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Chairs Update
by Siobhain O’Riordan MISCPAccred

Welcome to the Summer 2012 issue of Coaching Psychology International! Once again we are pleased to present a range of interesting articles and contributions covering topics such as: Spanish and Danish Language Adaptations of the PRACTICE model; Coaching Psychology in schools; Animal Assisted Coaching Psychology: and an Introduction to the Importance of the Coaching Relationship. We also have updates from around the world including Spain, South Africa, the United States of America, New Zealand, Sweden and Italy. In this issue you will also find a book review by Indrani Choudhury.

It has continued to be a busy time in the coaching psychology calendar. Over recent months we have seen the Society undertake landmark signings of separate Memorandums of Understanding with the Coaching Psychology Special Interest Group (New Zealand Psychological Society) and the Society of Consulting Psychology (Division 13 of the American Psychological Association). Further news about these historic developments is available later in this issue.

We have also launched a new register for the accreditation/certification of coaching psychology supervisors. This pathway is available to MISCPAccreds and further details are available on the Society’s website at: http://www.isfcp.net/accreditedsupervisors.htm

Please do get in touch with me if you would like to share any ideas for future issues of CPI.

Happy reading!

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The PRACTICE Coaching model adapted to the Spanish language. From PRACTICE to IDEACIÓN.

Maite Sánchez-Mora García, Mª Claustre Janè Ballabrígà PhD, Josep Vilajoana Celaya, Ricard Cayuela Dalmau and Stephen Palmer PhD

Abstract
This paper presents IDEACIÓN as the adaptation to Spanish the PRACTICE model of coaching, counselling and stress management. The PRACTICE model takes a solution focused and cognitive behavioural approach.

Keywords: PRACTICE, IDEACION, solution focused coaching, cognitive-behavioural coaching, problem solving, stress management

RESUMEN
Este trabajo introduce IDEACION como la adaptación a la lengua española del PRACTICE modelo de coaching, counselling y gestión del estrés. El modelo PRACTICE tiene un enfoque centrado en la solución y aproximación cognitivo-conductual.

Keywords: PRACTICE, IDEACION, coaching enfocado a la solución, coaching cognitivo-conductual, resolución de problemas, gestión del estrés.

Introduction
The original problem-solving PRACTICE model or framework has been used within performance, business, executive, stress and life/personal coaching in addition to being used within the counselling / psychotherapy and stress management fields (see Palmer, 2007).

The problem-solving, cognitive behavioural PRACTICE model was developed by Palmer (2007) as an adaptation of the seven-step framework proposed by Wasik (1984). However, over a period time, the model or framework evolved and became more solution focused (see Palmer, 2008, 2011; O’Connell, Palmer & Williams, 2012).

Depending upon the presenting issue or problem the practitioner can adapt the model to maximise the coaching or therapeutic outcomes for the coachee or client.

PRACTICE is an acronym that represents seven steps:

1. P can represent Problem, Purpose of coaching, Preferred Options or Preferred Outcome depending upon what the coachee brings into the coaching process.
2. Realistic, relevant goals developed.
3. Alternative solutions generated.
4. Consideration of consequences.
5. Target most feasible solution(s).
6. Implementation of Chosen solution(s).

The Spanish acronym is based on the revised seven steps of the PRACTICE coaching model which increased the possible uses of the ‘P’ in PRACTICE (Palmer, 2011). After some
deliberation, the authors found a word that is easy to understand and remember in Spanish that has cognitive-behavioural connotations. Spanish is spoken by over 515,000,000 people worldwide. It is the official language in countries in four continents and is a joint official language in many others (in Europe: Spain, in America: Mexico, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama, Cuba, Puerto Rico, the Dominican Republic, Venezuela, Colombia, Ecuador, Peru, Chile, Bolivia, Paraguay, Argentina, Uruguay, Guyana, Belize, the USA, in Asia: the Philippines, and in Africa: Equatorial Guinea). Adapting models of coaching, counselling and stress management to different languages and cultures is becoming more important especially with the steady growth in the use of coaching in organisations internationally.

Adapting PRACTICE/IDEACIÓN to Spanish-speaking countries

The meaning of IDEACIÓN is genesis and process in the generation and formation of ideas and images. In English it means Idea generation. It is a concept used in the study of behaviour, innovation, the thought of design and the development of concepts. Table 1 illustrates why IDEACIÓN is a useful acronym to use.

Table 1: The adaptation of the PRACTICE coaching model to internationally spoken Spanish. From PRACTICE to IDEACIÓN

| I | Identification of topics to deal with in coaching (whether problems or not). More emphasis is placed on the Identification than on the Problem. After the recent revision of the “P” in the PRACTICE model and the enhancement of the solution-seeking focus (see Palmer, 2011), we considered that identifying is nearly always present in the first phase of the coaching and coaching psychology process and this identification could be that of a question, topic of interest, purpose of coaching, or a problem (whether or not there is a problem to deal with initially). It focuses on the Identification rather than a problem. |
| D | Develop goals. Given that action is usually present in a coaching or coaching psychology process, this time we used the verb, to develop. The goals are developed by the coachee in collaboration with the coach or coaching psychologist. Ideally it is preferable that they SMART goals i.e. Specific, Measurable, Agreed, Realistic and Time-bound. They can also be positively phrased and noted down. |
| E | Engendering alternative options (solutions). Similar to the first step, the emphasis is placed on action and a synonym of generate is used. This implies giving shape and with connotations of vitality and the origin of life. (Options and solutions = actions to carry out in order to reach the goals). |
| A | Analysing the consequences of the options (solutions) engendered. This is a significant time for reflection before moving into action, i.e. thinking about the consequences of actions. |
| C | Capturing and selecting the best option(s). In other words, taking the decision about which options (solutions) to carry out. |
| I | Implementation of the action plan designed to reach the goal set. |
| O | Observing the results and Noting the evaluation by quantifying the success and level of satisfaction obtained. |
Table 2 illustrates the acronyms IDEACIÓN and PRACTICE together.

**Table 2: IDEACIÓN and PRACTICE**

<table>
<thead>
<tr>
<th>PASOS</th>
<th>STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identificación del tema a tratar</td>
<td>1. Preferred options or outcome, issue or problem</td>
</tr>
<tr>
<td>2. Desarrollar objetivos</td>
<td>2. Realistic, relevant goals developed (e.g. SMART goals).</td>
</tr>
<tr>
<td>SMART, en positivo y registrado</td>
<td></td>
</tr>
<tr>
<td>4. Analizar las consecuencias de las opciones</td>
<td>4. Consideration of consequences</td>
</tr>
<tr>
<td>(soluciones) engendradas</td>
<td></td>
</tr>
<tr>
<td>5. Captar y seleccionar la mejor elección.</td>
<td>5. Target most feasible solution(s).</td>
</tr>
<tr>
<td>7. Observar los resultados y Nombre su valoración.</td>
<td>7. Evaluation</td>
</tr>
</tbody>
</table>
Table 3 illustrates the questions that can be used during each of the seven steps in the revised model.

Table 3: Revised model of the PRACTICE sequence

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Identification of the topic to be dealt with</td>
<td>What is the issue, concern or topic or problem you wish to discuss? What would you like to change? Any exceptions when it is not a problem, issue or concern? How will we know if the situation has improved? On a scale of 0 to 10 how near are you now today to resolving the problem or issue? Any distortions or can the issue be viewed differently? Can you imagine waking up tomorrow morning and this issue or concern (or problem) no longer existed, what would you notice that was different?</td>
</tr>
<tr>
<td>D</td>
<td>Developing goals</td>
<td>What do you want to achieve? Let’s develop specific SMART goals.</td>
</tr>
<tr>
<td>E</td>
<td>Engendering options</td>
<td>What are your options? Let’s note then down.</td>
</tr>
<tr>
<td>A</td>
<td>Analysing the consequences of the options</td>
<td>What could happen? How useful is each possible solution? Rating scale: 0-10</td>
</tr>
<tr>
<td>C</td>
<td>Capturing and selecting the best choice</td>
<td>Now we have considered the possible solutions, what is the most feasible or practical solution(s)?</td>
</tr>
<tr>
<td>I</td>
<td>Implementation of the action plan</td>
<td>Let’s implement the chosen solution by breaking it down into manageable steps. Now go and do it!</td>
</tr>
<tr>
<td>O</td>
<td>Observing the results and Noting their evaluation</td>
<td>How successful was it? Rating “success” scale 0 to 10. What can be learnt? Can we finish coaching now or do you want to address or discuss another issue or concern?</td>
</tr>
</tbody>
</table>

Conclusion

The revised PRACTICE model (Palmer, 2011) provided an opportunity to adapt it to the Spanish language as it provided a number of different aspects to Step 1 in the framework. Step 1 can now also be the identification of the topic to be discussed, whether or not it is a problem, which is a flexible approach to coaching psychology practice.

This article presented the adaptation of the PRACTICE model to the Spanish language using the acronym IDEACIÓN. This study is the start of the application of the PRACTICE model in Spain and other Spanish-speaking countries. It is
intended to undertake further research into the application of the PRACTICE model in Spain.

References

Biographies and Correspondence
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From PRACTICE to PRAKSIS – models in Danish coaching psychology

Ole Michael Spaten, Anna Imer, and Stephen Palmer

Abstract
This article gives a brief outline of the broadness of coaching models and moves on to describe in detail the model PRAKSIS, which has been developed from the English language PRACTICE model. This model is considered to be a key tool in solution-focused coaching and therapy. Thus, PRAKSIS will be an important tool which will help coachees reach their goal in coaching sessions with a problem-solving focus.

Key words: Coaching models, PRACTICE, PRAKSIS, problem-solving, solution-focused coaching

Introduction
Coaching psychology research has grown steadily in Europe, in particular in the United Kingdom and Denmark during the past ten years, primarily on the basis of the establishment of coaching psychology research units in London, followed by similar units at Aalborg University and the University of Copenhagen. The growth of the coaching psychology movement was initiated by members of psychology associations and in Denmark by the Society for Evidence-based Coaching (SEBC) under the Danish Psychological Association, and most recently by a Danish coaching psychology journal, which consolidates coaching in a strong hundred-year-old scientific psychological tradition. Practice research and large empirical studies which investigate what and how coaching works are in increasing demand (Spaten, 2010, 2011; Stelter, 2010, 2011) and will pave the road for the dissemination and development of coaching psychology. In Denmark, coaching psychology is gaining a foothold, for example, the coaching of staff and executives (Spaten, et al., 2011; Kjerulf, 2011; Dam Hede 2010), but also through the use of the consultative approach in PPR (Pedagogical and Psychological Counselling service) in Danish municipal districts, where coaching tools are highly applicable for psychologists in their work with collaboration partners affiliated with PPR (Tanggaard and Elmholt, 2006).
Models in coaching psychology practice

In line with a very long practice of coaching, a number of different models and methods in coaching have existed for a substantial period of time. One of the best known models is undoubtedly the GROW model, which is an acronym for Goal, Reality, Options and Will (or Wrap-up). GROW was developed by Graham Alexandra and promoted by John Whitmore in Britain during the eighties and nineties (e.g. Whitmore, 1996, 2004). This model is as simple as it is applicable: when a coachee contacts a coach for help with a given problem, the coach starts by asking what the coachee wishes to achieve or what his/her goal is. Then the coach uses a questioning approach to explore reality, and to identify how far the coachee is from reaching his or her goal. This model is understood as a reflexive process through which the coachee will continue by exploring the obstacles and options which exist in relation to reaching the goal. Finally, coach and coachee will work on defining the concrete steps on the way towards the goal, which energy and will is available and what it will take to go there. In many ways it is apparent that GROW contains the fundamental steps which should be brought into play if a fruitful, solution-focused process is to be implemented in coaching. Therefore, many models will be variations on these elements although not necessarily derived from the same roots or origins. A number of important models will be covered in the next section.

OSKAR is an acronym for Outcome, Scaling, Know-how and resources, Affirm and action and finally Review (Jackson & McKergow, 2007). As in the GROW model, the process starts by outlining outcome (the goal) that the coachee is looking towards. Finally, coach and coachee will work on defining the concrete steps on the way towards the goal, which energy and will is available and what it will take to go there. In many ways it is apparent that GROW contains the fundamental steps which should be brought into play if a fruitful, solution-focused process is to be implemented in coaching. Therefore, many models will be variations on these elements although not necessarily derived from the same roots or origins. A number of important models will be covered in the next section.

ACHIEVE is an acronym for Outcome, Scaling, Know-how and resources, Affirm and action and finally Review (Jackson & McKergow, 2007). As in the GROW model, the process starts by outlining outcome (the goal) that the coachee is looking towards. Finally, coach and coachee will work on defining the concrete steps on the way towards the goal, which energy and will is available and what it will take to go there. In many ways it is apparent that GROW contains the fundamental steps which should be brought into play if a fruitful, solution-focused process is to be implemented in coaching. Therefore, many models will be variations on these elements although not necessarily derived from the same roots or origins. A number of important models will be covered in the next section.

The PRACTICE model

Implementation and Evaluation. The further development consists of Palmer’s introduction of the English acronym PRACTICE, which makes it easier for coachees to memorise the different steps. However, the most essential development is the coaching model’s focus on a solution-oriented approach and the work on implementing concrete solutions (O’Connell and Palmer, 2007; Jackson & McKergow, 2007), through scaling and a detailed description of practice. Subsequently, the coaching model has been implemented within counselling, psychotherapy, business management, coaching and training. Table 1 gives an overview of the individual steps in the PRACTICE model.

The initial letters of the seven steps form the word PRACTICE, and the purpose of the acronym is to act as a mnemonic word. Edgerton and Palmer (2005) emphasise that an acronym is very helpful as coachees are expected to remember and actively apply models consisting of more than 4-5 steps. The Danish adaptation follows the same principle with an acronym as a mnemonic word, i.e. PRAKSIS, so that the original message of the PRACTICE model is maintained. Table 2 illustrates how the PRAKSIS model has been developed and is applicable in concrete terms in a Danish coaching psychology practice with the associated exploring questions. The transfer of the Socratic questions (Spaten, 2011) which accompany the elements of the acronym, play a decisive role, so that the coach will have a guiding principle when phrasing the most simple and clear sentences; this will be of assistance to the coach, and also to a great extent to the coachee.

<table>
<thead>
<tr>
<th>Table 1: PRACTICE</th>
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<tbody>
<tr>
<td><strong>P</strong> roblem identification</td>
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<tr>
<td><strong>R</strong> ealistic, relevant goals developed</td>
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<td><strong>A</strong> lternative solutions generated</td>
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<td><strong>C</strong> onsideration of consequences</td>
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<td><strong>T</strong> arget most feasible solution(s)</td>
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<td><strong>I</strong> mplementation of</td>
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<td><strong>C</strong> hosen solution(s)</td>
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<td><strong>E</strong> valuation</td>
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<th>Table 2: PRAKSIS</th>
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<tbody>
<tr>
<td><strong>Problem identification</strong></td>
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<tr>
<td>Which problem would you like to talk about today? (You may find it beneficial to use SPACE for the full identification of the situation). What would you like to change? / Are there any exemptions in this context? / How will we know if the situation has improved? / Might you consider the issue from a different angle?</td>
</tr>
<tr>
<td><strong>Realistic, relevant goals developed</strong></td>
</tr>
<tr>
<td>What would you like to achieve? Is this relevant? Is it realistic?</td>
</tr>
<tr>
<td><strong>Alternative solutions generated</strong></td>
</tr>
<tr>
<td>------------------------------------</td>
</tr>
<tr>
<td><strong>(Konsekvenser: Danish)</strong> Consequences are considered</td>
</tr>
<tr>
<td><strong>See the best decisions clearly</strong></td>
</tr>
<tr>
<td><strong>Implementation of Chosen solution</strong></td>
</tr>
<tr>
<td><strong>(Slutevaluering: Danish)</strong> Final evaluation</td>
</tr>
<tr>
<td></td>
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</table>

**Conclusion**

This article has demonstrated how PRACTICE with the Danish acronym PRAKSIS is applicable in coaching sessions. For a deeper understanding of the model, its implementation and adaption to different contexts see: Palmer, (2007, 2008, 2011a), Palmer and Szysmanska (2007), Williams and Palmer (2009), Williams, Edgerton and Palmer (2010), Williams, Palmer and Wallace (2011), and O’Connell, Palmer and Williams (2012).

We have illustrated how we, on the one hand, develop coaching psychological models in dialogue with the research community’s original construction of its historical context. On the other hand, it is emphasized that coaching must be developed as embedded with respect for local culture and traditions. Thus, the article may be seen as one part of a larger project in which coaching psychological models and methods are adapted to the linguistic and contextual frames of reference of individual countries. For example a Brazilian version which was transferred may be
mentioned: POSTURA and POSITIVO were the acronyms (also see Dias et al., 2011). Such initiatives will inspire the dissemination of coaching psychology with frames of reference to other languages. This will enable research environments and practice communities across the world to benefit from the rapid development within the field of coaching psychology.

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Coaching Psychology in Schools: Supporting Staff Performance and Well-Being.

Mark Adams

Abstract

This paper demonstrates application of the principles of (i) cognitive-behavioural psychology; and (ii) solution-focused brief therapy to enhance practitioner well-being and performance in a school setting. An individual case presentation allows the specific methods used to be captured and linked to coaching psychology theory/research. Reflections and implications for practice are discussed.

Keywords: Cognitive-behavioural coaching; CBC; solution-focused coaching; SFC; performance; well-being; coaching in schools.

Introduction

Cognitive Behavioural Coaching (CBC) utilizes the theories, principles and practices of cognitive-behavioural psychology to support coachees to achieve their goals (Palmer & Szymanksa, 2007). Key principles include:

~ A person’s feelings about a situation are not caused by the event itself, but rather that individual’s thoughts and interpretations about the event (Beck, 1967, 1976; Ellis, 1962). Helping coachees to develop insight into the relationship between their thoughts, feelings and behaviour can enable them to understand and manage their reactions to situations.

~ Individuals can experience ‘thinking errors’ that can distort their interpretation of reality and impact negatively on both feelings and behaviour. These include e.g. all or nothing thinking (things are either ‘excellent’ or ‘terrible’ with no shades of grey), personalization (“This is all my fault” or “It must be because of me”), catastrophizing/awfulizing (“It’s a disaster!” or “That would be awful!”), or demands (rigid or inflexible demands of self or others articulated as ‘shoulds’ or ‘musts’). In workplace contexts these can be considered to be ‘Performance-Interfering Thoughts’ (PITs) or ‘Stress-Inducing Thoughts’ (SITs) (Palmer & Cooper, 2000; Palmer & Szymanksa, ibid).

~ Thinking errors can be transformed into more adaptive thoughts through the process of disputation and the application of thinking skills (Curwen, Palmer & Ruddell, 2000; Ellis, 2006; Palmer & Cooper, ibid; Palmer & Szymanksa, ibid; Seligman, 2003). This then impacts on feelings and behaviour.

~ Individuals may have poorly developed systematic problem-solving skills or may fail to apply their skills when under pressure or stress (Palmer & Szymanksa, ibid).

Palmer & Szymanksa (ibid.) assert that CBC can improve performance, increase psychological resilience, enhance well-being, prevent stress, and help to overcome blocks to change.

Solution-Focused Brief Therapy (SFBT) evolved principally from the clinical work of the team at the Brief Family Therapy Centre in Milwaukee, particularly that of Steve de Shazer and Insoo Kim Berg (de Shazer, 1985, 1988; Berg & De Jong, 2002). The principles and practices of SFBT are outlined by e.g. O’Connell (2002), and in the context of Solution-Focused Coaching (SFC – O’Connell & Palmer, 2007) include the following:
‘Problem-free talk’ at the beginning of sessions.

Exploring ‘pre-session change’, i.e. positive changes that may have happened between first contact and the actual coaching session.

An explicit interest in successes, strengths, and what is going well, rather than focusing purely on problematic elements of the coachee’s situation.

Exploration of the coachee’s preferred future (as opposed to exploration of the origins of the coachee’s problems).

A search for ‘exceptions’ (times when the problem is not as bad or aspects of the preferred future are already happening).

Harnessing the coachee’s strengths to help them to achieve their goals. This reflects Milton Erickson’s principle of utilization, i.e. mobilising any aspect of the coachee’s experience which could usefully contribute to solving the problem (Lankton, 1990).

Use of scaling questions to help coachees to recognize the nature of what is already working, identify goals, and set small-step targets towards them.

Encouraging the coachee to do more of what is working.

This case study demonstrates the successful application of elements of both CBC and SFC to improve performance and enhance well-being with a practitioner in a primary school.

Context

The piece of work being examined took place when the author was working as a Specialist Educational Psychologist for a traded service that sold coaching services to schools. In this particular case the coach was contracted to work with a school’s newly-appointed Special Educational Needs Co-ordinator (SENCo), the primary aim being to provide the practitioner with emotional support to complement the practical support she would receive from other sources. The practitioner (L) was new to the SENCo role but had worked in the school for several years and had earned a reputation as a capable and confident classroom teacher. However, she was now stepping outside of her comfort zone into a demanding role that presented fresh challenges.

Case Presentation

The details of the sessions are described below, with headings used to identify the specific techniques applied:

Agenda-setting

After a preliminary meeting with L to clarify the scope of the work and to respond to her queries about the process, the first session began with coach and coachee negotiating an agenda. This provided structure and direction to the session (thereby enhancing the likelihood of the time being well-used) while ensuring that L’s needs were covered (Miller & Rollnick, 2002). This first session gave L an opportunity to prioritize some of the many new demands she was facing, while allowing a rapport to develop between coach and coachee. L left the session with an action plan, and the next meeting was arranged.

At the beginning of the second session L admitted that she was “not feeling great” about her new role. Further discussion clarified that this was perhaps something of an understatement, and that she had found herself experiencing some anxiety and a lack of confidence at work. She had previously enjoyed the sense of being good at her job - in fact, she stated “I like to be good at what I do, and I like others to think I’m good at what I do,” - and her new role was causing her some discomfort in this respect.

‘Macro-’ and ‘micro-analysis’

‘Macro-analysis’ and ‘Micro-analysis’ are two techniques that can be used to analyze coachees’ experiences. ‘Macro-analysis’ involves coach and coachee noticing recurring patterns in behaviour, while ‘micro-analysis’ places one particular incident under the microscope to look in detail at the sequence of events, thoughts, feelings and behaviours that occurred (Palmer & Dunkley, 2010).
The first step was to elicit further details about the situations that L had encountered that had contributed to this anxiety. L recounted a number of situations, a common theme being where other practitioners had approached her to ask questions to which she did not know the answers. It seemed that it might be helpful to conduct a micro-analysis of one of these situations. L chose to focus the discussion on a situation in which another practitioner had approached her with a query about a child's reading intervention. In this situation a Learning Support Assistant (LSA) had asked L: “Should I move this child up a level on the reading scheme?” Feeling 'on the spot' and not knowing 'the answer' to the question, L had responded (somewhat defensively): “I don’t know because I’ve never worked with that child. If you think they’re ready, move them up.” She knew that this was an unhelpful response and worried how the LSA would have perceived her as a result. L, while being an effective classroom teacher, was now learning how to deal with requests from others for support and advice.

Exploring the relationship between thoughts, feelings and behaviour

To explore the relationship between their thoughts, feelings and behaviours, coachees can be helped to complete an ‘ABC’ framework (Ellis, 1962) in which they are helped to record: The Activating event that triggered the emotion; the Beliefs that they had about the situation; and the emotional/behavioural Consequences of those beliefs. The ‘Belief’ may be e.g. an automatic thought, an intermediate belief, or a deeper, core belief (Curwen, Palmer & Ruddell, 2000). In this particular case, a modified version of the ABC framework was used with the terminology changed to the less esoteric language of ‘observations’ (Activating event), ‘thoughts’ (Beliefs), and ‘feelings and behaviour’ (Consequences). L’s stated ‘goals’ (to both ‘be competent’ and ‘be seen as competent’) were also incorporated, since these contextualized the encounter (Ellis, 2006). The framework was drawn to help L to understand the model, and was constructed collaboratively. This diagrammatic format also allowed the reciprocal and interactive relationship between thoughts, feelings and behaviours to be represented:

![Diagram](link)

**Figure 1.** Diagrammatic representation of the relationship between L’s thoughts, feelings and behaviours in the situation identified.

**Goals:** I want to be competent

I want others to see me as competent

**Observation:** Practitioner approaches to ask a question

**Thoughts:** “Will I be able to answer this?”

“What will they think about me?”

**Behaviour:** Defensive reaction

**Feelings:** Anxiety, worry
At this stage, the beliefs identified were the ‘surface’ automatic thoughts L experienced that led to her feelings of anxiety and subsequent defensive reaction.

**Involving the coachee**

Having completed this exercise, the coach was conscious of different routes that the conversation might follow. For example, the discussion could focus on further exploring the underlying beliefs that led to the automatic thoughts and anxious feelings; or, alternative behavioural responses could be generated. In such situations it is helpful to involve the coachee in determining the direction of travel (Schein, 1999), and so the possibilities were presented for L to consider. L chose to focus the remainder of the discussion on generating alternative behavioural responses.

**Shifting to a future-focus**

When coachees have described a ‘problem situation’ they would like to address, it can be helpful to ask them to imagine and describe what their preferred outcome would be in similar situations in future. This ‘future-focused’ approach is underpinned by principles of Solution-Focused Brief Therapy (Berg & De Jong, 2002; de Shazer, 1985, 1988; O’Connell, 2002) in that the emphasis is shifted from exploring the problems of the past to talking about imagined successes. Inquiring about the coachee’s preferred outcome can elicit helpful detail regarding coachee goals and, furthermore, can transform the emotional climate of the discussion from one of despair and difficulty to one of optimism, hope and possibility. There are various questions a coach can use to this end, for example:

- Imagine the next time you encounter that situation, and it goes as you would like. What happens?
- What are your best hopes for such an encounter in future?
- How would you like that situation to go? What would the outcome be?

When asked what her best hopes would be for such an encounter in future, L identified that she would like the LSA to walk away thinking “Great, she’s answered my question, I know what to do next.” At this point the coach suspected that L was experiencing a pressure common to many practitioners who are new to a ‘helping’ role, i.e. a perceived need to provide answers to the queries one is presented with. This can be driven by an unhelpful belief that ‘competence’ or ‘being helpful’ equates to ‘knowing the answers’ and ‘being able to provide the answer’.

**Guided discovery and Socratic questioning**

As described by Palmer & Szymanska (ibid.), guided discovery is a process where the coach and coachee work collaboratively to view the world or particular problem differently. Socratic questioning (Padesky, 1993) is a key tool for promoting reflection and challenging thinking in this process, in which the coach asks questions of the coachee to guide their exploration. This approach was used throughout the remainder of the dialogue.

**Shaping goals**

Sometimes the goals that coachees wish to achieve can themselves be barriers to change, e.g. if they are overambitious, unmotivating, woolly, or narrowing. In this case, L’s espoused goal was partly focused on one strategy, i.e. being able to give the answer to the practitioner’s questions. As this would not always be possible, it seemed important to broaden the goal to something more realistically achievable:

- How would you like things to be different?

Coach: Okay, so you’d like her to walk away thinking ‘She’s answered my question, I know what to do next.’

L: Yes.

Coach: So there are two elements there. You answering her question; and her knowing what to do next.

L: Yes.
Coach: I’m wondering: Will it always be possible for you to answer their questions?
L: Hmmmm…. Well, probably not… But I’d still like to be helpful in some way and for her to know what to do next.
Coach: Okay. So, I’m wondering if it might be helpful to revise your best hopes to reflect that…?
L: Okay, my best hopes would be for her to walk away thinking ‘Great, she’s helped, I know what to do next.’

This represented a subtle but important change in L’s goal. Instead of being focused on one narrow strategy, the goal was now phrased as a desired outcome. L wanted to be seen as having been helpful to the person, and wanted the person to know what to do next. This opened up other possibilities as to how to achieve this beyond her having ‘the answer’ herself.

**Activating the coachee’s strengths and resources; exception-seeking**

At this point the coach hypothesized that drawing on the coachee’s strengths and resources might prove helpful in finding a way forward (Berg & De Jong, 2002; de Shazer, 1985, 1988; O’Connell, 2002). Since L was a capable classroom teacher it was likely that she had a whole toolbox of strategies that she used with children to help them know what to do next when stuck, and experience of having performed successfully in such situations (‘exceptions’). These hitherto untapped resources then became the focus of the conversation:

Coach: I’m thinking it might be useful to further explore what it means ‘to be helpful’ when someone asks you a question…?
L: Okay….
Coach: …Starting from a place where you feel comfortable and confident. So, when you are in the classroom, teaching… I don’t know, pick a subject.
L: Maths.
Coach: Okay, imagine you are in the classroom, teaching Maths, and a child is stuck on a problem. They put their hand up and ask you a question.

Coach: [Noting down the idea on a mind-map] OK. That’s one possibility. What else might you do?
L: Give them some praise and encouragement.

Coach: [Adding the idea to the map] OK. What else?
L: Tell them what their next step is.
Coach: OK. What else?
L: [Thinking]
Coach: Would you tell them the answer to the question?
L: [Emphatically] No! That doesn’t help them to reach the answer for themselves.

Coach: So what might you do instead?
L: Ask them some questions to help them think about it.

The coach could sense that, having drawn upon her experience, the coachee was close to finding a way forward. It was now important to try to help her link her discovery to the problem situation:

Coach: So being helpful can mean asking someone questions to help them think about what to do.
L: Yes.

Coach: I’m wondering if that might help you in situations like the one we are focusing on. What questions might you have asked that practitioner in that situation?
L: I’m not sure…. [pause]

Coach: [Realizing the need to ‘come back’ closer to the coachee’s experience having jumped too far ahead] Okay. If you had to make a decision yourself about whether or not to move a child up on their reading scheme, what questions would you ask yourself?
L: Do they meet the criteria for the level they are on? Do they feel secure in that level? Are they consistent at that level?

Coach: [Noting L’s responses for her to see] Useful questions. What might happen if you asked the LSA those questions, do you think?

L: [Smiling] It would give her the confidence to make the decision herself.

Coach: Does that sound like a helpful way forward?

L: Yes! Definitely.

Trawling the learning; action-planning

Having guided the coachee to a change of approach, the next action was to review the session so as to ‘troll’ the learning that took place. L was asked to think back over the course of the conversation to pick out key learning points and use them to inform an action-plan as to her future approach (Egan, 2002; Miller & Rollnick, 2002). She identified that in future situations she would think differently when approached by a practitioner, replacing the thought of “Am I going to be able to answer this?” with “I don’t need to know the answer, I can help them to think it through.” This reflected a shift in L’s underlying beliefs about what it meant ‘to be helpful’ and ‘to be competent’ when asked a question by another practitioner. L suggested that this change of mindset would help her to feel less anxious, while her ‘defensive’ behaviour would be replaced with the more helpful behaviour of asking the practitioner guiding questions. At this point the coach returned to guided discovery to highlight what was thought to be another key learning point:

Coach: Where did the solution come from?

L: [Smiling] Me.

Coach: How?

L: I used my experience. The things I know.

This seemed to be an empowering realization for L, who had previously underestimated the value of her past knowledge and experience when faced with a seemingly ‘new’ problem.

Reflections and Conclusions

This case presentation has demonstrated the value of applied psychology for improving practitioner performance and well-being, while highlighting a number of valuable principles and techniques that can inform future coach practice. These include: (i) macro- and micro-analyses of behaviour; (ii) using structured frameworks to help coachees to explore the relationship between their thoughts, feelings and behaviour; (iii) shifting to a ‘future-focus’ when coachees are considering problem situations; (iv) guided discovery and Socratic questioning; (v) shaping goals; (vi) activating the coachee’s strengths and resources through exception-seeking; and (vii) trawling the learning at the end of a coaching session.

The case demonstrates the ‘dual systems’ nature of CBC (Palmer & Szymanska, 2007) in that sessions can focus on practical problem-solving as well as developing insight into the relationship between thoughts, feelings and behaviour. In this example the coachee chose to focus the session on generating alternative behaviours that she might practice, whereas she may have elected to further examine the underlying beliefs that were contributing to her anxiety. This indeed occurred to some extent later in the conversation when L’s belief about what it meant to be helpful was challenged and re-evaluated. However, one might also speculate on the extent to which L’s initial thoughts were underpinned by demands (e.g. “I must be competent”), perhaps linked to other performance-interfering thoughts (e.g. “I must be competent otherwise I can’t stand it.”) Although this was not pursued in this particular conversation, the coachee could have been helped to uncover and challenge such PITs, using disputation techniques to generate alternative, more adaptive beliefs and an effective new approach (Ellis, 2006; Palmer & Szymanska, ibid.).

The author modified the classic ABC framework to use less esoteric language (observations, thoughts, feelings, behaviours). The disadvantage of this approach is that, given that the elements do not form an acronym, it may be harder for coachees to remember the model in the early stages of subsequent independent application. This is in contrast with the more
memorable ABC framework and e.g. Edgerton & Palmer’s (2005) SPACE framework (Social context, Physiology, Actions, Cognitions, Emotions) which some coachees may prefer. Nonetheless, this adds another ‘tool’ to the coach toolkit that might be drawn upon when guiding such reflection.

It is notable that the eventual solution was not a new behaviour taught by the coach, but rather an existing strategy that L had used successfully in other circumstances. Reflecting a key principle of the solution-focused approach, L had essentially determined to simply ‘do more of what works’. The specific strategy came to light through reflection on experiences where L had been asked a question and had been able to respond helpfully and in a way that she was satisfied with. This illustrates the value of ‘exception-seeking’ in problem-solving, i.e. searching for examples when the coachee has faced a similar problem or situation and experienced a more positive outcome. It was particularly noticeable in this case how L seemed to grow in confidence having realized that she did in fact have strengths that she could draw upon to tackle new problems – it was just a case of thinking how they might be applied in unfamiliar situations. The author is reminded of Baruch Shalem’s assertion that “There’s nothing wrong with you that what’s right with you couldn’t fix” (as quoted in O’Connell, 2002, p.19).

The case also illustrates the value of coaching in schools, and the broad applicability of psychological principles and practices. L was not a ‘struggling’ practitioner; on the contrary, she was skilled and capable, but even so she experienced anxiety and a lack of confidence in her role. One might speculate how many people this applies to, and how many might benefit from occasional opportunities to reflect on their performance and well-being with a coach. Those who are new to roles might particularly benefit from coaching to support them in e.g. overcoming performance obstacles or generalizing and applying previous skills and knowledge (see also Young & Anderson, 2011). Of course, coaching often requires an investment of both time and money, and the potential return on this investment (ROI) needs to be considered (see e.g. Skiffington & Zeus, 2003). In this particular case the ROI could be represented as in Figure 2, which demonstrates how improvements in one practitioner’s performance can have a ripple-like effect on others, eventually resulting in gains for both the school as an organization and, crucially, the children within it. If schools are prepared to invest in providing effective support for practitioners, it is ultimately to the benefit of the children and the organization.

References:


Biography:

Mark Adams (MISCP Accred) is a Chartered Psychologist who is passionate about applying psychology to help others move forward. He works as an Educational Psychologist for Bristol City Council (a role with a variety of functions including the provision of consultation, coaching, and training services to schools), and has recently launched an independent coaching/support service.

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Figure 2. Return on Investment from Coaching L.

L develops insight into thoughts, feelings and behaviour. L learns new behaviours for tackling situations.

L feels more confident in her role; has skills to perform more effectively; has tools for solving other problems in future.

L is more effective at supporting the x other practitioners she works with.

The x other practitioners are more effective in their work with children.

The children and the organization benefit.
The Introduction of Animal Assisted Coaching Psychology: Definition and Challenges

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Summary
In this review paper we introduce and contextualize Animal Assisted Coaching (AAC) as a part of Animal Assisted Interventions (AAI). We argue that the benefits of those interventions often correspond with the core purpose of coaching psychology: enhancing life experience and increasing wellbeing (Palmer & Whybrow, 2007). It is therefore proposed to 1) Include AAC in AAI and Coaching psychology practice, and 2) Specify the areas and benefits of AAC. We conclude the paper with some further issues to be explored.

Defining Animal Assisted Interventions
AAI are goal-oriented activities incorporating human-animal interactions to improve human physical or psychological health and wellbeing (Odendaal, 2000; Haubenhofer & Kirchengast, 2006). The psychological impact of animals upon humans has frequently been reported in the context of education (Olson, 2010) and therapy (Fine, 2006; Honori, Katcher & Aubrey, 2006; Yorke et al., 2008).

AAI increase happiness, stimulate conversation, facilitate positive social interaction and decrease levels of stress (Duvall-Antonacopoulos & Pychyl, 2008), depression (Hoffmann et al., 2009) and suicidal behaviour (Fine, 2006). Some practitioners have included animals in the coaching process, however, there is an absence of the consistent use of theoretical frameworks and research methods, resulting in a lack of reliable and valid data. The presence of animals in the therapeutic process has often been reported as having positive results on physical and psychological wellbeing on humans.

AAI have included various species, including dogs (36%) (Hoffmann et al., 2009; Esteves and Stokes, 2008), horses (20%) (Maurer et al., 2010; Yorke et al., 2008), other farm animals (15%), rodents (11%), birds (10%) and cats (4%) (Pira et al., 2010). The ethical and welfare implications of using those animals in the process of AAI and more specifically in AAC is yet to be explored.

Integrating Animal Assisted Coaching within the Animal Assisted Interventions
Animal Assisted Interventions can be classified as Animal Assisted Psychological Therapy (AAT), Animal Assisted Physical Therapy (AAPT), Animal Assisted Learning or Education (AAL), Animal Assisted Activities (AAA) and more recently in the area we are introducing - Animal Assisted Coaching (AAC). There are some other definitions and phrases used instead of or interchangeably with AAI, for example Horse Assisted Personal Development. For the purpose of defining the placing AAC within AAI, we will first make a distinction between AAI and AAA, and then provide more detailed description of AAI.

AAA are not necessarily goal oriented and the progress of impact animals have on humans is not monitored. Examples of AAA are animals visiting people in nursing homes and hospitals (Kramer et al., 2009). These interactions are defined as meet and greet, with no follow up continuous work. They can have motivational and recreational value and can greatly increase the quality of people’s lives (Pichot and Coulter, 2007). Another type of non structured activity with potential benefits is taking animals for a walk, playing etc. These activities may also have an educational impact on people.

AAI on the other hand are clearly defined, goal oriented interventions, structured and conducted by trained professionals. AAI is an umbrella term for AAPT, AAT, AAL and AAC. The use of animals in a mental health context was first mentioned at the end of the 18th century (Klontza...
et al., 2007). Since then animals have been included in the therapeutic process to assist with a diverse range of mental health problems, including eating disorders, substance abuse and addictions (Wesley et al., 2009), depression (Hoffmann et al., 2009), attention deficit disorder, anxiety, PTSD (Lefkowitz et al., 2005), autism, low self-esteem and schizophrenia (Kovács et al., 2006; Villalta-Gil et al., 2009). After the intervention clients reported feeling more self-supportive, living fully in the present and being less focused on fears, regrets and guilt (Klontza et al., 2007).

AAL is mostly focusing on issues related to learning difficulties and increasing the effectiveness of learning (Pira et al., 2010): increasing vocabulary, long and short term memory, knowledge of concepts, such as colours or shapes, and skills related to non-verbal communication. It also has a motivational role by addressing anti-social behaviour, increasing empathy and improving social interactions, (Ellingsen et al., 2010)

There has been a recent emergence of practitioners reporting AAI with a purpose to enhance life experience and enhance psychological well-being by raising awareness of one’s behaviour, emotions, thinking and relating to others. For example: learning communication and interaction skills, trust (Yorke et al., 2008), team building, leadership, empathy (Thompson and Gullone, 2008) and self control. Those interventions are reported to decrease loneliness (Banks and Banks, 2002) and increase positive social interaction (Breitenbach et al., 2009). Those interventions can be grouped and defined as AAC.

Conclusions and Future Recommendations
Animals can clearly have a significant role in sustaining and improving human physical and mental health. However, a more methodologically systematic approach could increase reliability and validity of AAI, and enable the assessment of the wellbeing of humans and animals involved in treatment. We suggest that animals are defined as partners rather than tools in this interactive process, which is formed by the client, an intervention animal and a professional. Further explorations of Animal Assisted Coaching could therefore focus on: 1) Reliability and validity of methodologies used in research and interventions; 2) Methodological standardisation; 3) Exploration of ethical questions related to animal and human welfare in the intervention process.

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Biography:

Dasha is a Chartered Psychologist, Chartered Scientist, Associate Fellow of the British Psychological Society (BPS) and an Accredited Coaching Psychologist (ISCP) with a PhD in personality psychology, which she received from the University of Edinburgh in 2007. She is a full member of the Special Group in Coaching Psychology and Division for Teachers and Researchers in Psychology of the British Psychological Society, European Association of Personality Psychology and the International Society of Anthrozoology.

As a practitioner coaching psychologist, Dasha works as an associate of the Edinburgh Psychology Centre (First Psychology Scotland), predominantly using elements of cognitive behavioural coaching, positive psychology and personal construct psychology.

Her interest in coaching psychology and human-animal interactions led to the creation of a new area of animal assisted interventions: animal assisted coaching. In 2011 she set up the Centre for Anthrozoology Humanima at the University of Maribor, Slovenia, where she also works as a guest lecturer.

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An introduction to the importance of the coaching relationship

Kimberley Watson

Abstract
This article introduces the importance of the coaching relationship. It explores key themes in coaching and creates a focus around one of the most important themes being the coaching relationship. Although it’s widely recognised that there is still relatively little research around the coaching relationship, this article focuses on various elements of existing research that support this claim.

Keywords: Coaching relationship, coaching alliance, benefits, coaching relationship model

What is coaching?
The aim of coaching is to improve performance and personal development. There are many basic principles to coaching; the coachee is resourceful and it’s the coach’s role to help the individual tap into this. Coaching also addresses the whole person, their past, their present and their future. Although the coach sets the agenda, the coach and coachee are seen to be equal. The importance and outcome of coaching is that it generates a change, as such the coach needs to develop the skills and techniques to bring the best out in their coachee.

There are many different theories on coaching. Some of the different approaches are solution focused coaching, narrative coaching, gestalt coaching and humanistic coaching (see: Palmer & Whybrow, 2007). A 2011 research survey reported by Palmer, O’Riordan and Whybrow suggested that cognitive behavioural coaching is one of the most frequently used approaches at 62.7%. Cognitive coaching aims to stimulate and develop a person’s thoughts, emotions, and behaviours and offer methods and strategies that the person can use when the coach is no longer around (Oestrich & Johansen, 2005). Cognitive behavioural coaching is described by Palmer & Szymanska, 2007 (as cited in Palmer & Whybrow, 2007, p.86) as “an integrative approach which combines the use of cognitive, behavioural, imaginal and problem-solving techniques and strategies within a cognitive behavioural framework to enable coaches to achieve realistic goals.”

There are a vast range of topics that can be coached on, such as dealing with a difficult colleague, building confidence or time management. Differing factors can be used when determining how the coachee wants to reach their goals, for example cognitions, emotions, behaviour, psychology and social context. The SPACE model is a good example of a model that encompasses most of these factors, developed by Edgerton and Palmer (2002) the acronym stands for Social context, Physiology, Action, Cognition and Emotion. This model helps to provide a quick assessment, and illustrates to the coachee the interaction between the 5 key modalities. The coach will use a toolkit of techniques to help the coachee reach their goals, which could be cognitive, and focuses on a coachee’s thoughts and images. Techniques applied would work on PITS (Performance Interfering Thoughts) and PETS (Performance Enhancing Thoughts). Imagery exercises such as coping imagery or time-projection imagery are
also techniques used. Secondly it could be behavioural techniques that are utilised, which as Palmer and Szymanska (2007) explain, focuses on time management techniques, assertion training and behavioural experiments. Thirdly, emotional/physiological techniques can be used such as psychoeducation, exposure and relaxation.

Gyllensten & Palmer (2007), also express some of the techniques drawn on, such as reflective listening, use of the GROW model (Whitmore 1992), and Neuro Linguistic Programming techniques. They also described techniques such as affirmation cards, imagery exercises, cognitive restructuring, and assertiveness training.

Characteristics of the coach
Although we will be covering this when looking at the coach-coachee relationship, there are certain characteristics which make a coach effective. O’Broin and Palmer (2011) explain that interpersonal variables, such as empathy, being caring and authentic are important. They also talk about communication style in the sense that using facial expressions, postures, gestures and the way words are used are helpful. Appropriate responsiveness in communication style will enable positive or beneficial change in the form of actions or achievements. Lastly, confidentiality is an important characteristic to have, as it encourages mutual trust and respect. These characteristics help to settle a coachee’s feelings of uncertainty and possibly even initial scepticism at the start of the coaching experience.

Comparisons with the ‘Therapeutic Relationship’
Coaching is often compared with counselling and psychotherapy. The coach-client relationship can be seen as more collegial (Levinson, 1996: Tobias 1996), more collaborative and egalitarian (Grant & Cavanagh, 2004), there is also less need for self-disclosure by the coachee (Saporito, 1996).

Bachkirova (2005) also highlights the differences, as well as the similarities. The similarity presents itself in terms of the importance of the relationship, the coachee’s commitment as well as the role of the practitioners themselves. Differences emerge in terms of ultimate purpose, context, coachee expectations, possible outcomes, theoretical foundation, professional skills and initial motivation.

De Haan (2008), views that the differences between counselling and coaching are more a matter of emphasis. Machin (2010) writes that perhaps the coach-coachee relationship starts on a more equal footing and a shared responsibility of the process.

This quote explains it clearly, “Psychotherapy assumes that something is broken and needs to be fixed..........coaching assumes a person is doing well and wants to do even better”. (Bricey, 2002, as cited in Machin, 2010, p38).

However, it is clear from the studies that have been conducted, that researchers agree that the relationship with an individual and their partner, whether that is a coach, a counsellor or a psychotherapist, is one of the most important factors. Stober & Grant (2006) substantiate this by stating that the relationship is the basis for successful coaching. It is also widely acknowledged that although there is a lack of studies into the coach-coachee relationship, it’s agreed that it is a very important aspect of successful coaching outcomes. Next we will look at the important themes in coaching before focusing on the relationship theme.

Important themes in coaching
Most researchers of coaching journals and books will agree that there has been little research conducted into the coaching relationship, even though there has been wide acclaim to the importance of the coaching relationship. Assay & Lambert (1999) identified factors that related to the outcome of the coaching sessions.

- Coachee factors 40% – This is identified as openness, optimism and motivation
- Expectancy/Placebo factors 15% – This shows hope brought about through engagement
- Model and technique factors 15% - ie. GROW model, NLP
- Relationship factors 30% - This is where the client feels the coach has an understanding of their needs, and offers empathy, genuineness and respect.
Gyllensten & Palmer (2007) found that four main themes emerged from their research, these being management of stress, confidence, the coaching relationship, and that coaching equals investment in staff.

Stober and Grant (2006), state that there are seven important themes within coaching, but focus on 2 of these themes as directly relating to the coach-coachee relationship. One of these is that the relationship is meaningful because the coachee believes that the coach is working in their best interests. The other is that the coach’s role is to enhance the coachee’s development, performance or skill set, whilst intervening where appropriate to challenge the coachee and support change.

As can be seen throughout these themes, they demonstrate that the coaching relationship is an important factor. Next we will explore further the coaching relationship, as well as why it’s one of the most important coaching themes.

**Why is the coaching relationship one of the most important themes?**

A definition of the coach-coachee relationship is defined as follows “A unique, co-created, evolving relationship comprising the coaching alliance plus additional client and coach contributions.” (O’Broin & Palmer, 2007)

It is suggested that in all coaching approaches, from the humanistic perspective, the integrated goal focused approach and the psychodynamic approach the relationship will always be essential (O’Broin & Palmer, 2010). It has been stated that “Regardless of preferred theoretical perspective, the foundation of effective coaching is the successful formation of a collaborative relationship.” (Stober & Grant, 2006: 360).

There are various benefits reported around having a good coaching relationship. Leedham (2005), categorised this as having increased confidence, feeling good, individuals believing in themselves, having higher morale and achieving growth. The individuals questioned also commented on feeling the benefit of receiving support and feeling valued, and lastly they felt it helped to move towards an improved career.

To delve into this a little deeper, O’Broin & Palmer (2010, p3), believe that to succeed in change-inducing relationships, there are more critical elements than simply just relationship or technique factors, namely “a consideration of participant, relational, technique and contextual factors is required in the complex process of change.”

Gyllensten & Palmer (2007) talked about the coaching relationships being one of the main themes and broke it down further into trust, transparency and a valuable coaching relationship. In terms of trust, they described that confidentiality was one of the main criteria for building trust, as it encourages a sense of sharing information, allowing them to be viewed as having faults and opening up to the individual. Some coaches are transparent in their coaching in that they tell the coachee what the process is going to be, techniques that they are going to use as well as explaining the theory behind their actions. Coachees have noted that this makes them feel part of the process and viewed it positively. In terms of the valuable coaching relationship, this is seen to be created through the elements of trust and transparency. It has also been noted that this is the first stage of coaching, with this relationship building stage impacting later stages such as feedback and evaluation. (Diedrich, 1996).

Machin (2010), agrees with some of the above themes, and adds in his model that psychological depth and the coach holding the coachee to account once trust was established were also important factors, as well as the coaching framework and structures. He also talks about the person of the coachee and the person of the coach, which will be looked at into greater detail.

The coachee is also seen to individually contribute to the outcome of the coaching process in terms of motivation and personality. From a motivational standpoint, The Transtheoretical Model of Change (TTM: Prochaska and DiClemente. 1984) is a six stage cycle of change. These stages are pre-contemplation, contemplation, preparation, action, maintenance and termination. It is suggested that by being willing and able to be coached it would produce a better outcome for the individual. In terms of personality, it’s suggested that if the coachee shows certain personality traits, it’s easier for the coach to
respond in a manner which would help the coachee to open up.

As explained previously, the coach can also bring factors into play which would benefit the coaching relationship. To summarise again these would be interpersonal variables, style and confidentiality.

There are certain suggested elements in coach-coachee matching which make for a stronger relationship, and although not investigated to a great extent, these are gender, culture, modality similarity and broader personality. Globalisation is increasingly changing the way we work, and from a cultural perspective, this means people are working virtually across teams that are more diverse and have different cultural backgrounds. Rosinski and Abbott (2006), state that groups of all kinds have cultures, such as profession, gender and geography, and suggest that raised awareness of these cultures can positively influence the change curve. They also state that by looking from a cultural perspective, it can encourage the coach and coachee to behave like who they are, rather than whom they are expected to be. The role of the coach now has to deal with understanding cultural preferences and dealing with cultural differences, appreciating that behaviour can be due to cultural difference as well as natural preference and “acknowledging that culture is a fluid and transient concept that goes beyond national cultures and ethnic origin.” Daouk-Oyry and Rosinski, 2010 (as cited in Palmer & McDowell, 2010, p121).

Lazarus (1989, 1993) identified that there are seven interactive modalities which encourages a stronger coach-coachee relationship; Behaviourual, Affective, Sensory, Imagery, Cognitive, Interpersonal and Drugs/Biological factors. He suggests also that similarities in any of these seven factors can encourage a positive outcome and change.

McDowall and Millward, 2010, (as cited in Palmer & McDowall, 2010) state it is also important for the coach to deliver feedback in such a way that the coach and coachee benefit from and it fosters a good relationship between the pair. Feedback should open up both ways, the coach should understand the personal characteristics of the coachee and use of checking and questioning to make sure the feedback is understood. The coachee also has a responsibility in terms of being open to feedback and being open and honest if the way the feedback is being given is not right for them. Further ways to provide feedback would be through assessment tools. These can range from 360 degree feedback, to performance appraisal, to ability tests. Again to do this in a beneficial manner, the coach would need to be skilled in using the assessment tools, as well as understanding the coachee to give feedback in the appropriate manner. The disadvantages of using these tools are that the data can be inaccurate and it can sometimes take away focus or not cover the goals that the coachee is supposed to be working on.

The psychological contract between the coach and coachee is important for reasons of clarity and transparency throughout the coaching process. The psychological contract is a mutual agreement and obligation. Viewing the psychological contract through the coaching alliance illustrates the mutual collaboration and teaming that foster a strong coach-coachee relationship. The Coaching Alliance is defined as; “The Coaching Alliance reflects the quality of the coachee’s and coach’s engagement in collaborative, purposive work within the coaching relationship, and is jointly negotiated, and renegotiated throughout the coaching process over time.” (Adapted O’Brien and Palmer, 2007, as cited in O’Brien and Palmer, 2010, p305). Mutual agreement on goals, mutual understanding of tasks and mutual empathy and respect in terms of bonds are the 3 factors connected with the Alliance.

Conclusion
To summarise, it has been clarified what coaching is, and the important themes in coaching have been explored. This article has looked at why the coaching relationship is one of the most important themes. The benefits of a good coaching relationship have been explored, as well as the main themes of the coaching relationship. Elements that make for a stronger coach-coachee relationship have been discussed, as well as what the coach and the coachee can bring to that. Lastly the Coaching Alliance was looked at. It has demonstrated that the coaching relationship is seen to be the
foundation of a constructive coaching experience, with productive outcomes and the beginning of a road towards change.

In conclusion, this paper shows the importance of the coaching relationship, but as Castonguay & Beutler, 2006 (as cited in O’Broin & Palmer, 2011, p367) explain; “Each principle should be investigated within the context it takes place. Participants, relationship, and technique principles do not operate in isolation.”

References


Biography
Kimberley Watson is an HR Manager with LifeScan Scotland, a Johnson & Johnson company, with 8 years experience. She works across Inverness, Scotland and Zug, Switzerland. She has an MA (Hons) in Business Economics & Marketing, an MSc in Human Resources Management and is CIPD Qualified. Kimberley is currently studying towards a Post Graduate Diploma in Psychological Coaching, and practices coaching within J&J and practices voluntary coaching out with work.

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International Updates

The International Society for Coaching Psychology has reciprocal agreements with other professional bodies. Currently it has Memorandum of Understandings (MOU) with SIOPSA, IGCCG, the Society for Coaching Psychology Italy (SCPI), the Israel Association for Coaching Psychology (IACP), Col·legi Oficial de Psicòlegs de Catalunya (COPC), Coachande Psykologer (Sweden), the NZ CPSIG (New Zealand), the Society of Consulting Psychology (Division 13, APA).

These agreements bring benefits to members of all the organisations involved.
The Development of Coaching Psychology in Spain

Maite Sanchez-Mora García, secretary of the COPC, board member of COPC-CPC, Coaching Psychologist, Steering committee member of ICCP, Senior Coach AECOP and Supervisor Coach

Mª Claustre Jané Ballabriga Ph D, Vice Dean of the COPC, board member of the COPC-CPC, Professor at the Universitat Autònoma de Barcelona and Director of the Master’s degree in Clinical Psychopathology in Children and Adolescents at the UAB, Coaching Psychologist

Ricard Cayuela Dalmau, Vice Dean of the COPC, board member of the COPC-CPC, Coaching Psychologist, executive coach

and Josep Vilajoana Celaya, Dean of the COPC, 2nd Vice Chairman of the CGCOPC, Chairman of the COPC-CPC, Coaching Psychologist

Abstract

This article contains a global vision of the situation and perception of coaching psychology based on the antecedents and the work carried out by the professional associations in Spain. This includes activities, such as the 1st International Congress of Coaching Psychology Spanish event (Autumn, 2011), the development of coaching psychology accreditation and a brief contextualisation of the most relevant coaching bodies in Spain related to official psychology associations. This paper will also share the start of Coaching Psychology research in Spain and describe the work and efforts being carried out at these early stages.

Resumen

En este artículo se da una visión panorámica de la situación y percepción de la coaching psychology a partir de los antecedentes y trabajo realizado por los colegios profesionales españoles, la orientación de sus actividades, incluido el 1st International Congress of Coaching Psychology –Spain, la evolución de las acreditaciones del psicólogo/a - coach así como una breve contextualización de las asociaciones de coaching más destacadas en España y relacionadas con los colegios de psicólogos.

Keywords: Coaching Psychology, Spain, History of coaching psychology development.

Palabras clave: Psicología Coaching/Coaching Psychology, España, Historia del desarrollo de la Psicología Coaching/Coaching Psychology
This article focuses upon the development of the field of coaching and coaching psychology in Spain. Before starting it is necessary to place the subject in its regional and associational framework and within that of the relevant coach accreditation bodies.

Spain is a kingdom made up of 17 self-governing regions. The capital city is Madrid. The country covers the majority of the Iberian Peninsula and its surface area of 504,645 km² makes it the fourth largest country in Europe. Spanish is the official language, together with Catalan, Galician and Basque.

**Professional Psychologists in Spain**

*El Consejo General de Colegios Oficiales de Psicólogos* (The General Council of Official Psychologists’ Association - CGCOP in Spanish) is the coordinating entity and it represents all the official psychologists’ associations in Spain. It was founded in 2005 and represents 24 regional associations. The association of Cataluña accounts for 20% of the total number of members.

*The Col·legi Oficial de Psicòlegs de Catalunya* (Official Psychologists’ Association of Catalonia - COPC in Catalan) was founded in 1985 and was the first regional association in Spain. At present it has 12000 members.

The CGCOP consists of a board of directors and board of partners, to whom 11 different areas report. These areas are grouped into 5 divisions:

- *Academic*
- *Physical Activity and Sport, Work, Organisations and Human Resources*
- *Clinical and Health*
- *Social Intervention and*
- *Education.*

La Psicofundación (The Psychofoundation) is an entity whose purpose is to promote the profession; it is independent of the CGCOP although it works side by side with it.

**“Coaching and Psychology” and “Coaching Psychology” in the Official Psychologists’ Associations (See Table 2)**

Professional associations such as the COPC consist of a board of directors and various other professional section boards, which in turn have work groups for specific topics. La Secció de Psicologia, Organitzacions I Treball (The Work and Organisation Section - SPOT in Catalan) has a work group called Coaching i Psicologia Organitzacional (Coaching and Organisational Psychology), a pioneer in the implementation of coaching activities in the COPC.

After the 1st International Congress of Coaching Psychology – Spain La Secció de Psicologia Educativa (the Educational Psychology Section) formed a work group called Coaching educatiu (Educational Coaching). In March 2012, La Comissió Psicologia Coaching (Coaching Psychology Commission - CPC in Catalan and English) was set up to promote Academic Research, the Coaching Psychologist accreditation was approved in February 2012.

**TABLE 1: World map showing where Spanish and Catalan are official languages**

<table>
<thead>
<tr>
<th>Places where Spanish is spoken:</th>
<th>Places where Catalan is spoken:</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 515 million people speak Spanish throughout the world. Spanish is the official language in 21 different countries.</td>
<td>More than 16 million people speak Catalan in the European Union.</td>
</tr>
</tbody>
</table>
| *It is spoken in Spain, Mexico, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama, Cuba, Puerto Rico, the Dominican Republic, Venezuela, Colombia, Ecuador, Peru, Chile, Bolivia, Paraguay, Argentina, Uruguay, Equatorial Guinea, Guyana, Belize, the Philippines and the USA.* | *Spain: Catalonia, País Valencià, Balearic Islands*  
*France: Roussillon, Cernay*  
*Italy: Sardinia*  
*Andorra* |
The accreditation of COPC, together with the complementary requirements established by the ISCP, will allow practitioners to obtain international accreditation in “Coaching Psychology”. Josep Vilajoana and Maite Sanchez-Mora were chosen as Hon Vice Presidents of the ISCP following the Memorandum of Understanding signed between the ISCP and COPC during the celebration of the 1st International Congress of Psychology Coaching - Spain. The objectives of the International Relations area are to be visible on the international movement of the Coaching Psychology and promote Coaching Psychology as a sub-discipline of psychology in Psychology events (de Vicente, Berdullas & Castilla, 2012). This will involve presenting communications at international events/congresses and Latin American events about the movement of Coaching Psychology as well as publishing articles in international journals and local Coaching Psychology publications. Enhancing international activities, Professor Stephen Palmer will give a lecture and a workshop in Catalonia in November 2012.

The CPC is chaired by the Dean of the COPC and is the embryo of the future Secciò Psicologia Coaching (Coaching Psychology Section).

A Little Bit of History

The first contacts with the British Psychological Society’s Special Group in Coaching Psychology date from attendance at International and European conference events in London (UK) in 2007 and 2009.

In November 2008 the 1st National Conference of Coaching and Organisational Psychology was held in Barcelona by the COPC. The second conference was organised by the same entity and held in the same city. Both conferences were chaired by the coordinator of the SPOT work group, and were characterised by bringing Psychology to Coaching and Coaching to Psychology. Hence there were prominent coaches who were not psychologists and company managers also on the programme. We should point out that it was a member of the International Society of Coaching Psychology (ISCP) Georgina Berrow who introduced Coaching Psychology as an international movement during the workshop held in the second congress in 2010.

Professors David Lane and Michael Cavanagh also spoke about Coaching Psychology at the 2nd Psychology and Coaching Conference, organised by the Colegio Oficial de Psicólogos de Madrid (Official Psychologists’ Association of Madrid).

The 1st Conference of the Official Psychologists’ Association of Valencia on Coaching and Psychology, and the 1st Conference of the Official Psychologists’ Association of Western Andalusia on Coaching and Organisational Psychology were also held in 2010.

Another significant landmark was the 1st International Congress of Coaching Psychology in Spain in 2011 (Sánchez-Mora, Jiménez, Poza, & Santos, 2012).

The COPC has been on the Steering Committee of the International Coaching Psychology Congresses group since September 2010, representing Spain. The COPC was also present at the Congress events in Pretoria and Stockholm, which helped build bonds with relevant organisations in the international Coaching Psychology movement. In March 2011 the SPOT work group opened the “Psychology and Coaching” lecture cycle, two active members Mª José Poza and Montserrat Ribot from the coaching and organisational psychology work group presented a poster entitled “COACHING PSYCHOLOGY, the international movement of the 21st century”. They spoke about the origins, significant dates, benefits, research, international groups of interest and the most relevant publications, the presence of the ISCP and the Accreditation of Coaching Psychologist project before the audience arrived that filled the COPC assembly hall.

Under the motto ‘To bring together the coaching psychology community’, Barcelona hosted the 1st International Congress of Coaching Psychology- Spain, organised by the COPC and promoted by the CGCOP, the Psicofundación and the Universitat Autònoma de Barcelona (UAB). A protected modernist building hosted the 250 delegates over the two days.
Two Memorandum of Understanding’s (MOU’s) were formalised, defining an approach for the mutual benefit of the organisations signing the document, recalling on both occasions the connections between the COPC and Spanish organisations. One MoU was signed by the COPC and the ISCP and the other by the COPC and Society for Industrial & Organisational Psychology of South Africa (SIOPSA).

Even though the COPC journal published information about Coaching Psychology in 2011 (Sánchez-Mora, Jiménez, Poza, & Santos, 2011), it was early in 2012 when the CGCOP journal devoted the front cover and 20 pages to

### TABLE 2. Denomination of the regional associations and those that have coaching and accreditation groups as of May 2012

<table>
<thead>
<tr>
<th>OFFICIAL PSYCHOLOGISTS’ ASSOCIATION</th>
<th>COACHING and ACCREDITATION WORK GROUP(S)</th>
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<tbody>
<tr>
<td>Colegio Oficial de Psicólogos de Álava</td>
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<tr>
<td>Ilustre Colegio Oficial de Psicólogos de Andalucía Oriental</td>
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<td>Colegio Oficial de Psicólogos de Aragón</td>
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<td>Colegio Oficial de Psicólogos de Bizcaia</td>
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<td>Colegio Oficial de Psicología de Cantabria</td>
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<tr>
<td>Colegio Oficial de Psicólogos de Castilla la Mancha</td>
<td></td>
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<tr>
<td>Colegio Oficial de Psicólogos Castilla León</td>
<td></td>
</tr>
<tr>
<td>Col.legi Oficial de Psicòlegs de Catalunya</td>
<td>Commission: Coaching Psychology Groups: 1. Coaching and Organisational Psychology – Organisational psychology and work section. 2. Educational Coaching - educational psychology section. Accreditation: Coach Psychologist</td>
</tr>
<tr>
<td>Colegio Oficial de Psicólogos de Ceuta</td>
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<td>Colegio Oficial de Psicólogos de Extremadura</td>
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<td>Colegio Oficial de Psicología de Galicia</td>
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<tr>
<td>Colegio Oficial de Psicólogos de Guipuzkoa</td>
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<td>Colegio Oficial de Psicòlegs de les Illes Balears</td>
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<td>Colegio Oficial de Psicólogos de Melilla</td>
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<td>Colegio Oficial de Psicólogos de Navarra</td>
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<td>Colegio oficial de Psicólogos de Las Palmas</td>
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<td>Colegio Oficial de Psicólogos del Principado de Asturias</td>
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<td>Colegio Oficial de Psicólogos de la Región de Murcia</td>
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<td>Colegio Oficial de Psicólogos de la Rioja</td>
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<tr>
<td>Ilustre Colegio Oficial de Psicologia de Santa Cruz de Tenerife</td>
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</table>
Coaching Psychology with an editorial, one article and two interviews (de Vicente, Berdullas & Castilla, 2012a; Aranda, 2012; de Vicente, Berdullas & Castilla, 2012b; de Vicente, Berdullas & Castilla, 2012c).

Over 3,000 psychologists have been trained in coaching schools in Spain using accredited programmes. The number of coaching training programmes approved by prestigious associations is growing, as are the private programmes at universities and business schools.

La Asociación Española Coaching y Consultoría de Procesos / European, Mentoring, Coaching, Council (AECOP/EMCC) is a national coaching and mentoring association, founded in 2008 and has over 520 Spanish members. AECOP has been present in Latin America since 2009 through Federacion Iberoamericana de Coaching Ejecutivo (Iberoamerican Executive Coaching Federation - FIACE Spanish, see: http://aecop.net/)

The International Coach Federation –Spanish Chapter, founded in 2004, currently has 600 members (see: http://www.icf-es.com/).

Accreditations

As of today, Spain has 3 possible accreditations routes for the role of coaching psychologist, issued by official psychology associations. The COPC is a pioneer in accrediting members’ expertise. In 2006 it promoted 2 accreditations: Legal and Psychoneurology. The COPC has a coaching psychologist accreditation; the launching of which was led by SPOT but not limited to the area of organizations.

The other two spanish accreditations are from the COP Madrid and COP Comunitat Valenciana. The COPC coaching psychologist accreditation system will be distinguished by having four access routes. One access route is through the ISCP, which is considered to be direct. Others cover training, coaching hours, practice, an exam and/or interview with an examiner. The Guide to Good Practices in Coaching (can currently be purchased on a USB stick) sits within the framework of Coaching Psychology and takes the “Handbook for Coaching Psychology” (Palmer & Whybrow, 2007) as a reference and essential reading for those applying for accreditation.

Research

The Psychology Departments at Spanish Universities do not yet have Coaching Psychology Units. This makes research difficult although it is one of the most significant elements in the discipline.

The COPC therefore promotes the CPC’s research area. Work is being carried out on adapting Professor Stephen Palmer’s PRACTICE model to Spanish and Catalan, and the results will be presented at upcoming international congresses. PRACTICE is a seven-step solution focused and cognitive behavioural approach.

Conclusions

Coaching Psychology as a sub-discipline of psychology is just starting in Spain in comparison to its history in other countries like the UK and Australia.

It was in 2010 that psychology and coaching conferences proliferated in Spain, promoted by work groups from the professional psychologists’ associations.

Holding the 1st International Congress of Coaching Psychology event in Barcelona enabled the development of international relations and the signing of collaborative agreements as well as the opportunity enjoy international feedback.

Advances in research and the accreditation processes enable us to predict consolidation in the 3 pillars of this sub-discipline of psychology in the near future: Research, Theory and Application.

References:


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Josep Vilajoana Celaya email: jvilajoana@copc.cat

Also see: www.copc.cat

2nd International Congress of Coaching Psychology Event, 2012

*Israel Association for Coaching Psychology*

6th September 2012

“From Popular Profession to an Academic Discipline”

Chapell School of Social Work, Tel Aviv University

Update: News from South Africa
IGCCPSA (Interest Group in Coaching and Consulting Psychology South Africa)

Dr Anna-Rosa le Roux and Aletta Odendaal

In the spirit of our mandate to grow, position and develop the discipline of Coaching Psychology we continuously network and engage with the global Coaching Psychology Community of Practice:

2nd International Congress of Coaching Psychology – Australia (Sydney): 10-12 May 2012

Prof Leon Van Vuuren (University of Johannesburg) and Dr Anna-Rosa le Roux (Chair IGCCPSA) attended the Coaching Psychology Congress event in Sydney, Australia held by Australia’s Interest Group in Coaching Psychology (IGCP). Prof Van Vuuren delivered a keynote presentation and facilitated a workshop at the event on ethical decision making in Coaching Psychology. The Sydney Congress aimed to build on the shared foundation established around Coaching globally and aimed to explore the “Contribution of Psychology to Coaching”, utilising the latter as a Congress theme. The IGCCPSA utilised social media (Tweets) to communicate up to date progress of the event to our members.

At the home front the IGCCPSA Steering Committee has been active to develop a draft practice guideline document for Coaching Psychologists.

Peer Practice Guideline Document

As an emerging discipline, we believe that we need to guide the development and practice of Coaching Psychology in line with international trends. The key purpose of the guidelines is to ensure that psychologists who practice as coaches conduct their services appropriately, professionally and ethically, with due regard to the needs and rights of those involved in the coaching process, the reasons for the coaching and the broader context in which the coaching takes place.

- To position coaching psychology in the field of coaching by defining the identity of the Coaching Psychologist
- To provide a framework for psychologists who engage in coaching by identifying the responsibilities and obligations of all stakeholders to the coaching engagement
- To promote the use of coaching services as practiced by psychologists as a means for individuals and groups of people to achieving higher levels of personal wellbeing in their personal and work lives

The work stream will focus on finalising the document with due input from all role players before formally launching and distributing the Guidelines.

30th International Congress of Psychology (ICP)

The IGCCPSA is supporting original research aimed at growing the evidenced-base of the discipline. In this regard we presented two Symposiums at the ICP Conference in Cape Town (July 2012), namely:

- Symposium 1: Coaching Psychology in South Africa: The State of Play and Future to Come
- Symposium 2: The Application of Evidence-based approaches in Coaching Psychology

The Interest Group has since its inception in 2006 been focusing on the development of a sustainable framework for Coaching and Consulting Psychology in South Africa. Some of our key objectives are:

- To share and participate in the global development of Coaching and Consulting Psychology;
- To establish Coaching and Consulting Psychology as an applied sub discipline in Psychology; and
- To continuously influence the science and practice of Coaching and Consulting Psychology in South Africa
Update: The Society of Consulting Psychology (Division 13, American Psychological Association)

Amy Owen Nieberding, PhD, SCP President
Vicki Vandaveer, PhD, SCP Psychology Coach Credentialing Committee Co-Chair, SCP President-Elect

The Society of Consulting Psychology (SCP) and the Society of Industrial and Organizational Psychology (SIOP) (Divisions 13 and 14 of the American Psychological Association, respectively) are collaborating on a project to identify and profile the competencies for effective executive coaching by psychologists. The first phase is a thorough literature review, followed by a practice analysis (job analysis) to elicit input by experienced psychologists who do executive coaching in the U.S. The methodology to be used for the practice analysis will be decided within the next couple of months. Recognizing that the practice of coaching psychology in the U.S. is ahead of science, we will be involving a large sample of coaching psychologists in the study. We will also collect data in that study to assess the perceived value of an advanced credential in coaching psychology. Although confined to the U.S. initially, the competency study could easily be extended to other countries, if desired, and regularly updated as the science and practice advance internationally.

The resulting competency profile will be incorporated into SCP's Education and Training Guidelines, and will be provided to SIOP for possible incorporation into future revisions of their Education and Training Guidelines -- which are referred to by graduate programs in I/O and Consulting Psychology in designing curricula.

In addition, the competency profile will be provided to the American Board of Professional Psychology (ABPP) for use in updating the examination for certification in the area of coaching skills. ABPP currently offers a credential in Organizational and Business Consulting Psychology (OBCP), for which competence must be demonstrated in three areas of organizational and consulting psychology. One of those areas can be coaching. Other potential uses of the competency profile include helping guide graduate students and psychologists trained in different areas who wish to do coaching determine what skills and abilities they need to develop for training or re-training).

SCP has announced to its members the affiliation with ISCP, and we are in the process of establishing a process by which APA will confirm SCP membership for those who wish to activate their affiliate membership status with ISCP.

We all are excited about our affiliation with the International Society for Coaching Psychology (ISC) and the opportunity to work with our international colleagues to grow a strong area of professional practice and research in coaching psychology.
Update: Coaching Psychology Interest Group
(New Zealand Psychological Society)
Sam Farmer

With Lisa Stewart’s resignation, Maree Foley on PhD leave and Sanna Malinen away until early July, the CPSIG NZ is currently lean and focused with just three active members in the steering group. In the August half-AGM, Sanna Malinen, Toni Snellgrove and Sam Farmer will be exploring focus areas for the second half of the year. One of those will be to increase the number of people we are currently approaching to join in with and progress the Steering Group for the next two years when the Nominations come up in Feb 2013. Contact us if you would like to be part of the new look Steering Group.

In the medium term, we see Putatara – our occasional newsletter – being sent out by the end of August.

By the end of the year, we aim to respond to the growing interest in supervision within Coaching Psychology by facilitating a two day workshop on the subject. In addition, content for the Developing Competent Practice workshops will have been reviewed so as to be most responsive to coaching psychologists’ time, pockets and focus. In our immediate horizon, the stimulating monthly CPSIG/IOSIG seminars continue in Christchurch.

Supported by an audience of coaching psychologists and coaches from around the world the International Society for Coaching Psychology (ISCP) and the Coaching Psychology Special Interest Group of the New Zealand Psychological Society (CPSIG/NZPsS) signed a Memorandum of Understanding at the Second Southern Hemisphere International Congress for Coaching Psychology in Sydney, Australia. This significant occasion represents a desire by these two professional bodies to communicate and work together in support of the development of the coaching psychology profession.

Representatives from the International Coaching Psychology Community and ISCP Hon Vice-Presidents attended the formal signing of the Memorandum of Understanding

From L-R: Travis Kemp (Aus), Suzy Green (Aus), Peter Zarris (Aus), Stephen Palmer (ISCP Hon President), Sam Farmer (NZ), Anna-Rosa Le Roux (South Africa), Patrick Williams (USA).

Photographs from the signing ceremony kindly provided by Aaron McEwan.
Update: Coaching Psychologist

Sweden

P-O Eriksson CPsychol, ISCP Hon VP.

In May (10-12) The Swedish Psychotherapy Foundation held its bi-annual “psychotherapy trade fair” in Stockholm. The “fair” is best described as an event gathering different schools of psychotherapy for three days of interaction, exchange of information, keynotes from well-known speakers as well as seminars and panel discussions on various topics related to psychotherapy and psychological treatment. There is also an exhibition part were the different professional organisations present themselves and their work. The event attracts first and foremost professionals from all over the country but also the general public to whom the fair is open one of the days.

Following the success of last autumn’s conference on coaching psychology hosted by Coaching Psychologists we were invited by the board of the Psychotherapy Foundation to take part in this year’s trade-fair. Besides having an information stand in the exhibition area informing about coaching psychology and its development both at home and abroad and the international context in which we work we also hosted a panel discussion about coaching and coaching psychology.

On the panel were except myself, Annika Martinsson c. psychol. and coach, Hilmar Hilmarsson c. psychol. /psychotherapist who also has written a couple of books on coaching and who teaches coaching at one of the universities here, Lars Ahlin chair of the Swedish Psychological Assn., Mårten Gerle of the Swedish National Board of Health and Prof AnnedChristine Hornborg who has been doing research on amateur coaches and therapists and has just published a book on the subject.

After introducing the panel and giving a short overview of coaching psychology to the delegates Prof Hornborg gave examples from her research that showed what the consequences might be when having a completely unregulated coaching industry with practitioners making all sorts of promises backed up by more or less home made theories and boasting different certificates or diplomas as proof of their knowledge and training.

The panel moved on to discuss the effects of this and the fact that client organisations both within public and private sectors have begun to demand that coaches are certified when buying coaching services, however not at all being able to specify by whom the coaches should be certified. Lars Ahlin demanded that coaching should be regulated by law and he was backed up in this claim by the panel with Mårten Gerle saying that the National Board of Health recognized the problem and would be happy to look into the matter if they were instructed to do so stressing that they cannot act unless asked by Parliament to do so. The 45+ delegates took an active part during the 1 hour 15 minutes session asking questions about coaching and coaching psychology. The feedback I got from them was that it had been a good and enlightening discussion.

The Swedish Psychological Association’s magazine ran an article in its latest issue reporting from the event quoting Lars Ahlin demanding that coaching should be regulated by law.

On the whole there has been quite a lot about coaching in the Swedish media lately and most of it has been adopting a critical view in that anyone can call themselves a coach and take on clients and also act as coach trainers handing out certificates in coaching. The main reason for this sudden interest is that Swedish television just broadcasted a satirical comedy series “The Coaches”. The writers and producers of the series had been doing their research by going to a number of different coaches for coaching sessions and then using their experiences when writing the script. Following the increasing interest in coaching and coaching psychology the Swedish Psychological Association has decided to inaugurate a course in coaching psychology. I’ve presented a draft of the course to the association earlier this spring and a few weeks ago it was approved by its educational council. The aim is to offer the course starting this autumn.
SCP ITALY – updates from Italy

Silvana Dini, Dr., MISCP Accred, Senior Coach Psychologist and Management Consultant
Alessandra Rosicarelli, Dr., PPC Certified Psychologist and HR Specialist
Ida Sirolli, Dr., Certified Psychologist, MISCP, HR Senior Professional
Emanuela Rossi, Dr. Psychologist, Events Team SCP Italy
Otto Laske, Founder and Director of Education of the Interdevelopmental Institute (IDM)

Abstract

An update of the main accomplishments of SCP Italy is illustrated, along with a snapshot view of the two main events of the last quarter of 2011: the Take-off meeting of the Society and a Workshop with Prof Otto Laske.

Keywords: Coaching Psychology in Italy, Italy, SCP Italy, Developmental Coaching, ISCP

The last quarter of year 2011 was quite exciting and busy for SCP Italy. After the establishment of our non-profit association, we started to give life to it by organising promotional and continuous development events and activities. Our first step was to officially present SCP Italy in September and illustrate its aims and scope (see following paragraph for a participant’s description of the event), and in this occasion we also proudly announced the signing of a Memorandum of Understanding (MOU) with ISCP. In October we kicked off our journey through different coaching psychology theories and models starting with a one-day seminar with Prof Otto Laske who presented his Constructive Developmental Framework. An interview with Otto is reported below. Soon we will organise other seminars with invited speakers presenting other coaching psychology theories. In the same month we also presented a Poster on "The impact of a holistic Team Coaching approach on the development of emotional and organizational competencies" at the 1st International Congress of Coaching Psychology – Spain. We closed the year with a kick-off meeting of our first team on Supervision, which we called Metavision. The use of this alternative term aims at underlying the non superiority of (super)visors with respect to who they are supervising. The metavision team is working on the definition of SCP Italy’s Metavision guidelines and model. More details can be found on our website www.scpitaly.it.

Finally, we attended the 3rd European Coaching Psychology Conference (December 2011) and presented the results of our first Research on “Coaching Competencies and Values: How Italian coaches – psychologists and non-psychologists – face present and future challenges”.

To start off the year 2012, we will hold a workshop on the 360° feedback and a second edition of our Take-Off meeting in Milan.

Take-off Meeting of Society for Coaching Psychology Italy – views from an SCP ITALY member, Emanuela Rossi, Events Team.

On September 23rd 2011 at CNR (National Research Center), Rome, a great and innovative event was held, entitled “Valuing psychological competencies in Organisational Coaching” aimed at presenting the Society for Coaching Psychology Italy (SCP Italy) and its contribution to the promotion and development of Coaching Psychology in Italy.

This special event intended to:

- stimulate a discussion on the contribution of Psychology to the practice of Coaching;
- comprehend Coaching Psychology and the field to which it is applied;

The key moments of the event were:

- welcome video from Prof Stephen Palmer, Honorary President of ISCP;
- overview of Coaching Psychology in the world;
- constructing SCP Italy together: from project to fulfilment;
- the development and construction of competencies with Coaching Psychology;
- call for Contribution to active teams.

All participants showed a high level of interest and attention. My impression was that they were hungry to understand the novelty and the added value coaching psychology can give to coaching. The atmosphere was
warm and friendly. Silvana Dini (SCP Italy President), Alessandra Rosicarelli (SCP Italy Treasurer), Ida Sirolli (SCP Italy Secretary) who co-presented the event, successfully engaged all participants thanks to their belief, determination and efficiency. An exciting standing ovation closed the event! A new scientific and academic impulse will be given back to Psychologists who practice Coaching in Italy through an international framework and continuous development opportunities in Coaching Psychology. A re-styling of the figure of the Psychologist who practices Coaching in Italy will be possible through the acquisition of new competencies which we will construct together.... quite a challenge!!! Thank You to Alessandra, Ida, Silvana.

SCP Italy interviews Otto Laske (Interdevelopmental Institute - www.interdevelopmentals.org)

1. How does Coaching Psychology Contribute to Coaching?

Coaches who have studied coaching psychology have insights into clients' behavioral functioning that mere coach training does not convey. Such coaches are also, in most cases, schooled in assessment, and know its value. As psychologists, coaches also know and practice interviewing and conversation techniques that are unknown to non-psychologist coaches, and which focus on the coachee's own meaning making and thinking. Since the crux of coaching is changing a person's perspective on his or her own functioning and embedding in the world, this deeper insight is indispensable; its possession marks professional coaching. If, in addition, coaching psychology includes developmental psychology, the difference between conventional coaching and coaching psychology becomes even more pronounced. In that case, coaches' conversation as well as assessment skills broaden considerably, and permit them to focus more systematically on coachees' meaning making and thinking development. Through the use of dialectical thought forms, as taught through Laske's Constructive Developmental Framework, a coaching psychologist becomes a highly professional, state of the art helper.

2. How does the Developmental Approach make the difference in Coaching Programmes?

Developmental coaching programs differ from behavioral programs in their emphasis on the fact that coachees themselves construct the world they are at odds with and want to change. Developmental research, when applied to coaching, enables a coach to give feedback on the coachee's Frame of Reference (world view) that is entirely out of reach in conventional coaching practice. In fact, applied developmental research and practice show that coachees' issues are intrinsically tied to the way in which they presently make sense and meaning of the world. This entails that a mere behavioral approach cannot uncover core issues of a coachee that are a function of their adult development over the lifespan; these issues only come to light through developmental assessment and through acting on the empirical findings developmental assessment yields. Through the insertion of a research-based developmental dimension into coaching work, coaches transform themselves into professionals of a different kind that cannot be rivalled by behavioral coaches.

3. How has the efficacy of the Developmental Approach to Coaching been measured? What are the results?

The efficacy of the adult-developmental approach, as used, for instance, in work based on Laske's Constructive Developmental Framework, has been shown anecdotally as well as formally through case studies. Switching from behavioral to developmental coaching in midcourse has also been documented positively. It must also be remembered that Laske's developmental approach includes a behavioral dimension (namely, the Need/Press personality assessment), so that both approaches are firmly integrated.
Biographies:

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

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

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

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The book is a bold attempt to introduce the reader to the application of coaching through the lens of life span transitions. The authors have covered a complex area in a relatively short book. This introductory book would therefore appeal to the reader thinking of entering the life coaching arena or as the authors refer to it as 'Developmental Coaching' that addresses the 'whole person' (p.1). The book focuses on the socio cultural British context to facilitate the understanding of the systemic context of life transitions.

The book comprises an introductory section by the editors, which provides a valuable overview of the theories and models which have influenced the work in this area and it also touches on the complexity inherent in the construct 'life transitions'.

The book has two parts. Part 1 titled Developmental Coaching Transitions and Turning Points comprises 6 chapters focusing on Coaching on entry to school, teenage years, twenties to thirties, becoming a parent, midlife and retirement. Part 2 focuses on themes and applications and comprises of two chapters, one on positive psychology and the other on managing generations. Reading Part 2 first would give the reader the overview of positive psychology as a framework for coaching (which appears as a thread through the case studies) and then Part 1 would illustrate how this framework is applied in different contexts.

The editors state that the perspectives offered in this book aim to contextualise life stages by discussing social and cultural factors that determine how conflicts challenges and opportunities may be experienced (p. 7). The chapters by the contributors do precisely that with the result that the authors have introduced psychological concepts and linked them to sociological concepts to provide an understanding of key influences at particular stages.

The chapters are variable in scope content and style and reflect the authors’ experience, expertise, and preferred theoretical models. Some of the chapters adopt a focussed case study approach and the theoretical frameworks reflect the conceptual framework used by the authors. This could be viewed as providing a circumscribed overview of literature and contextual factors relevant to the specific case. An additional opportunity could arguably have been taken to demonstrate the critical trans-disciplinary contribution of other support agencies working concurrently towards similar goals with the same individual, for instance, in any early year’s intervention. The chapters in which the authors adopt a more systemic approach to a particular transitional stage provides the reader an extended understanding of the major influences which need to be considered when coaching during that transition, for instance the chapters on Becoming a Parent and Retirement.

Some of the stages identified are fairly discrete or determined by specific events and/or legislation, for instance entering school, becoming a parent and retirement. Other stages conceptualised within a specific time frame (e.g. From twenties to thirties, Modern Mid-Life), will require further empirical studies, over time, to confirm their ongoing relevance in a rapidly changing world. The chapter on retirement refers to the ambiguity inherent in conceptualising discrete life stages and acknowledges the contemporaneous fusion of diverse life stages. For instance, an individual could be retiring and also entering the stage of being a parent for the first time, emphasising that life is a continuous transition, especially in today’s complex world. The broad theme of the book is transitions, and there are occasional references to change theories and models.

This book is easy to read and introduces a range of theoretical concepts and models and illustrates their application in different contexts and life stages. The strength of the book lies in enabling the reader to reflect on the complexity of coaching through life whilst focussing on the strengths within the individual.
Member Benefits

If you are interested in the developing field and profession of coaching psychology do explore our website (www.isfcp.net) and consider joining the International Society for Coaching Psychology. If you are a graduate psychologist, state or country licensed psychologist you will be able to work towards our international ISCP certification or accreditation as a coaching psychologist.

As a professional body, the Society encourages members to undertake Continuing Professional Development or Education and receive supervision. This will be an essential part of the accreditation and certification process. Current ISCP Membership Benefits include:

- The society’s on-line publication Coaching Psychology International
- Pathway towards ISCP accreditation/certification as a coaching psychologist
- Code of Ethics and Practice
- Dependent upon current membership status, entitlement to make use of classes of ISCP membership logo’s
- Guidance on courses/workshops and training centres approved by the society as offering CPD/CPE to ISCP members
- MISCP’s can apply for advertising/sponsorship opportunities
- ISCP members private and public on-line discussion forums
- All members have the opportunity to be part of an international community of coaching psychologists
- There is currently no joining fee for undergraduate psychology students wishing to join ISCP as an affiliate member
- Delegates attending ISCP Approved Centres or providers of SCP Recognised Courses/Workshops can apply for one years free SCP affiliate membership
- Pathway towards ISCP accreditation/certification as a coaching psychology supervisor
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 Centre:
Faculty of Coaching Psychology, Centre for Coaching, Centre for Stress Management, International Academy for Professional Development Ltd.
Website[s]:
www.lafpd.com
www.managingstress.com
www.centreforcoaching.com
www.centresofexpertise.com
www.centreforcoaching.com/ilm.htm
E-mails: ruddell@international-academy.eu and/or cope@international-academy.eu
Telephone: UK: 0845 680 2065; 0845 680 2075 or

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 Course:
Training Provider: New Existential Coaching Psychology Academic Society (NECP)
Title of Course: Coaching Psychology Training Course
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“Coaching at Work provides an opportunity for our professional community to share and keep up-to-date on current issues and developments of interest to coaches and coaching psychologists.”

Dr Siobhain O’Riordan, Chair;
Society for Coaching Psychology

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

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* regular online news updates, discussion threads and online polls
* new public coaches list
* free downloadable material (including podcasts and conference materials)
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6-7 December 2012, Lakeside Centre, Aston University, Birmingham

Putting coaching psychology into practice:
An evidence based approach

SGCP is delighted to invite you to its annual conference. This event is perfectly suited to Coaching psychologists, psychologists who coach, and coaches who apply psychology eager to hear the latest evidence coming from the field of coaching psychology. The conference workshops and presentations will be covering four themes: Academic research, practitioner experience, self knowledge and reflection, and the coaching context and environment.

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Confirmed Speakers so far:
Professor Jack Whitehead, Professor Stephen Palmer, Dr Tatiana Bachkirova,
Dr Vicki Vandaveer, Jennifer Liston-Smith & Dr Catherine Steele

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Each attendee will receive an attendance certificate for their CPD Logbooks.

Registration now open!

www.bps.org.uk/sgcp2012

The British Psychological Society
Special Group in Coaching Psychology