Deus: a brief history of tomorrow" (Harari, 2018) - is of the mind that what we call "intuition" is in reality an ability to anticipate patterns in human behaviour, sometimes even unconsciously. He believes AI will be able to do this much better than what any human being can do, making our efforts to "sense" another person irrelevant. It would be interesting to know what Arnold thinks about that, as several passages of her books explore the energy field of the supervisor, the coach and the client and the importance of intuition.

Some of the models proposed in this book are truly helpful to reflect on your own questioning techniques during coaching sessions, as well as develop awareness around good practice for setting up supervision conversations. The book is an incredible database of excellent coaching questions to ask in supervision, as well as exercises to guide your own reflections. It does not shy away from challenging your habits, such as diving into sessions without adequate preparation, and offering alternative resources to ground your

presence in view of a supervision conversation.

Arnold offers a few established models for supervision in the final chapters, spacing from the Seven-eyed Model of Supervision, to the Full Spectrum model or Transactional Analysis and Drama Triangle to support coaching interactions.

The book is equally useful for coaches, coaching supervisors or even organisations that are thinking about establishing a coaching network support for their staff. The writing style is extremely enjoyable and the amount of resources and opportunities for further readings offered is impressive.

## References

- Grove, D. & Panzer, B. (1991). Resolving traumatic memories. New York: Irvington Publishers, Inc.
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- Harari, Y. N. (2018). Homo Deus: A Brief History of Tomorrow. New York: Harper

## Biography

*Gabriele Galassi is an independent business coach (MAC) and trainer, working in the UK and internationally on the design and delivery of learning across the areas of sales, team dynamics, management and leadership and personal development. Before retraining in Business Psychology, Gabriele worked in several media business roles for companies like FOX and BBC.*

*He holds MSc in Education from Birkbeck and an MSc in Occupational and Business Psychology from Kingston University, where he now also lectures on Training and Development.*

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## 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: <https://www.isfcp.info/accreditation/> 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) and the COPC Coaching Psychology Section, 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), the Swiss Society for Coaching Psychology (SSCP), the Singapore Psychological Society Coaching Psychology Special Interest Group (SPS Coaching Psychology SIG).



**At the MoU Signing, Markus Baumann, Co-President, Swiss Society for Coaching Psychology (SSCP) [Left], and Prof Stephen Palmer, the ISCP President, [Right] on 12 October, 2018**

## 2018 Update from Spain: Official Psychology Society of Catalonia (Col·legi Oficial de Psicologia de Catalunya)



*Victòria Conesa  
Arcos*



*Carmen Santos  
Chocán*

In Spain, the psychology profession is regulated by the official psychology societies which is where the activities and development of Coaching Psychology take place. Since 2009, Spain is linked with the International Coaching Psychology Movement through the Official Psychology Society of Catalonia (COPC).

This society signed a MoU with the ISCP in 2011, which was revised at the end of 2018 so as to include a specific item with ISCP's recognition of the accreditation system for coaching psychologists of the COPC. In any case, the COPC continue to encourage and stimulate Coaching Psychology, through the General Psychology Council of Spain (COP), throughout the whole national territory.

In this way, considering that the indiscriminate use of the coaching term is creating a great deal of confusion in its usage and the professional qualifications of those who supposedly apply it, based on the initiative of some official Psychology Societies throughout 2018, a debate forum was created in order to reach a consensus on definition, application fields, professional skills, the role of the psychological societies, etc. The expected result for 2019 will be a document agreed upon by all Official Psychology Societies of Spain, through an institutionalized manifesto on Psychology Coaching, which must be approved by the COP.

At the same time, the psychology societies of Spain continue to programme and carry out series of conferences (systemic psychology, positive psychology applied to

coaching and other models for teams and life coaching), organize courses and workshops for the dissemination or training in coaching psychology, study and supervise processes, promote professional accreditation, sign collaboration agreements with academic institutions in the form of university courses, public administrations, professional and business associations, etc.

The year 2018 was a very interesting year for the COPC. After the electoral process in June, the Governing Board was renewed for the next 4 years, with Dr. Guillermo Mattioli as the new Dean, and in November the Board of Directors of the Coaching Psychology Section was also renewed, with Carmen Santos as the President.

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

- Conference “Life Coaching Psychology”, and book presentation “Coaching de vida, crecer, estancarse o morir”, January 30th.
- Conference “The ROI of the coaching”, April 10th.
- Conference “The brand of the coaching psychologist”, June 20th.
- Presentation of work group “Coaching and Mentoring executive and the team in organizations”, October 18th.
- Conference “The motivation in different sports stages”, November 6th.
- Conference “Team coaching in organizations. Experiences in adding value according to the CORE model”, December 18th.
- “Training, and experienced-based program for Coaching Psychology” (125 hours) linked to expertise accreditation in

Coaching Psychology, completed in May 2018 with a total of 19 students. This program was updated by introducing very dynamic sessions, tutorials and psychology coaching processes.

- Professional accreditation 2018 and renewal of the 50 certificates of Expertise in Coaching Psychology issued in 2013.
- Collaboration agreement with the institution BCN Activa (Job Training Centers), to improve the professionalization of occupational technicians, through Coaching Psychology intervention, following the 2017 pilot project.
- Support for field research in educational coaching, for a PhD thesis on “Efficiency in the processes of Coaching Psychology: Measures of the changes in the desire for control, general self-sufficiency and the proactive attitude in processes of Coaching Psychology”, from the Pompeu Fabra University, Faculty of Psychology Blanquerna.
- Attendance at the “8th International Congress of Coaching Psychology, Coaching & Positive Psychology: Enhancing Resilience, Performance & Health” (London, 11th-12th October 2018).
- Presentation in the “Conference Coaching Psychology: Facilitating wellbeing and excellence in organizations” (Madrid, October 25th).
- Additionally, the COPC delegations in Girona and Tarragona Girona have continued to undertake diverse activities to promote Coaching Psychology, such as:
  - Coaching Psychology applied to daily life, professional development and as a tool in social processes, through a series of informative conferences.
  - Coaching Psychology film forum series.

### **Goals for 2019**

- Continue to enhance and consolidate the personal brand of the psychologist coach.
- Continue to promote research and supervision in Coaching Psychology.
- Continue to foster work groups to increase the number that can specialize in diverse areas.
- Continue to be actively present in both national and international seminars, conferences, congresses and specific forums of Coaching Psychology.
- Publish the fifth call of the accreditation of Expertise in Coaching Psychology and advance the agreement

to, finally, validate this accreditation by the ISCP.

- Continue to develop areas of virtual management of knowledge in this sector, and foster virtual communication among fellow coaching psychologists (the COPC web, online journals, social networks, etc.).

### **Biographies**

***Victòria Conesa** is the spokesperson for COPC's Coaching Psychology Section and a member of the ICCP's Steering Committee; COPC – SPAIN*

***Carmen Santos** is president of COPC's Coaching Psychology Section*

## Update: The Singapore Psychological Society



**Photo: At the MoU Signing – Christin Tan (Chair SPS Coaching Psychology SIG) [Left], Dr Siobhain O’Riordan (Chair, ISCP) [Centre], Prof Stephen Palmer (President ISCP) [Right]**

**T**he 2018 International Congress of Coaching Psychology witnessed the signing of a memorandum of understanding between Singapore Psychological Society Coaching Psychology Special Interest Group (SPS Coaching Psychology SIG) and the International Society of Coaching Psychology (ISCP) to communicate and work together in support of the development of the Coaching

Psychology profession internationally.

Any practitioner and/or researcher with an interest in coaching psychology is welcome to speak at the SPS Coaching Psychology SIG quarterly events.

For more information, visit: [www.singaporepsychologicalsociety.org/coaching-psychology-sig](http://www.singaporepsychologicalsociety.org/coaching-psychology-sig) or contact Christin Tan, Chair: SPS Coaching Psychology SIG directly, at: [sig@singaporepsychologicalsociety.org](mailto:sig@singaporepsychologicalsociety.org)

## 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 and affiliated centres

### Websites:

- [www.iafpd.com](http://www.iafpd.com) ● [www.managingstress.com](http://www.managingstress.com)
- [www.centreforcoaching.com](http://www.centreforcoaching.com)
- Email:** [peter.ruddell@iafpd.com](mailto:peter.ruddell@iafpd.com)
- Telephone:** UK: +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. Dynamic Positive Coaching Psychology Institute and Bar Ilan University, Israel
  - *Dynamic Positive Coaching Psychology Certificate*
2. Leading Change, ICP (Institute for Coaching Psychology), Madrid
  - *Programa de Certificación en Coaching Ejecutivo y Corporativo (Certification Program in Executive and Corporate Coaching)*
  - *Programa de Certificación en Coaching Organizativo-Ejecutivo (Certification Program in Organizational-Executive Coaching)*
3. Faculty of Psychology, Complutense University of Madrid, Spain
  - *Programa Superior de Coaching Psychology y Coaching Psicológico (Coaching Psychology and Psychological Coaching)*
4. Westminster Business School, London, UK
  - *The Psychology of Coaching and Mentoring*
5. Koucing Centar, Belgrade, Serbia
  - *Certificate in Coaching Skills and Advanced Certificate in Coaching Skills*
6. Coaching Center, Synergy, Serbia
  - *Certificate in Cognitive Behavioral Coaching; Coaching Skills for Emotional Responsibility; Advanced Level in Cognitive Behavioral Coaching*
7. It works for you, Serbia
  - *Manager as an Emotional Coach*
8. Buckinghamshire New University, UK
  - *Positive Psychology in Coaching*
9. REBT, Affiliated Training Centre of Albert Ellis Institute, Serbia
  - *Certificate in Organisational Cognitive-behavioural coaching*
10. Università Europea di Roma and SCP Italy
  - *The Organizational Coaching Psychologist*
11. Work, Education and Research, Berlin
  - *Training in result-oriented coaching*
12. 7M consulting Private Ltd (Singapore)
  - *The Enterprise Coach Trainer Programme*
13. Coaching Psychologie Netherlands
  - *Schema Coaching*

## Member benefits

If you are interested in the developing field and profession of coaching psychology do explore our website ([www.isfcp.info](http://www.isfcp.info)) 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 annual 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 logos
- Guidance on courses/workshops and training centres approved by the society as offering CPD/CPE to ISCP members
- MISCPs 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



# New fellowship awards at the ISCP

*ISCP Fellowships awarded on 12th October, 2018 at the 9th International Congress of Coaching Psychology, London, UK*



**Prof Ho Law receives the Fellowship award from Dr Siobhain O'Riordan (ISCP Chair) and Prof Stephen Palmer (ISCP Hon President) at the International Congress**



**Dr Ole Michael Spaten receives the Fellowship award from Dr Siobhain O'Riordan (ISCP Chair) & Prof Stephen Palmer (ISCP Hon President) at the International Congress**



**Dr Alison Whybrow receives the Fellowship award from Dr Siobhain O'Riordan (ISCP Chair) & Prof Stephen Palmer (ISCP Hon President) at the International Congress**

# Notes

10th & 11th October, 2019

National Council for Voluntary Organisations,  
8 All Saints Street, London, N1 9RL, UK

The ISCP is delighted to invite you to the

# 9th International Congress of Coaching Psychology 2019

## Positive and Coaching Psychology: Wellbeing, Sustainability and Achieving Balance

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.

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.

### Speakers

**Parallel Day One Masterclasses by  
Dr Nancy Doyle and Dr Rachael Skews**

**Day Two Conference Speakers / Presenters:  
Keynotes by Prof Almuth McDowall and Dr Ceri Sims**

More details will follow and we are also pleased to introduce to our current speaker line up

- \* Hugh O'Donovan (Eire)
- \* Dr Gisele Dias (UK)
- \* Dr Alanna O'Broin (UK)
- \* Dr Siobhain O'Riordan (UK)
- \* Prof Stephen Palmer (UK)
- \* Dr Ole Michael Spaten (DK)

#### Topics will include:

- Neurodiversity
- Acceptance and Commitment
- Performance and Resilience
- Ecopsychology
- The Coaching Alliance
- Work/life Balance
- Mental Health
- Community-based practice
- Supervision
- Sustainability and Resourcing

Further information is available on our website, including guidelines for Poster Presenters: [www.isfcp.info](http://www.isfcp.info)

To register go to: <https://bit.ly/2TiDKFd>



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## Cognitive Behavioural Coaching Courses

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### IAFPD Certificate Courses

- 1 Coaching** 30 Sep-4 Oct; 25-29 Nov; 13-17 Jan; 2-6 Mar; 18-22 May
- 2 Stress Management and Performance Coaching** Modular (6 days)
- 3 Coaching Psychology (psychologists only)** 11-15 Nov; 16-20 Mar; 15-19 Jun

OR

**Psychological Coaching** 11-15 Nov; 16-20 Mar; 15-19 Jun  
**Work-Based Professional Development (Specialist Topic)** Blended Learning

## Two-day and other Courses

- Performance Coaching** 17-18 Sep; 29-30 Oct; 2-3 Dec; 5-6 Feb; 1-2 Apr
- Stress Management** 10-11 Sep; 22-23 Oct; 2-3 Dec; 21-22 Jan; 16-17 Apr
- Assertion and Communication Skills Training** 6-7 Nov; 11-12 Mar; 15-16 Jul
- Problem Focused Counselling, Coaching and Training** 12-13 Dec; 22-23 Apr
- Health and Wellbeing Coaching** 5-6 Dec; 20-21 Apr
- Coaching and Coaching Psychology Supervision** 15-16 Oct
- Developmental and Transitions Coaching** 14-15 Jul
- Positive Psychology** 4-5 Nov; 12-13 May
- Developing Psychological Resilience – a Coaching Perspective** 23-24 Sep; 25-26 Mar

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[www.centreforcoaching.com](http://www.centreforcoaching.com)

## Trainers

Our experienced trainers have published books, chapters or articles on coaching. Most have presented at major coaching conferences and include the following:

- Professor Stephen Palmer
- Nick Edgerton
- Michael Neenan
- Dr Siobhain O'Riordan
- Kasia Szymanska
- Sheila Panchal

The Centre for Coaching is an *ILM Recognised Provider*. As a recognised provider, the Centre runs a wide range of coaching and management development programmes which are suitable for Continuing Professional Development. Membership of The Institute of Leadership and Management: our 5-day programmes can lead to Associate grade and two of our 5-day programmes to full Member grade. Centre Approved by the International Society for Coaching Psychology which recognises all of our courses. We are an organisational member of the Association for Coaching. Centre for Coaching, 156 Westcombe Hill, London SE3 7DH. Part of the International Academy for Professional Development Ltd. [www.iafpd.com](http://www.iafpd.com)



The British Psychological Society  
 Approved



# The next chapter at *Coaching at Work*

**Working closely with professional bodies:** we work closely with all the bodies on initiatives including the Coaching at Work-led cross-body Accreditation Forum and research including the Poor Practice survey and we have representatives from all the leading coaching-related professional bodies on our editorial advisory board

But we're a **fully independent** publication and we value our independence wholeheartedly – it allows us to bring you **non-biased** news and features coverage and for us to foster **meaningful debate**

Help us be **your voice** – let us know what you care about and what you're up to. Email Liz Hall, editor and winner of the Association for Coaching Award for Impacting (Leadership/External Focus) Service to the Wider Community for 2010-11. [liz@coaching-at-work.com](mailto:liz@coaching-at-work.com)

**Global community:** We have many overseas subscribers and we now have more than 36,000 worldwide in our Coaching at Work LinkedIn community! Join us at <http://linkd.in/dJUkM6>

**Monthly e-newsletter:** Are you getting yours? If not, email: [admin@coaching-at-work.com](mailto:admin@coaching-at-work.com)

We have now launched a new digital version of the magazine which allows subscribers to 'flick through' and read the magazine virtually. Take a look yourself at [www.coaching-at-work.com/sample-online-issue/](http://www.coaching-at-work.com/sample-online-issue/)



## 2019-2020 Masterclasses

Our series of masterclasses will include:

**23rd October 2019**  
**Carole Pemberton** on  
*Resilience Coaching:  
Working with the Wobble  
and the Fall*

**19th November 2019**  
**Neil Scotton & Lise Lewis**  
on *The Earthquake, The  
Chasm and The Puzzle*

**30th Jan 2020**  
**Magdalena Bak-Maier**  
*How coaching with the  
Grid™ can help clients  
create great results and lives  
and grow your practice.*

**25th March 2020**  
**Eve Turner &  
Peter Hawkins**  
*Systemic Coaching*

**25th Feb 2020**  
**Catherine Sandler**  
*Psychodynamic executive  
coaching*

**8th April 2020**  
**Patricia Riddell**  
*Self-awareness coaching*

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# 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	<i>Chair Conference Chair ISCP International Centre for Coaching Psychology Research Development Team</i>
Rachael Skews	<i>Hon Secretary ISCP International Centre for Coaching Psychology Research Development Team</i>
Prof Stephen Palmer	<i>Hon President, Conference Academic &amp; Research Chair Co-ordinating Director of the ISCP International Centre for Coaching Psychology Research Development Team</i>
Susan Watsham	<i>Hon Treasurer, Conferences and Events Team</i>

### **Ordinary Members:**

Dr Gisele Dias	<i>Conference Team</i>
Sarah Jagers	<i>Coordinator, Research Hubs</i>
Dr Ho Law	<i>Finance</i>
Dr Alanna O’Broin	<i>Conference Team</i>
Sheila Panchal	<i>Conference Team</i>
Kasia Szymanska	<i>Director of Membership</i>
Judit Varkonyi-Sepp	<i>Conference &amp; Events Team</i>
Dr Douglas Young	<i>Co-Lead, Website Team ISCP International Centre for Coaching Psychology Research Development Team</i>

Further information about the Society is available on our website: [www.isfcp.info](http://www.isfcp.info)  
If you would like to contact us, complete the online form at: [www.isfcp.info/contact](http://www.isfcp.info/contact)



