

**9<sup>TH</sup> INTERNATIONAL CONGRESS OF COACHING PSYCHOLOGY**  
***'POSITIVE & COACHING PSYCHOLOGY'***  
***Wellbeing, Sustainability and Achieving Balance***

**Poster Presentation Abstracts**

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Posters will be on display during Day Two of the conference. Poster presenters will be with their posters during the breaks.

**Laughter Yoga as a PPI for broadening, building and stress inoculation**

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**The effect of coaching experiences on coaching perceptions and interpersonal support attitudes**

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**Character Strengths and Participation in Sport/Physical Activity to Promote Positive Ageing**

URSZULA WOLSKI

**Development and validity of the Compassionate Leadership Skills and Self-efficacy Scale**

YOGA TOKUYOSHI

**Development and Validation of the Japanese Version of Coaching Behaviour Inventory**

YORIKO MATSUDA-CHAPMAN

Title of Presentation	<b>Laughter Yoga as a PPI for broadening, building and stress inoculation</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Anna Hatchard</u> , Psychology Department, Bucks New University
Objective/Aim/Design	A qualitative study exploring experiences and perceptions of Laughter Yoga of regular Laughter Club participants Laughter Yoga was designed by a medical doctor in India in 1995 as a group activity, combining laughter, yogic breathing and movement to address physical, psychological and spiritual health. Laughter yoga is a rapidly spreading group activity with little current scientific/research evidence for its efficacy, save weak evidence for some potential in the mental health arena. Laughter yoga presents as a safe, accessible and enjoyable activity which does not rely on language, providing a value-free experiential and social health promoting activity.
Methodology	This is the first known study in the UK exploring the experiences and perceptions of laughter yoga in nine regular participants at a monthly one-hour session.
Results/Findings	The data, interpreted through qualitative research process of interview and thematic analysis, suggest that laughter yoga participants garner an extraordinary level of intra-personal and inter-personal support and inoculation from the stresses of life.
Conclusion	Findings suggest that laughter yoga confers on regular participants a valued coping strategy and an inoculation against the stresses of modern living. This qualitative research project is, therefore, a contribution to the understanding of this currently under-researched field of work.

Title of Presentation	<b>The Effectiveness of PRAISE as a Coaching Intervention for Parents</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Clare Edens</u> , MSc., Dr Helen Couthard, Dr Elizabeth Noon, Dr Joann Griffith; De Montford University
Objective/Aim	Solution-focused coaching and especially brief therapy has been shown to be useful in many areas. This study aims to explore the effectiveness of a solution-focused brief coaching model on various parenting factors for individual parents and on child behaviour.
Design	A quasi-experimental design was adopted as participants were either recruited into a coaching intervention or an online control group. All participants filled in self-report questionnaires about child behaviour, parenting style, parenting self-efficacy and well-being at baseline, 10 weeks (post intervention) and six months.
Methodology	A 10-week solution-focused coaching intervention was carried out with a group of parents (n=23). The coaching intervention PRAISE is a six-step

	coaching model: Particular issue identified; Relevant, realistic goals; Alternative solutions; Imagine outcome; Solution chosen; Empathy. All coaching participants were able to choose the mode of delivery i.e. either face-to-face ( n=8) or over the telephone (n=15). The control group (n=35) completed measures online at the same time points.
Results/Findings	The findings indicated that following the PRAISE coaching intervention, relative to the coaching condition, parents reported improvements in their parenting skills and behaviours: less over-reactivity and verbosity, more confidence in their parenting skills, better feelings of well-being and less anxiety and stress. Parents also reported improved child behaviour. These improvements were sustained six months later. There were no significant differences in outcomes for parents who were coached on the phone or face-to-face. No significant improvements were found for the control group.
Conclusion	PRAISE has been shown to be an effective intervention for a non-clinical set of parents and has the advantage of being able to be delivered at a time and in a way that suits each individual participant. PRAISE could be an effective way of improving parenting skills, parent-child relationships and child behaviour. It would be important to follow these families up over time and examine whether results have been sustained.

Title of Presentation	<b>Flourishing organisations: Recommendations to create a workplace culture that prioritises both wellbeing and performance equally.</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Clare Martin</u> , Psychology Department, Bucks New University
Objective/Aim/Design	Wellbeing in the workplace is a topical issue with reports of increased mental health problems and a distinct lack of proactive wellbeing initiatives. Businesses are becoming more aware of the need to invest in people to promote wellbeing, yet there are still barriers to adopting wellbeing training. A key theme throughout this dissertation was to critically review literature connecting wellbeing and performance which aims to highlight that increasing wellbeing can increase profits.
Methodology	This connection lead to the development of the REST and RISE model. Wellbeing interventions need to be 'relatable', 'enjoyable', 'sociable' and 'trackable' (REST) in order to increase 'resilience', 'impact', 'strengths' and 'engagement' (RISE). In addition to these principles there is a strong recommendation that interventions take place at different levels.
Results/Findings	At the organisational level a wellbeing strategy is needed, at the leader level positive leadership training is introduced, the group level focuses on 'ambassador' training and the individual level offers a variety of positive psychology interventions.
Conclusion	It is proposed that working with an organisation at each of these levels provides the best chance of creating a culture of wellbeing.

Title of Presentation	<b>Augmented Coaching Psychology: organisational wellbeing and performances: a pilot study</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Eleonora Saladino</u> <sup>1</sup> , Alice Chirico <sup>2</sup> , Rosanna Canzio <sup>2</sup> , Sofia Bastoni <sup>2</sup> , Andrea Gaggioli <sup>2-3</sup> ( <sup>1</sup> Become S.r.L.; <sup>2</sup> Università Cattolica del Sacro Cuore, Milano; <sup>3</sup> I.R.C.C.S. Istituto Auxologico Italiano)
Objective/Aim	To evaluate an intervention for psychological wellbeing in an organizational environment based on virtual reality experiences focused on promoting positive emotions, engagement, achievement, meaning and resilience.
Design	The intervention has been organized in 7 weekly sessions. Each session has been based on one virtual experience, followed by a group debrief of 8-10 participants. The protocol has been evaluated in research involving 37 managers (22 male and 15 female, average 46,2 years, s.d. 9,3) in a luxury hotel in Milan.
Methodology	Pre-post measures included: Positive and Negative Affect Schedule (PANAS); Utrecht Work Engagement Scale; Perceived Self Efficacy Scale in complex problem management; and Occupational Resilience Assets Questionnaire (ORA-Q).
Results/Findings	No significative differences have been pointed out by t test results for paired data; an almost positive improvement has been discovered in the resilience dimensions (ORA-Q) [t=1,868; p= 0,07] and emotional maturity, related to the Perceived Self-Efficacy Scale [t= -1,757 p=0,08], that has to be evaluated taking onto consideration the low statistic power significance (0,4).  Focus Group and group interviews have been made in order to collect feedbacks, suggestions and qualitative information on participants' satisfaction.
Conclusion	Qualitative results analysis highlighted a very good satisfaction level regarding the intervention and a more positive and relaxed working environment with the natural adoption of a common metaphorical language based on the experiences shared in the intervention.

Title of Presentation	<b>'Awful and Amazing': Experiences of stress, coping and resilience for new fathers of twins.</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Emily Lloyd</u> , Dr Penny Cortvriend; University of Liverpool
Objective/Aim	- To explore stressors and experiences of stress for fathers of twins in the perinatal period.

	<ul style="list-style-type: none"> <li>- To explore what fathers of twins perceive to be important in coping and resilience in the perinatal period.</li> </ul>
Design	Qualitative.
Methodology	12 semi-structured interviews were carried out with first time dads of twins with infants under 13 months old, resident in the UK. The data was analysed using reflexive thematic analysis.
Results/Findings	<p>Three major themes were identified, with 17 sub-themes:</p> <p>Theme 1: Demands, uncertainty and frustrations Fathers described significant disruption to their previous life. They noted uncertainties, worries and frustrations including a world they perceived to be shaped for mothers.</p> <p>Theme 2: Driven and persistent: Making it work and finding their way. Many fathers in this study were driven to not miss out on day to day parenting of their children. They found ways to persist and keep going. Many valued retaining aspects of their previous life but also found new ways to get through.</p> <p>Theme 3: Value of emotional and practical support, freely shared by those around you. Fathers emphasised the central importance of their relationship with their partner. The need for emotional and practical support freely given by close family was particularly noted. However, the workplace was also identified as an important source of support.</p>
Conclusion	<p>Overall, the findings of this study suggest that the perinatal period is a demanding time with uncertainty and frustrations for fathers of twins. In addition, practical and emotional support, freely given by those close to fathers is of particular value. However, fathers are driven and persistent to find their own way of making fatherhood work.</p> <p>There are very relevant implications for coaching psychology in this period for fathers to help prevent and manage stress, build coping strategies and resilience.</p>

Title of Presentation	<b>A Pilot Approach: Performative coaching and performative leaders - a psychological vision for flourishing/activating and a gentle approach</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<sup>1</sup> . Veronica Della Noce, <sup>2</sup> . <a href="#">Francesca Romana Vender</a> , <sup>3</sup> . Society Coaching Psychology Italy <sup>4</sup> . Incoaching Italy <sup>5</sup> . Teleos Leadership Institute Philadelphia
Objective/Aim	The concepts of intention and attention are like a 'bow and arrow', in our lives, which can potentially be developed, through coaching, as a form of quantum activism - as proposed by the work of Prof Gioacchino Pagliaro. This suggests objectives may be linked with the unconscious processes involved in performance.

	<p>We want to propose a new coaching process, which prepares managers to enhance their performative leadership. The <i>Philosophy of Language</i> by J. Austin inspired us with the crucial idea about “how to do things with words”. The coaching setting is the starting point where inner leadership intention and attention can be harmonised and aligned to enhance the coachees profound, unconscious desires and sense of purpose.</p>
Design	<p>The design of this coaching process will focus on discoveries including:</p> <ul style="list-style-type: none"> <li>• observing performative language in action. <i>This will involve 1:1 coaching of 10 managers, and coaching with 5 teams with top performer of 5 Big Companies.</i></li> <li>• co-creating a continuous learning setting and verifying the start of attention, intention activation. <i>This will be undertaken through supervision of 10 managers in 1:1 coaching</i></li> </ul> <p><i>The participants of this Pilot Approach will be: Managers, Teams, Coaches as well</i></p>
Methodology	<p>The methodology is experiential based on individual and team coaching with pre-post qualitative measurement as follows:</p> <ul style="list-style-type: none"> <li>• A questionnaire to measure the pre-post coaching experience towards being a performative leader</li> <li>• A self-observation index to measure how the coachee is growing their sense of credibility</li> </ul> <p>The main tools will be:</p> <ul style="list-style-type: none"> <li>• 5 Exercises focusing on, for example, the areas of visualization, synchronization and cardiac frequency</li> <li>• 5 Exercises to offer a more sensitive observation around and within the coachee</li> <li>• Pre-Post Self-Listening recording: to learn how our language is the first commitment to start to act and get things done.</li> </ul>
Results/Findings	<p>This Is a Pilot Study and we will collect data from coachees through self-observation and observation in the field, on the following items;</p> <ol style="list-style-type: none"> <li>1. Language becoming action</li> <li>2. Feeling becoming attention</li> </ol> <p>It is predicted that the list of findings that the coachees can achieve will include:</p> <ul style="list-style-type: none"> <li>• Observations about their psychological world</li> <li>• Catching emotions in their body and linking feeling to their real intentions</li> <li>• Linking emotions with intentions and focusing with their value system</li> <li>• Becoming a promoter of ecological leadership</li> </ul>
Conclusion	<p>Learning about performative speech in action, should be considered crucial not because we are using special words but because we are acting on reality. It can be suggested, that exactly when you talk about your actions is when you are realizing something is changing because of you. It is anticipated that the findings from this coaching process will support these conclusions.</p>

Title of Presentation	<b>The Effects of a Mindfulness Intervention on Primary School Teachers' Stress and Happiness</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Hannah Lynch</u> , Dr Sharon Lambert; School of Applied Psychology University College Cork.
Objective/Aim	The aim of this study is to look at the potential benefits of Mindfulness for Primary school teachers to help provide an outlet for stress and build a more positive work/life balance.
Design	The design of this study was a randomised control design with a group of 100 randomly selected Irish primary school teachers.
Methodology	Participants agreed to be randomly assigned to a test or control group. The test group participated in the 30-day mindfulness intervention. The 30-day exercise involved use of the Headspace app. Each participant was first requested to fill out the initial measures for the test; The Perceived Stress Scale (PSS) and the Oxford Happiness Questionnaire (OHQ). For the 30 days, each participant logged on to the Headspace app as often as possible to practice daily mindfulness exercises. The test group were emailed at a regular basis to encourage them to continue to use the app. The control group were emailed and requested to avoid Mindfulness exercises for the duration of the 30 days. At the end of the 30 days the participants were required to fill in the same measures as they had before the intervention (OHQ and PSS). The control group were also contacted and requested to fill in these forms. All participants were then debriefed on the study.
Results/Findings	The pre, and post measures examining the control and test groups showed significant stress reduction for the test group while there was no change for those in the control. The test group's happiness scores increased while those in the control remained the same.
Conclusion	The study has shown a possible solution to the problem of stress and burn out facing many primary school teachers. Engaging in Mindfulness is a feasible and efficacious method to reduce stress in schools and could be used to promote positive psychology practice and support for staff in Irish schools.

Title of Presentation	<b>A Thematic Analysis of the Conservatoire Coach's Case Notes</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	Jo Hensel; Guildhall School of Music and Drama
Objective/Aim	This study is the first in a programme of research being designed to examine the impact of Rational Emotive Behaviour Therapy (REBT) informed performance and development coaching on music students at a leading UK conservatoire.



	The research question in this study is “What are the most salient and frequent issues which emerge in the context of coaching with Conservatoire music students?”. The findings from this study will be used to design and hone a REBT coaching intervention which can most effectively address these issues.
Design	Reflexive Thematic Analysis (Braun and Clarke, 2006) will be undertaken on a solution-focused coach’s notes from up to 90 individual coaching sessions with 25-30 Conservatoire music students, which took place from 2014-2019.
Methodology	In this qualitative study undertaken from a social constructionist perspective, a hybrid process of inductive and deductive coding will be used to analyse the data generated by the coaching notes in order to arrive at themes.
Results/Findings	The thematic analysis will take place in August - September 2019 and initial findings will be ready to present by October 2019. Early indications are that frequent and salient themes include: students’ high expectations of themselves and resulting negative emotions when they fail to meet these expectations and students’ feelings of conflict as increased self-knowledge leads to changes in career aspirations.
Conclusion	The study is currently in progress.

Reference:

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3:2, 77-101.

Title of Presentation	<b>How Hurling Team Captains work to develop High Performance Units</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Joe Murphy</u> ; Student Engagement Office, Cork Institute of Technology Dr David O’Sullivan; School of Applied Psychology, University College Cork
Objective/Aim	Athlete leadership, which sits on the nexus of formal and informal forms of leadership, is an emerging area of research. In this study we examined how senior team captains in hurling, an Irish national sport played at a professional level albeit within an amateur code, to gain insight of how they made sense of leadership as they work to forge high performance teams.
Design	A qualitative study was undertaken informed by Interpretative phenomenological analysis (IPA) research methodologies.
Methodology	A series of semi-structured interviews were carried out with participants. The data were analysed using an IPA approach and adhering to the recommendations of Smith, Flowers & Larkin’s (2009) approach.
Results/Findings	The team captains make sense of their role from the perspective that the environment has a major impact on players, and that they can play a positive role in shaping these influences. As they work to develop high performance units they act as liaisons between the team and the coaches, and the team and the media. They shared characteristics of formal leadership, as well as informal leadership: positive influence, communication, performing themselves and providing an example. They spoke of the team in terms of

	'we', and they put the team first. Further, they worked to develop a diffused model of leadership, whereby they work to set up conditions where others can also lead. Themes which emerged were leadership as positive influence, communication, performing, setting an example, and maintaining team principles.
Conclusion	Athlete team captains have a unique role, which combines elements of formal and informal leadership. It is an important developmental role, both for themselves and other team members. Understanding these insights can be used to develop a nuanced approach to develop leadership roles within teams and also impact team performance through understanding better team dynamics and the leadership roles within teams.

Title of Presentation	<b>Evaluation of a web-based Signature Strengths Intervention with a Polish sample</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Katarzyna Gesiarz-Grzegorzczuk</u> , Dr David O'Sullivan; School of Applied Psychology, University College Cork
Objective/Aim	Where you live is a determinant of a person's level of happiness. According to the World Happiness Report (2019), Poland ranking In terms of changes in levels of happiness from 2005-2008 to 2016-2018, Poland ranks at 38 <sup>th</sup> . The aims of the study were to examine the impact of the Positive Psychology intervention "Using signature strengths in a new way" (Seligman et al.2005) on Polish population over the web with the intent of localising this intervention.
Design	An experimental design was used, with three dependent variables: Steen Happiness Index, Beck Depression Inventory and Long Dispositional Flow Scale. There were two independent variables: Time (Pre-test, Post-test after the intervention, and a follow up test after one month), and Intervention(participants who completed the VIA Character Strengths Survey, participants who in addition were asked to use their top strengths in new ways for a week, and participants who in addition were sent a daily strength reminder email for a week.
Methodology	Participants were recruited through social media. The attrition rate was high, with only 8 participants completing the follow up testing. Given this, a case study methodology was used in order to gain insight into the issues pertinent to introducing a positive psychology intervention developed in the Anglosphere to a Polish sample.
Results/Findings	The sample overall reported medium high level of happiness and flow, with small increases after the intervention. No depressive episodes were noted before and after the intervention, and as such it demonstrates potential for use. However, there was a resistance to initiating and completing the intervention.
Conclusion	Introducing a positive psychology intervention from one culture to another is not without problems, in particular in Poland there is evidence that personal development may be seen as personal deficit, that it is seen as help seeking

	rather than an opportunity for personal growth (Muszczyński, 2015; Zajenkowska, 2016).
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Title of Presentation	<b>The 'grey space': How can I and other coaches improve the practice of dealing with ethics and managing boundaries, in the grey space, when working with clients experiencing stress?</b>
Contributor[s] and Affiliation <i>(e.g. Institution or Organisation)</i>	Lauretta Cundy; Middlesex University
Objective/Aim	The aim is to seek to understand the lived experience of how I, and other coaches of various levels of expertise and competency, manage and deal with ethical and boundary issues on a practical level. The inquiry will consider the experiences when working with coachees/clients on stress management, resilience and personal development, particularly focusing on the boundaries between therapy and coaching because this may not be as clearly defined as theory suggests, creating a 'grey space', which can thwart the navigation of the coaching process.
Design	This research will be a collaborative exploration of differences and similarities in how I and other coaches manage the grey space in order to gain a deeper understanding of how we as coaches can navigate this treacherous terrain and improve the management of boundaries and ethics, both for coaches within practice and to safeguard coachees/clients. I propose a parallel inquiry: the first stream aiming to further explore and understand my own practice; the second stream collaborating with a range of coaching practitioners to inquire into their experiences; resulting in both streams simulating shared learning and meaning, from which themes can be drawn.
Methodology	An action research inquiry is proposed, with the incorporation of a retrospective critical reflection, autoethnographic personal reflexive narrative, and the consideration of discourse analysis
Results/Findings	Research still in progress
Conclusion	Research still in progress

Title of Presentation	<b>Water-Based Intervention Model Aligned with Coaching Psychology to Control Anxiety: A Study with Immigrants in the United States</b>
Contributor[s] and Affiliation <i>(e.g. Institution or Organisation)</i>	Liliane Lopes Clark; Universitat Jaume I, Spain.
Objective/Aim	The aim of this study is to evaluate an intervention model created to help control anxiety.
Design	An intervention model that involves the principles of coaching psychology and highlights the use of water was created to help control anxiety.

Methodology	From June 2015 to March 2019, forty-eight participants who suffered from anxiety were encouraged to try this intervention to help handle anxiety. The procedure encompassed the suggestion of three to four breaks during the day when one should wash his/her hands and face with eyes closed whilst picturing positive thoughts. It was proposed to mindfully use water and its relaxing properties in similar manner during regular baths as well. Other tools involved the development of self-awareness, positive psychology, mindfulness, breathing and the suggestion of exercises. A questionnaire was created to assess the results.
Results/Findings	All participants considered that the water helped them to control anxiety and 87.5% of the participants considered that self-awareness helped them. Regarding mindfulness, 83.3% thought that it helped them and 81.3% of the participants considered that breathing helped them to handle anxiety. Adopting a more positive attitude was perceived to help control anxiety by 77.1% of the participants. A difference was observed regarding exercise: 68.8% of the participants believed that exercising along nature helped them whereas 53.3% of them believe that exercising at gym/home did the job.
Conclusion	This study showed promising results. All participants confirmed that using water led to a substantial change in their anxiety level hence, this proposed intervention model seemed to help control anxiety on the studied populace. This study may throw some light on the subject and help develop new tactics that can be used to control anxiety. The information acquired raises the necessity to conduct further investigation to strengthen the key idea of the propositioned approach.

Title of Presentation	<b>Coaching Psychology: Enhancing Work Performance and Health for the best Return to Work</b>
Contributor and Affiliation	Maite Sánchez-Mora García, CPsychol, COPCAccred, MISCP;   Col.legi Oficial de Psicologia de Catalunya
Objective/Aim	<p>Studies on Return to Work show that adjustments in the workplace are required to support people who have to manage fear, insecurities and disabilities at work.</p> <p>With the focus only on the person and not on all the resources that a company can offer, Positive Psychology Coaching (PPC) processes can meet the needs of the non-clinical population</p> <p>It has been asserted that “Positive Psychology Coaching is an evidence-based coaching practice informed by the theories and research of positive psychology for the enhancement of resilience, achievement and wellbeing”. (Green &amp; Palmer, 2019, p 9).</p> <p>An aim of this literature review was to explore the question ‘Is it useful to carry out a coaching psychology process with a positive psychology approach and a dual goal to achieve good performance at work as well as looking after one’s health when returning to work (RtW)?’</p>

	An additional objective was to examine 'Is it interesting to foster the positive psychological capital to reach the dual goal?'
Design	<p>A review of the coaching psychology literature was conducted with a positive focus on Return to Work through an open approach. If coaching psychology was not clearly identified within the bibliography/reference, the paper was rejected from the literature search.</p> <p>In Spain no specific coaching psychology journals are published. Therefore, the literature search was carried out with published doctoral theses, complemented with international renowned journals and publications from international congresses in this field.</p>
Methodology	The literature review adopted a narrative approach. Key words were: Workplace & Health, Coaching Psychology for RtW, OR CP for RtW, for workplace for Health or for Wellbeing
Results/Findings	No study was found that yielded results about coaching psychology processes with this dual goal of health and performance. The concepts of resilience and self-efficacy were the positive psychological capital dimensions most studied.
Conclusion	The questions that have given rise to this study could not be answered due to lack of data. Therefore, it could be useful to carry out research into this PCC on RtW with a dual goal in the future.

Title of Presentation	<b>The narrative of courage in nursing students in Higher Education diagnosed with a mental health condition</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Margaret Rioga</u> ; Psychology Department, Bucks New University
Objective/Aim/Design	In recent years, Universities have seen a rise in the number of students that enrol with a diagnosed mental health condition or develop a condition during their programme. This study explored this contemporary issue as students with a mental health diagnoses encounter challenges from their symptoms and medication side effects and also from the academic pressure of the programme.
Methodology	This is a qualitative phenomenological research study which explored the experience of courage in nursing students diagnosed with a mental health condition.
Results/Findings	The themes identified were; mental health recovery, motivation for nursing, discovering a new self and the pursuit of goals. The focus of the study was courage but the findings suggest that the use of coaching as a Positive Psychology Intervention would enhance the retention and learning experience. The students have access to Personal Tutors who support them throughout their programme and it is essential that these Lecturers adopt positive psychology interventions such as strengths-based coaching models to structure their support sessions.

Conclusion	In future research, it will be important to pilot the introduction of coaching models in Personal Tutor sessions to enhance the retention and promotion of wellbeing for this student population.
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Title of Presentation	<b>The Psychologist-Coach's competence and professional practice as performance advantage in the workplaces: a systematic review</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Mariarosaria Izzo</u> & Eleonora Saladino; SCP Italy Gabriele Giorgi and Diego Polani; European University of Rome Nicola Piccinini; Italian Council of Psychologists (Lazio)
Objective/Aim	To evaluate the impact of Coaching experiences and practices delivered by Psychologists, in Italy and abroad, to examine who can activate daily individual and collective change according to the ethical principles of the psychological profession.
Design	A systematic review will be performed on recent scientific researches, articles, publications, and previous meta-analysis in order to collect data on psychology coaching and its efficacy on performance.  The systematic review will be performed according to current guidelines for meta-analysis and systematic reviews of observational studies. .
Methodology	First selection will be among 341 articles in order to identify research in scope with: <ul style="list-style-type: none"> <li>• psychology coaching</li> <li>• performance</li> <li>• organizational environment</li> </ul>
Results/Findings	All results will be collected and discussed in September 2019 and shared during this poster presentation.
Conclusion	It is predicted that the first selection will highlight a consistent positive correlation between coaching intervention and performances. Next steps will evaluate the specific coaching method applied and the correspondent performance improvement.

Title of Presentation	<b>“A new vision!”: Exploring coachee experiences of using photography in coaching – An interpretative phenomenological analysis.</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Maureen Wright</u> MAPPCP (Distinction), Dr. Kate Hefferon; University of East London
Objective/Aim	To explore how using photography affects coachees' experience of engagement and accessibility in coaching.
Design	A qualitative study using semi-structured interviews to explore the experiences of three coachees participating in a four-session coaching

	intervention. Adopting a ‘Third Generation’ approach (Stelter, 2014), a narrative coaching model (Drake, 2016) was adapted and combined with different inter-session photo-assignments to create a novel coaching intervention. Data was gathered by semi-structured interviews before each session to gain insight into the experience of doing the photo-assignment and after the session, to explore the experience of using the resultant photographs in the coaching session. A final semi-structured interview explored the overall experience of using photography in the coaching intervention.
Methodology	The data from the 27 interviews was audio-recorded, transcribed and analysed using interpretative phenomenological analysis (IPA). Data from each participant was analysed individually, in line with the idiographic approach taken in IPA. Transcripts were read and re-read to identify themes, evidenced by quotations. These were then organised into clusters and integrated across transcripts to identify a set of master themes.
Results/Findings	<p>Main themes and sub-themes to emerge from the study:</p> <ol style="list-style-type: none"> <li>1. Photographs enrich the coaching experience by increasing engagement, activating participation and providing a springboard for valued action.</li> <li>2. Photographs cultivate mindful self-awareness by highlighting changing versions of self, what really matters and a visual representation of a desired future self.</li> <li>3. Photographs increase positivity by activating positive memories, providing creative challenge and enabling positive narratives.</li> </ol>
Conclusion	Photographs have a number of unique qualities that make them a potentially powerful tool for use in coaching. This study signposts the important potential that using photography may have on supporting accessibility in coaching by visually activating coachee engagement, self-awareness and positivity. It also suggests avenues of further research needed to broaden understanding further.

Title of Presentation	<b>The effect of coaching experiences on coaching perceptions and interpersonal support attitudes</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	Rie Ishikawa, J. F. Oberlin University, Tokyo Yoriko Matsuda-Chapman, J. F. Oberlin University, Tokyo Satoru Ishikawa, J. F. Oberlin University, Tokyo
Objective/Aim	Coaching psychology has been attracting attention in Japan. However, coaching is generally perceived as an instructional method in sport or an interpersonal communication skill, and little is known about the current application, awareness and effectiveness of coaching. This study aimed to identify the characteristics of workers who experienced coaching, and explore the future prospects of coaching practice by investigating the differences in perception, efficacy awareness, and attitude to coaching among subjects with or without coaching experience.
Design	An online survey was conducted and respondents were drawn from an online panel of the Japanese working population.

Methodology	1,300 Japanese workers aged between 22 and 65 completed a questionnaire consisting of questions exploring perception and expected effectiveness of coaching and attitudes towards interpersonal support. Subjects who experienced coaching were asked to state the purpose, method, expense, frequency and duration, and actual outcome of coaching.
Results/Findings	Significant differences by job position or company size in experience and awareness of coaching were observed. The primary purpose of coaching was to serve organizational goals such as leadership or human resource development. Mostly coaching sessions were conducted in groups, only a few experienced individual coaching. Subjects who received coaching scored significantly higher on attitudes towards interpersonal support than those who did not. Subjects who received individual coaching reported higher awareness of coaching effectiveness than those coached in groups indicating the efficacy of training.
Conclusion	In Japan, coaching is used to realize organizational goals rather than individual development. However, even group coaching promotes awareness and attitudes towards interpersonal support. Therefore, organizations should increase coaching psychology practice at both the group and individual level to improve outcomes.

Title of Presentation	<b>Character Strengths and Participation in Sport/Physical Activity to Promote Positive Ageing</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Urszula Wolski</u> , Psychology Department, Bucks New University
Objective/Aim/Design Design	<p>The aim of research is to investigate whether an intervention programme encourages 'non-active' adults to participate in regular sport and/or physical activity in relation to their character strengths.</p> <p>Character strengths are what are unique and authentic to everyone, such as love, gratitude and appreciation of beauty, and as a result, it is these that will encourage participation in activities that are found to be enjoyable and could lead to flow experiences. Such activities can therefore help to lead to greater health, well-being and eudaimonic happiness.</p>
Methodology	Over the course of 8 weeks 10 'non-active' participants (aged 40+), i.e. those participating in little to no physical activity, will be asked to participate in a range of self-selected sport and/or physical activities and to keep a record of activities and their experiences in a journal. At the start of the programme each participant will take the VIA Character Strengths Survey to determine their top strengths and enable them to choose 'suitable' activities. Also, at the start of the programme, half way through and at the end, participants will be asked to complete a well-being and satisfaction with life scale survey. At the end of the programme, each participant will be interviewed using a semi-structured interview in order to discuss their experience on the programme and whether this has encouraged them to continue with their chosen activity(ies).



Results/Findings	Results from the surveys will be compared with data from the journals and interviews which will be analysed using thematic analysis.
Conclusion	Whilst much research has been done on the elderly population and positive ageing, little has been done on the 'middle ages', and to date, no research exists that looks specifically at the relationship between character strengths, sport and physical activity and positive ageing.

Title of Presentation	<b>Development and validity of the Compassionate Leadership Skills and Self-efficacy Scale</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Yoga Tokuyoshi</u> , MISCP; Coaching Psychology Centre for Japan
Objective/Aim	The purpose of the present study was to develop the Compassionate Leadership Skills and Self-efficacy Scale (CL-SES) and to examine its reliability and validity using a classical test theory, an item response theory and a correlation analysis.
Design	The CL-SES (Total 12 items) has 4 subscales; Encourage Skills (3 items), Compassionate Skills (3 items), Acceptance (3 items), Support from criticisms (3 items).  The CL-SES was developed using examples from the Compassion approach based on Mindfulness theories and Positive Psychology.
Methodology	The web survey in Japan.
Results/Findings	In the study (N= 1549, Mean age= 28, SD=10), participants' data was subjected to the exploratory and confirmatory factor analyses and correlation analysis.  It showed 4 factors, indicating that the composite model fit the data well (CFI=.968, TLI =.956, RMSEA=.08).  The study found sufficient concurrent validity between the team psychological safety scale (Edmondson,1999).
Conclusion	These results provided a support for reliability and validity of the CL-SES.

Title of Presentation	<b>Development and Validation of the Japanese Version of Coaching Behaviour Inventory</b>
Contributor[s] and Affiliation (e.g. Institution or Organisation)	<u>Dr Yoriko Matsuda-Chapman</u> , J. F. Oberlin University, Tokyo Dr Rie Ishikawa, J. F. Oberlin University, Tokyo
Objective/Aim	Managerial coaching has recently begun to attract attention in Japan, yet virtually no empirical research has been conducted to date. The aim of this study is to develop and validate two Japanese versions of the 8-item Coaching Behaviour Inventory (CBI; Ellinger et al., 2003), using the same behaviours to

	<p>assess managers' perceptions of their own coaching behaviour and employees' perceptions about the coaching behaviour of their managers.</p>
Design	<p>Permission was obtained from the original scale developer, and translation into Japanese was performed according to the ISPOR guidelines (Wild et al., 2005). Two independent Web surveys were conducted: the first with 500 managers and the second with 500 employees.</p>
Methodology	<p>The questionnaire for managers consisted of Japanese CBI (J-CBI), transformational leadership (TL), social-emotional skills (SES), and work engagement (WE), whereas employees completed J-CBI, TL, organization-based self-esteem (OBSE), and WE. Analysis included confirmatory factor analysis (CFA) and structural equation modeling (SEM).</p>
Results/Findings	<p>CFA confirmed that the 8-item one-factor structure displayed a good fit to the data for both samples (Managers: CFI = .985; TLI = .974, RMSEA = .070; SRMR = .022, Employees: CFI = .988; TLI = .982, RMSEA = .078; SRMR = .013), and internal consistency was high (<math>\alpha</math> = .927 and .967 for managers and employees, respectively). Manager J-CBI was positively correlated with five subscales of TL (<math>r</math> = .45-.51), SES (<math>r</math> = .32), and WE (<math>r</math> = .34). Employee J-CBI was also positively correlated with TL (<math>r</math> = .62-.70). In addition, SEM revealed that Employee J-CBI was positively associated with WE directly or via OBSE (CFI = .959; TLI = .954, RMSEA = .064; SRMR = .043).</p>
Conclusion	<p>The Japanese versions of CBI for managers and employees appear to be psychometrically adequate measures for assessing managers' coaching behaviour from a dyadic perspective. Future research should confirm the test-retest reliability and further construct validation of J-CBIs.</p>