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“Leading the development of coaching psychology around the world”
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Welcome to the May 2013 issue of Coaching Psychology International!

We are pleased to present a range of papers and updates from around the world. The timing of the publication of this issue also coincides with the SCPItaly International Congress Event in Rome and you will find inside an update from Silvana Dini (SCP Italy President) telling us more about the background and messages for this important occasion in the coaching psychology calendar.

We have had a busy start to 2013 and one of our plans for 2013 is to host an event in London, UK during the Autumn. Please do check our website for further announcements and details.

We would welcome any ideas for future issues of CPI, so please do get in touch with me if you have any suggestions.

Happy reading!

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The awareness and perception of coaching psychology in Japan: Towards the further development of coaching psychology

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Abstract
Coaching that originated in the sports field has been attracting attention from the business community in Japan, and practical activities have been actively taking place. Academic research on coaching however remains scarce. The present study aimed to collect preliminary data that can be used for the future development of coaching psychology. Two hundred and eighteen workers from the Tokyo metropolitan area participated in this study (Mean age = 38.5 years, SD = 10.3 years). The self-report questionnaire contained questions concerning the experience of individual/group coaching, the awareness and perception of coaching and its effects, what is expected of a coach, intention to implement coaching in the workplace and obstacles to implementation. The results demonstrated that coaching received favourable evaluation for its perceived effect on individuals and a greater effect on organizations. Nevertheless, intention to implement coaching in the workplace was unfavourable. ‘Contents of a coaching programme are unclear’ and ‘unlikely to improve existing problems’ were cited as the primary obstacles to implementation. The results also indicated that psychological knowledge is not required for acquiring a coaching qualification. The findings from this exploratory study suggest that coaching psychology needs to accumulate evidence-based research findings and disseminates concrete information in Japan.

Keywords: awareness and perception of coaching, Japanese workers, self-report questionnaire

Introduction
Coaching related activities have become increasingly popular in the business field in Japan. There are numerous organizations that issue their own coaching certificates, and they assert how useful coaching can be in business or for interpersonal relationships in the workplace. To date, most of the publications are self-help guides emphasizing the effect of coaching on interpersonal communication, or outlines of essential skills such as active listening and questioning. On the other hand, coaching research that underpins such activities is limited to reporting of workplace coaching interventions or case studies (Kato, 2005; Fujimoto, Shimabukuro & Takahashi, 2006; Yin & Kitamura, 2008; Tamaki & Takagishi, 2011), and it still remains underdeveloped.

In the field of psychology in Japan, the term ‘coaching’ has been used in the frameworks of behavioral therapy or behavior analysis. A new approach to coaching psychology, as an applied area of psychology, stemmed from Palmer’s review paper (Palmer & Whybrow, 2008) that introduced the launch of the British Psychological Society Special Group in Coaching Psychology and its activities (Hori, 2009). Subsequently,
along with the growing interest in positive psychology (Seligman, 1996) in Japan, coaching psychology activities initiated by Grant and his colleagues in Australia as well as Palmer and the Special Group in the UK gradually began to attract attention (Palmer & Whybrow 2005; Palmer & Whybrow, 2006; Grant, 2008; Grant, 2009). Activities in the field of coaching psychology that include the translation of coaching psychology books into Japanese (Palmer & Whybrow, 2008; Neenan & Dryden, 2001), published articles on coaching psychology practice (Ishikawa, Okuta & Matsuda, 2010), and workshops at psychology conferences have been slowly expanding in Japan.

Coaching research that originated in the sports field has received attention from the fields of business and medical care, and it has begun in the psychology field only recently. Thus far, the business community is one step ahead of the academic community, however, they are practicing coaching without a clear theoretical background, and this is making the academic base of coaching uncertain. One reason to explain such a situation is that the field of psychology overemphasized academic research and showed little interest in practical applications of coaching initiated by the business field. Many of the coaching credentials in Japan can be easily obtained by anyone who attends a few sessions offered in a short period of time. Many of the coaches who are active in Japan have no formal education on psychology and the coaching services they offer have no theoretical background, which is similar to the findings reported by Grant & Zackon (2004). It is therefore possible that coaching may be widely viewed as a practice that requires no knowledge from psychology disciplines.

Given such a situation, understanding the general awareness and perception of coaching in Japan is deemed important prior to embarking on training coaching psychology practitioners who are equipped with professional knowledge and techniques underpinned by an academic foundation. This study therefore aimed to collect preliminary data that can be used for future development of coaching psychology by investigating the awareness and perception of coaching and its effects, what is expected of a coach, intention to implement coaching in the workplace and obstacles to implementation.

**Method**

**Participants:**
A convenience sampling of workers from various organisations in the Tokyo metropolitan area was used to collect data for this study between July and September 2011. Self-report questionnaires were distributed via representatives, administrators, and training coordinators of the organisations. Of 333 questionnaires distributed, 218 were returned (146 males, 55 females), resulting in 65.5% response rate. The mean age of the participants was 38.5 years (SD = 10.3 years). Participants were presented with a description of the study purpose and were clearly notified that their participation in the study was voluntary, their privacy would be protected, their answers would remain anonymous and be treated with great care.

**Measures:**
The following measures and variables were used in this study:

1) **Demographic variables** including gender, age, number of employees, job title, and affiliated department.

2) **Awareness of coaching:** Participants were asked whether they had heard of the term ‘coaching’ or seen or heard of any information related to coaching, on a four-point Likert scale (1 – Not at all familiar, 2 – Have heard of it, 3 – A little familiar, and 4 – Very familiar).

3) **Perception of coaching:** Participants were presented with a list of 19 words (e.g. Sport, Education, Leadership, Problem-solving, Strength, Communication) and were asked to choose the words that they perceived to be associated with coaching (multiple-choice answers).

4) **Experience of group coaching, a motive and purpose for participation**

5) **Experience of personal coaching by a personal coach, a motive and purpose for participation**

6) **What is expected of the workplace coach:** Participants were asked to cite which attribute(s)
they believed to be important for the workplace coach from a list of 13 attributes (e.g. expertise in business, years of experience in the job, senior position, communication competence, psychological knowledge, qualification, superior personality). A free-text answer was also encouraged to describe any other specific attributes.

7) Perception of coaching effects: A fourteen-item scale with two subscales, i.e. the effects on organizations and the effects on individuals was used on a four-point Likert scale ratings ranging from 1 (No effect or it appears to be non-effective) and 4 (Very effective or it appears to be very effective). 'Don’t know' was also included as a choice of answer.

8) Intention to implement coaching in the workplace: Participants were asked to state their intention to implement coaching in the workplace on a five-point scale (Don’t know, No intention of implementing, Would like to implement eventually, Would like to implement within 6 months, Would like to implement soon).

9) Possible obstacles to implementing coaching: Participants were asked to cite possible obstacle(s) to implementing coaching from a list of 10 items. A free-text answer was also encouraged to describe any other specific obstacles.

Data analysis
A ‘Don’t know’ response to the Perception of coaching effects was treated as a missing value. The number of responses for each analysis varies as cases with missing values were deleted listwise. PASW Statistics 18.0 for Windows (SPSS Inc., 2009) was used for data analysis.

Results
Characteristics of participants
Participants were from a wide range of industries such as educational and learning support, wholesale, healthcare and welfare, and construction, and 68.3% were non-managers, 18.4% were managers and 8.7% (n=19) were self-employed. Hundred participants (45.9%) worked for an organization with less than 100 employees, whereas 113 (53.1%) worked for an organization with over 100 employees. Thirty-one participants had a personal experience in coaching (15 business owners / managers, 15 non-managers, and one unknown), and three out of those 31 participants had an experience in personal coaching (2 business owners / managers and one non-manager). The majority of those who had an experience in coaching (73.3%) cited 'It was offered as part of organizational training programmes' as the reason for their participation in coaching. Those who experienced personal coaching cited ‘improvement of communication skills’, ‘goal attainment’ and ‘development of subordinates’ as the reasons for their participation in personal coaching.

Awareness and perception of coaching:
Forty two percent of participants had ‘heard of coaching’ and 26.1% were ‘not at all familiar’ with coaching, whereas 27.5% were ‘a little familiar’ and the percentage of those who were ‘very familiar’ was as small as 1.4% (Table 1). ‘Guidance’ (71.6%) was cited most frequently as perception of coaching followed by ‘Training’ (62.4%), ‘Sport’ (40.8%), and ‘Education’ (39.4%), whereas ‘Fulfillment in life’ (4.1%) and ‘Strength’ (3.2%) were cited infrequently.

What is expected of the workplace coach:
‘Communication competence’ was cited most frequently (70.5%) as the most important attribute of a workplace coach (Table 2), followed by ‘teaching ability’ (63.8%) and ‘special skills and knowledge related to their coachee’s job’. Nineteen percent of participants cited ‘Knowledge of psychology’ as an important attribute, which was lower than ‘superior personality’, ‘esteemed person’, and ‘years of experience in the job’. Virtually no participants thought ‘coaching qualification’, whether certified by the state or by academic institutions, was important for coaches.

Table 1 Perception of coaching (N=218)

<table>
<thead>
<tr>
<th>Perception</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance</td>
<td>156</td>
<td>(71.6)</td>
</tr>
<tr>
<td>Training</td>
<td>136</td>
<td>(62.4)</td>
</tr>
<tr>
<td>Sport</td>
<td>89</td>
<td>(40.8)</td>
</tr>
<tr>
<td>Education</td>
<td>86</td>
<td>(39.4)</td>
</tr>
<tr>
<td>Communication</td>
<td>60</td>
<td>(27.5)</td>
</tr>
<tr>
<td>Development of potential ability</td>
<td>52</td>
<td>(23.9)</td>
</tr>
<tr>
<td>Goal attainment</td>
<td>49</td>
<td>(22.5)</td>
</tr>
<tr>
<td>Leadership</td>
<td>47</td>
<td>(21.6)</td>
</tr>
<tr>
<td>Motivation</td>
<td>46</td>
<td>(21.1)</td>
</tr>
<tr>
<td>Problem solving</td>
<td>37</td>
<td>(17.0)</td>
</tr>
<tr>
<td>Career advancement</td>
<td>22</td>
<td>(10.1)</td>
</tr>
<tr>
<td>Self-actualization</td>
<td>20</td>
<td>(9.2)</td>
</tr>
<tr>
<td>Stress management</td>
<td>18</td>
<td>(8.3)</td>
</tr>
<tr>
<td>Autonomy</td>
<td>15</td>
<td>(6.9)</td>
</tr>
<tr>
<td>Proactiveness</td>
<td>11</td>
<td>(5.0)</td>
</tr>
<tr>
<td>Fulfillment in life</td>
<td>9</td>
<td>(4.1)</td>
</tr>
<tr>
<td>Strength</td>
<td>7</td>
<td>(3.2)</td>
</tr>
<tr>
<td>Meaning in life</td>
<td>5</td>
<td>(2.3)</td>
</tr>
<tr>
<td>Pursuit of happiness</td>
<td>0</td>
<td>(0.0)</td>
</tr>
</tbody>
</table>

Table 2 Important attribute of a workplace coach (N=207)

<table>
<thead>
<tr>
<th>Attribute</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication competence</td>
<td>146</td>
<td>(70.5)</td>
</tr>
<tr>
<td>Special skills and knowledge</td>
<td>132</td>
<td>(63.8)</td>
</tr>
<tr>
<td>Teaching ability</td>
<td>132</td>
<td>(63.8)</td>
</tr>
<tr>
<td>Understanding of the workplace and employees situation</td>
<td>89</td>
<td>(43.0)</td>
</tr>
<tr>
<td>Superior personality</td>
<td>76</td>
<td>(36.7)</td>
</tr>
<tr>
<td>Esteemed person</td>
<td>57</td>
<td>(27.5)</td>
</tr>
<tr>
<td>Years of job experience</td>
<td>52</td>
<td>(25.1)</td>
</tr>
<tr>
<td>Knowledge of Psychology</td>
<td>39</td>
<td>(18.8)</td>
</tr>
<tr>
<td>Seniority</td>
<td>12</td>
<td>(5.8)</td>
</tr>
<tr>
<td>Senior position</td>
<td>8</td>
<td>(3.9)</td>
</tr>
<tr>
<td>Academic qualification</td>
<td>7</td>
<td>(3.4)</td>
</tr>
<tr>
<td>National qualification</td>
<td>4</td>
<td>(1.9)</td>
</tr>
<tr>
<td>Private qualification</td>
<td>4</td>
<td>(1.9)</td>
</tr>
</tbody>
</table>
Perception of coaching effects
The values of Cronbach’s coefficient alpha were 0.84 for Effects on organization and 0.80 for Effects on individuals. The mean scores of Effects on organization and Effects on individuals were 3.0 (SD = .47; range 1-4) and 2.8 (SD = .55; range 1-4), respectively, which indicates that perception of coaching effects was relatively high.

Intention to implement coaching and possible obstacles to implementation
Forty three percent of participants responded with a ‘Don’t know’ answer when asked if they had an intention to implement coaching in their workplace, and 32.1% stated that they ‘Would like to implement eventually’. ‘Contents of a programme are unclear,’ ‘Cost associated with a programme is high,’ ‘Employees have no time,’ and ‘Effects of a programme are unclear’ were cited frequently as a possible obstacle to implementing coaching (Table 3).

Discussion
The findings from the present study indicate that coaching has been thus far narrowly implemented by a small number of organizations/groups in Japan, as only 7% of participants in this study had a personal experience in coaching and only three participants had an experience in personal coaching. Employee training programmes have been put into place at large corporations in Japan and a wide range of training programmes are available. Coaching however has hardly ever been included in mandatory programmes. Whereas, small and medium-sized companies struggle to train their employees and training programmes are often at best limited to specialized skills development. It is therefore essential to promote the importance and awareness of coaching psychology first, and how to support small and medium-sized companies or organizations with limited human/financial resources to put coaching psychology into practice represents an important issue.

In this study, perception of coaching was primarily associated with such high level concepts as guidance, training, and sport, whereas it was weakly associated with more specific concepts, or concepts related to self such as self-actualization, and personal strength. This suggests that perception of coaching in Japan is confined to sport or skills to improve performance in the workplace. Given that guidance was the most frequently cited term for coaching, understanding of coaching by the public appears to be limited and insufficient in Japan.

Kato (2005) points out that the problem associated with both sports coaching and business coaching in Japan often lies in the attitude of senior leaders who keep a strict hierarchical relation with their subordinates because such leaders may apply the same attitude to coaching. It is therefore necessary to investigate how ‘guidance’ in coaching has been understood and practiced. Such pervasive perceptions of sports coaching as well as the contents of current business coaching need to be examined and more accurate information must

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**Table 3** Obstacle to implement coaching (N=207)

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents of coaching are unclear</td>
<td>86</td>
<td>41.5</td>
</tr>
<tr>
<td>Cost associated with a coaching programme is high</td>
<td>86</td>
<td>41.5</td>
</tr>
<tr>
<td>Employees have no time</td>
<td>77</td>
<td>37.2</td>
</tr>
<tr>
<td>Effects of a programme are unclear</td>
<td>76</td>
<td>36.7</td>
</tr>
<tr>
<td>Have no knowledge of who to request</td>
<td>29</td>
<td>14.0</td>
</tr>
<tr>
<td>Unlikely to improve the existing problems</td>
<td>25</td>
<td>12.1</td>
</tr>
<tr>
<td>Employees are not very enthusiastic</td>
<td>24</td>
<td>11.6</td>
</tr>
<tr>
<td>Unable to obtain approval from senior management</td>
<td>8</td>
<td>3.9</td>
</tr>
<tr>
<td>No physical space available for training</td>
<td>7</td>
<td>3.4</td>
</tr>
<tr>
<td>Other programmes have higher priority</td>
<td>4</td>
<td>1.9</td>
</tr>
</tbody>
</table>
be provided whilst rectifying any misunderstandings of or issues with coaching, in order to promote different types of coaching psychology.

Communication competence and job related knowledge were considered to be highly important attributes of the workplace coach, whereas low importance was placed on knowledge of psychology. This result suggests that the workplace coach who has job-related expertise is more desired than a coach with psychological knowledge. Low importance placed on psychological knowledge may reflect the current situation where many of the active coaches or coach trainers hold coaching certifications issued by various bodies that do not consider psychological knowledge essential. It may be hard to realize the importance of psychology-led coaching for someone who has not experienced it. As Grant (2011) points out, the result of this study implies the necessity of an education in coaching psychology that incorporates not only psychological theory but also professional expertise required for the area of practice.

There has been concern that coaching is regarded as a mere communication tool (Yin & Kitamura 2008), and to overcome such misconception, a clear answer to the need for psychology-related education in coaching must be provided.

The mean score of Perception of coaching effects scale developed for this study was overall high for both effects on organization and effects on individuals subscales, indicating that current practice of coaching training has been able to provide some degree of results. Meanwhile, there has been no assessment tool available for an objective measure of coaching effects other than those found in sports coaching in Japan (Tanaka et al., 1996). The future study needs to further examine and improve the present scale so that it becomes a useful measurement tool for the effectiveness of coaching interventions.

Despite the favorable perceptions of coaching effects, the participants’ intention to implement coaching in the workplace was unfavorable and the most frequent response was ‘Don’t know’. In addition, the most frequent response to the question regarding the obstacle to implementation was ‘Contents of a programme are unclear’, followed by ‘Cost associated with a programme is high’. Those results suggest that there is currently a lack of information about coaching. The participants also cited ‘Would like to implement coaching eventually’ frequently, reflecting their indecisiveness. In summary, lack of understanding what constitutes coaching and perceived high costs of implementation seem to surpass the benefits coaching can offer in the workplace.

On the other hand, as Whybrow and Henderson (2008) argue, the discomfort associated with change may be leading to resistance despite the perceived positive effects of coaching. Coaching psychology practitioners must acquire knowledge and skills that lead to success worth the cost whilst fully understanding and negotiating the obstacles or resistance associated with implementation.

A major limitation of this study is that the questionnaire survey was conducted targeting a small sample of workers from organizations or local governments in the Tokyo metropolitan area, which limits generalization of the study findings. Further study needs to be conducted with a larger sample size and a wider range of occupations and geographical areas.

Conclusions

This exploratory study sought to identify the current awareness and the state of coaching practice in the Japan workplace as a starting point for further development of coaching psychology in Japan. The results indicate that coaching is perceived to have an effect on individuals and a greater effect on organizations. Nevertheless, an unenthusiastic attitude towards the actual implementation of coaching in the workplace was exhibited, and the primary reason cited for such unfavorable attitude was that contents of a coaching programme are unclear. In addition, coaching was mainly associated with guidance or sport, which means what constitutes coaching may not have been fully understood in Japan. The results also demonstrated that coaches are not required to possess psychological knowledge.
Whilst the demand for business coaching has been on the rise in Japan, it is imperative that coaching psychology, as an academic discipline that focuses on real-world practical applications, needs to accumulate evidence-based research findings and disseminate concrete information.

This article is based on the paper presented at the 3rd European Coaching Psychology Conference, London, on 13 December 2011.

References


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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), Sveriges 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.
Update: News from Spain

COPC (Col.legi Oficial de Psicòlegs de Catalunya, Official Psychologists’ Association of Catalonia)

Maite Sánchez-Mora, Coaching Psychologist and Coach Senior Accred, ISCP Hon VP

Introduction

2012 was an important year for disseminating coaching psychology in Spain, largely via its Official Psychologists’ Associations. Prominent among the activities undertaken is the implementation of professional accreditation, training, lecture cycles, the initial phases of research projects, dissemination at international events and the first Coaching Psychology Section. Also worth mentioning is the appointment of the honorary vice-presidents of the ISCP, as well as the accreditation of a training programme offered by a private coaching psychology centre by the ISCP. A private coaching psychology programme was also taught at a Madrid university.

The Official Psychologists’ Association of Catalonia (COPC)

During the second half of 2012, the COPC has actively worked towards the advancement of key focal points in Coaching Psychology. The first class of accredited Coaching Psychologists is going through an assessment process and has been very well received by the majority of Catalan psychologists.

The same impact has been felt by the associated training given: “Foundations of coaching for psychologists” and “Coaching practices for psychologists”.

“The guide to good practices in coaching within the framework of Coaching Psychology” allows criteria to be unified regarding the profession and include references to publications carried out by authors that are members of international interest groups.

The field of research has started with the adaptation of the PRACTICE model to Spanish and Catalan children and adults, under the acronyms “IDEACION and IDEACIO” for adults and “TITERE and TITELLA” for children.

Under the direction of Professor Stephen Palmer, Dr. M Claustre Jané, Maite Sánchez-Mora, Josep Vilajoana and Ricard Cayuela presented the following posters at international events:

“PRACTICE Model. Adaptation to Spanish and Catalan for adults and children” at the VIII Congreso Iberoamericano de Psicología. Sao Paolo (Brazil).

“The PRACTICE Coaching model adapted to the Spanish language” and “The adaptation of the PRACTICE coaching model for use with Spanish and Catalan speaking children” at the SGCP Annual Conference 2012. Birmingham (UK).

The general meeting was set up of the Temporary Committee for Coaching Psychology to strengthen the bases for accreditations, research work and international relations, which was followed by the implementation of the new Coaching Psychology Section. At the same time, the 2nd Cycle of Psychology and Coaching Meetings took place, managed by the Coaching and Organisational Psychology work group.

The managing board of the Coaching Psychology Section is presided over by Juan Carlos Jiménez and largely comprises the coaching work group.
from the Work and Organisation Section, which takes into account 100 affiliate members. The objective of the Section is to respond to the needs and expectations of its members and those members that belong to the official body of psychologist coaches. It also aims to oversee the consolidation of their professional role and to achieve a unique position in the Catalan market. The Section also seeks to become the psychology leader in coaching intervention, contributing to the organisation and development of the discipline as regards content, in addition to promoting excellence and good practices. It also aims to enhance the professional reputation of the psychologist specialising in coaching, demonstrating and strengthening the unique added value that praxis can bring to different intervention environments.

The formal presentation of the Section took place in Barcelona and was attended by Professor Stephen Palmer who gave a seminar entitled “A panoramic overview of the global development of Coaching Psychology” and a workshop on “Health Coaching Psychology: the application of cognitive-behavioural techniques and strategies”. Both events were extremely successful.

Other activities of interest carried out by Official Psychologists’ Associations in Spain

The Board of Directors is working to approve a framework document on Psychology that accredits Coaching that will apply to all the professional associations.

During 2012, the Colegio Oficial de Psicólogos de Madrid (Official Psychologist’s Association of Madrid) put into place the accreditation of the “Psicólogo experto en Coaching” (PseC) [Expert Psychologist in Coaching] and organised the “II Psychology and Coaching Lectures Cycle: the competences of the coach”.

The Col.legi Oficial de Psicòlegs de la Comunitat Valenciana (Official Psychologist’s Association of Valencia) is initiating the first examination of the programme “Psychologist specialising in Coaching” eligible for accreditation by the professional association.

The Colegio Oficial de Psicología de Andalucía Occidental (Official Psychologist’s Association of Western Andalusia) organised the “III Congress of Coaching and Organisational Psychology”;

the Colegio Oficial de Psicólogos del Principado de Asturias (Official Psychologist’s Association of Asturias) held the “V Seminar on Psychology and Coaching” and the Colegio Oficial de Psicólogos de Navarra (Official Psychologist’s Association of Navarra) offered a plenary lecture as part of the programme for the “V Psychology Seminars in Navarra”.

The Colegio Oficial de Psicólogos de Las Palmas (Official Psychologist’s Association of Las Palmas) has also organised a course on coaching.

In future, accreditations and research work are expected to continue as well as enhancing the interrelation of the professional association as regards the issue of coaching psychology to give it recognition so that its professional members achieve visibility in the market.

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Also see: www.copc.cat
Update: Coaching Psychology Interest Group
(New Zealand Psychological Society)

Sam Farmer

The Coaching Psychology Special Interest Group of Aotearoa/New Zealand was three years old in December 2012. In parallel with the importance of continuing to enhance our relationship with the New Zealand Psychological Society and the New Zealand Psychologists’ Board, this year saw a major success in signing a Memorandum of Understanding with the International Society for Coaching Psychology at the Coaching Psychology Conference in Sydney.

In addition, recognition of the importance of our group is also growing steadily: at last count, there were 22 psychologists who could call themselves Members of the CPSIG, and 200 people who are following our CPnet – our googlegroup. With only four CPSIG Members actively working in the Steering Group for most of the year, we have continued to work hard to seek out and publicise professional development opportunities for our Members, discounted where possible.

Over the past year, we have: facilitated the Coaching Psychology Symposium at the annual NZ Psychological Society conference in Wellington; continued the Christchurch CPSIG monthly seminar series in partnership with Industrial/Organizational Psychology group (IOSIG); facilitated a Continuing Competency Programme workshop; co-hosted a presentation from Professor David Lane with IOSIG and the New Zealand Coaching and Mentoring Centre; gained discounts for our Members at an IOSIG Mindfulness and Coaching Workshop presented by Sue Dykes. In addition, our Australian colleagues have kindly provided discounts for our Members at some of their events. Most recently, Sanna Malinen and Jay McLean (an newly co-opted Steering Group Member) have negotiated for CPSIG to assist the NZ Association of Positive Psychology in hosting their Conference in Auckland on 14-15 June this year. There will be speakers and a one-day workshop specifically relating to coaching psychology at this conference. We are very grateful to the NZAPP for their support.

We are also encouraged by the greater interest expressed in CPSIG indicated by academics at Canterbury and Massey Universities. And we are pleased that Maree Foley will soon be returning to the Steering Group from her coaching psychology-related PhD sabbatical at Victoria University. The presence of those from academia, as well as those active in the business world, will be important additions to the new Steering Group.

In the meantime, on a personal note, I would like to finish by acknowledging the significant amount of work that Sanna Malinen and (recently) Jay McLean in Christchurch, and Toni Snelgrove and Lisa Stewart (earlier in 2012) in Auckland, have done to lead the momentum, enthusiasm, professionalism and dedication in sustaining CPSIG’s continued presence within the growing and complex arena of coaching psychology.
Update: Coaching Psychologist
Sweden
P-O Eriksson

During 2012 we saw a few but important steps in the establishment and growth of coaching psychology in Sweden.

In July the group “Coaching Psychologists” was reorganised from being an open network to become a proper association “The Swedish Association for Coaching Psychologists” (SACP) as a result of a poll among the members in late 2011.

It’s been decided that the association for the time being will not seek to be part of the Swedish Psychological Assn. but to remain independent but working closely with both national and international psychological and coaching psychology bodies. And as a token of that we’ve signed a MOU with ISCP and our members have been recognised as affiliate members of the ISCP.

A new homepage will be launched shortly with information both in Swedish and English and we will be happy to advertise events hosted by other coaching psychology bodies on our homepage to attract Swedish delegates.

During the year The Swedish Psychological Assn. recognised two courses in coaching psychology which of course is very good news as it gives psychologists two clear choices when looking for professional upgrades in the field of coaching psychology. One is operated by adSapiens a Gothenburg based company that has been delivering courses in cognitive coaching for six years and the other by IHPU which is part of the Swedish Psychological Association and has been delivering various courses to psychologists for more than 15 years. Judging from the number of people attending the courses there is an interest among psychologists to learn about coaching psychology and coaching techniques and to incorporate coaching in their work. And there has also been an overall change in attitude among psychologists towards coaching which was before regarded with scepticism but which is now embraced by a growing number. As a result of SACP’s presence at The Swedish Psychotherapy Foundation’s event in the spring I was invited to write an article about coaching for a magazine published by the Swedish National Association of Psychotherapy which is the largest psychotherapy association in the country and there was also an article about our group in The Swedish Psychological Association’s magazine which of course helps spreading the knowledge about coaching and coaching psychology among professionals.

At the present moment however there are no plans to host a new conference but we hope to do so in the future, maybe in 2014 but we plan to host seminars with interesting speakers during 2013.
Update: SCP ITALY 2013 – The Big Challenge

Silvana Dini, Dr., MISCAPAccred, Senior Coach Psychologist and Management Consultant, SCP Italy President

The year 2011 was when SCP Italy was established as a professional body, the year 2012 has been an important first step in our community growth and 2013 is the year of the 3rd International Congress of Coaching Psychology, the year of the big challenge.

2012 from the Mythical Three to the Magnificent Seven

In 2012 we doubled the number of members (23 to 46), 87% has renewed its membership for the second year, 4 full members have become accredited members and nearly 40% of the SCP Italy members are Affiliate, Full or Accredited members of ISCP as well.

More than half of the members have become involved in the Research, Continuous Development and Metavision teams.

The Research team has been a true source of ideas and research projects that fostered growth and the exchange of expertise between psychologists, coaching psychologists and coaches on the types and methods of research. The activities of these three teams also encouraged contacts with universities and companies.

The Continuous Development team promoted the first survey on the training needs of our members so this year we are able to offer workshops, training and competence development initiatives in line with their needs.

The Metavision team, active since 2011, promoted the first SCP Italy survey on supervision in coaching, developed an approach to supervision - called Metavision, launched in November a Metavision 1-to-1 service to our members and presented the results of the survey to the BPS SGCP Annual Conference 2012 in Birmingham.

2012 was also the year of partnerships. We signed the MoU with two coach associations International Coach Federation Italia and Associazione Italiana Coach Professionisti.

Likewise with SHL to offer SCP Italy members the opportunity to build and plan their own Continuous Development paths as a coach on the basis of psychometric SHL know-how and tools. An MoU was also signed with Asset Management, a consulting company with which we have designed the first Italian coaching proposal provided for organizations by coaching psychologists.

The birth of the Newsletter Contribuisce anche tu! was the natural consequence to communicate each month with members not just Italian news but news about the international community of Coaching Psychology too.

Above all 2012 was the year the Committee had the first election. At the Annual General Meeting members voted to convert the Statute from temporary to definitive. Until November 22 the Board was composed of the three founding members, self-named the "mythical three": Silvana Dini, President; Ida Sirolli, Secretary; Alessandra Rosicarelli, Treasurer. Now the Committee is composed of: Fabrizio Dardo, member; Emanuela Del Pianto, member; Carlotta Rizzo, member; Ida Sirolli, member; Elisabetta Mancini, Secretary; Alessandra Rosicarelli, Treasurer; Silvana Dini, President. The "Magnificent Seven" had their first official meeting of the new Committee on December 28 and ...

2013 the big challenge

And so the big challenge starts: the 3rd International Congress of Coaching Psychology 2013 is to be held in Rome on 16-17 May. The last months are proving to be a unique chance to make a giant step in the development and recognition of Coaching Psychology in Italy. The expectations that are being created around the event encourage us to deepen, clarify and define within us, our professional identity and the strategies for communication & promotion.
How to promote the Coaching Psychology through the Congress

Coaching Psychology is a young and little known discipline in Italy. The coaching arena is competitive and full of innovative and well communicated packages and offers. The world of psychology considers coaching as a "spurious" discipline. This situation in itself has its risks and opportunities.

The risks are mainly of three types:

• coaches not-psychologists could perceive coaching psychology as an attempt by psychologists to muscle into the coaching market;
• firms and customers of coaching might perceive coaching psychology as yet another coaching offer in addition to those already in the market place;
• academic psychologists may not perceive coaching psychology as a scientific discipline.

Among the aims of the congress lies the key success factor in Italy that is to engage all professionals interested in coaching and coaching psychology. Not all these professionals have the same expectations so it is important to identify and communicate what coaching psychology can give them in an effective way.

It is important to communicate effectively to the different targets the potential added value of coaching psychology. We have identified the following opportunities and the potential added value of coaching psychology for each target.

For customers (HR and Line Manager):

• Activate coaching processes grounded on an "evidence-based" orientation with the possible use of psychometrics in the critical phases of assessment e.g. coachability, defining objectives, evaluation results.

For practitioners (coaching psychologists, psychologists, coaches):

• Being able to draw on psychological approaches to coaching, based on a solid research evidence;
• Strengthening a professional model driven by skills development and supervision of the coach.

For scholars (academics, researchers, students):

• Expanding the possibilities of research and theoretical development on coaching with a constant comparison between reflection, research and application (scientist-practitioner approach);
• Strengthening a “positive” approach of applied psychology, well-being and development oriented, able to communicate effectively with the organizations.

On these assumptions we have built our key messages, the main themes of the Congress and finally the keynote & Invited Speakers to engage.

Here are the two key messages:

Key message no 1
Coaching psychology is based on a continuous interchange between those who study, those who do research and those who practice coaching. Coaching psychology approaches are based on research evidence and international comparisons.

Key message no 2
SCP Italy is a professional body, an association for the professional development of coaching psychologists, psychologists and coaches. SCP Italy does not look at the coaching as an industry.

And on these same assumptions we have identified three main themes of the Congress:

• Surfing the Edge of chaos - the contribution of Coaching Psychology and patterns of self-organization in managing the complexity of organizational and socio-economic contexts;
• Third Generation Coaching - the contribution of Coaching Psychology in focussing on personal and collaborative meaning; “to change the profile of coaching and coaching psychology, based on the acknowledgement of changes in society, learning and knowledge production, as well as leadership” (Stelter, 2013);
• Evidence-Based Approach to the profession - the contribution of Coaching Psychology in the development of professionalism is founded on evidence-
based practice that gains strength from research and on research that gives value to the practice. On this model of professional development the coaching psychologist, as scientist-practitioner, builds their professional identity and distinctiveness and can offer added value to the coachee and the organization.

We have been honored by Stephen Palmer, Sarah Corrie, Alberto De Toni, Reinhard Stelter, Tatiana Bachkirova, Andrea Castiello D’Antonio, David Lane, Arnon Levy, Maite Sanchez Mora, Vicki V. Vandaveer as Keynote & Invited speakers who will be attending the International Congress of Coaching Psychology 2013. To be continued...

**How to reach a sustainable quality**

Promote a congress in times of crisis is not easy but transparency and clarity of the guidelines for Sponsors & Exhibitors that we borrowed from other International Congress events is helping us. We are a young association and our resources are our members, their reputation, their experience, their contacts. The members are engaging and sponsors & exhibitors are starting to book in.

Since January the Congress has found its home at Frentani Congress Centre, the location is in central Rome, welcoming and adequate for our activities. In addition the Congress Center is well known among psychologists. For the congress we have planned simultaneous translation into English and from English into Italian.

We have also provided a program of guided tours and walks through the town (passeggiate romane) for companions and the participants during the weekend.

Thanks to ISCP experience and support we have been facilitated in both the operational and the organizational processes. The SCP Italy website has a section dedicated entirely to the Congress in two versions: English / Italian. The congress is spread over two days, with morning plenary sessions & parallel sessions in the afternoon.

We look forward to welcoming the coaching psychology community in Rome!

**Correspondence:**

Silvana Dini, E-mail: silvana.dini@scpitaly.it
When I suggested to the ICCP committee to establish the Israeli chapter of the 2nd International Congress for Coaching Psychology I had several objectives in mind:

- The first goal was to introduce the new field of coaching psychology to professionals from related fields such as: life coaching, psychology and behavioral sciences graduates and to recruit new members for IACP-Israel Association for Coaching Psychology.
- A second goal was to strengthen the relationships with professionals who are already familiar with the field of Coaching Psychology, graduates of the program of Coaching Psychology that I established at Tel Aviv University and other coaching psychologists.
- A third objective was to make IACP's modest contribution to the rapidly evolving field of knowledge in Coaching Psychology by the inspiration and invigoration of Coaching Psychology with related disciplines. For this purpose I ran many hours of sometimes fascinating conversations to discuss with lecturers from fields like biology and Buddhist Psychology about the interface of their field of knowledge and Coaching Psychology.

The initial idea was to establish a 2 day conference, the first day would be lectures and experts panel and the second day would be workshops. Tel Aviv University was our partner for the congress for the logistic parts like: hosting, marketing and feeding opposed from their own considerations and we finally agreed upon a One Day Conference.

The morning session was composed by a short session of greetings: by the university representatives, video greetings by Prof. Stephen Palmer ISCP President and Dr. Tony Grant the founder of the first academic program in Coaching Psychology, and myself as the founder and chair of IACP and organizer of the congress.

The first lecture was held by Prof. Braverman, an internationally renowned economist, ex Ben Gurion University president and ex. government minister and at present a parliament member. Prof. Braverman spoke about the globalization issues and the opportunities that it creates to initiate new social vision. After Braverman I spoke about the subject of the conference: "Coaching Psychology a new science in search for its identity-a discussion about the definition of Coaching Psychology identity as a discipline". The next lecture in the plenary session was of Israel Bar Cochav a poet, psychologist and lecturer at the Hebrew University of Jerusalem who spoke about Coaching Psychology from an existential perspective. The next speaker was Dr. Ronit Rotem – a Biology researcher who spoke about survival existence – the common human condition as opposed to life-existence which is the realization of life vision of the individual (and I may add the group).

The last lecture in the plenary session was of Prof. Y. Barak, a psychiatrist and positive psychology (PP) lecturer and researcher. He spoke about the state of the art in PP research and practical tools to enhance happiness. While the morning sessions were designated to "mind opening" for the field of Coaching Psychology the afternoon sessions were designated to exercise practical tools of coaching by expert workshop leaders.
At the end of the conference I may say that our expectations have been successfully realized. We received very positive feedback from the participants about the congress and its contents; we aroused interest in the field of CP in Israel and enhanced applications and interest in subscribing to IACP.

The final results were very encouraging (although as good coaches we have to look also at the process and not only the results). We wish to make the next congress with an established IACP organization and to invite overseas lecturers to continue promoting the Coaching Psychology message in Israel. At the same time we wish to contribute through our modest efforts to the development of Coaching Psychology worldwide among professionals and the larger public.

Updates written the 23/2/13 about the current status of coaching psychology in Israel

Within a few months perspective I may confirm that the positive echoes of IACP congress resonated in Israel within the professional communities of Psychologists and Coaches. A short time after the 2nd International congress of Coaching Psychology I have been invited to take part in the annual convention of the largest coaching Association in Israel in the panel of experts that opened the convention to present the special perspective of coaching psychology to a large audience of coaches. These last days I have been invited to an ICF congress in Israel to take place this summer in Jerusalem.

I see quite a rapid progress of Coaching Psychology in Israel and an interest of professionals to join IACP. We hope to continue promoting activities of IACP with the great challenge to overcome the suspicions from the field of psychologists and the anxieties from the side of life coaches and to create a common platform for knowledge exchange in the country.

Congress abstracts and Author Biography are available to download at: http://www.isfcp.net/IACP%20Congress%20Report%20v1%20copy.pdf

Summary of Congress Abstracts

1. "A seat at the table for Coaching Psychology" by Peter Zarris, David Heap
2. Increasing Happiness by Prof Yoram Barak, MD, MHA
3. Coaching Psychology - From Popular Profession to an Academic Discipline by Arnon Levy PhD.
4. The Winning bonds - a comparative look at the relationship between Coach - Trainee, Therapist – Client & Guru – disciple by Sara Iwanir PhD.
5. Coaching for change: Motivational Interviewing and Coaching by Merav Regev-Nevo, M.A
6. Improvisation in psychotherapy and coaching- The legacy of Milton Erickson by Asaf Rolef Ben-Shahar PhD.
7. Two horses and an empty chair: Gestalt and Coaching (Borders and bridges in Gestalt practice, coaching-creative counseling).
8. The Way, when declared Seems thin and so flavorless. Nothing to look at, nothing to hear— And when used—is inexhaustible. —Lao Tzu
   by Israel Bar- Kohav-Berkovsky
9. Coaching as a systemic approach Introducing Systemic Constellations by Anna Oron-Bibi & Yishai Gaster
10. Narrative Coaching- the Contribution of using Narrative (Life Stories) in Coaching – By Dina Skolnik PhD.
Since its origins in the practices at the Brief Family Therapy Centre in Milwaukee, the principles and techniques of Solution-Focused Brief Therapy (SFBT) have been adapted and applied in a range of contexts including health, social work, education, and business. Given SFBT’s emphasis on people’s strengths, their imagined preferred futures, how they can nurture already-existing green shoots of success and harness their resources to take small steps forward, the relevance of SFBT to coaching is clear. It is therefore not surprising that the two have been directly linked in a number of publications which explicitly incorporate the principles and practices of SFBT in a coaching context (see e.g. Greene & Grant, 2003; Iveson, George & Ratner, 2012). Solution-Focused Coaching in Practice is the latest of these, written by Bill O’Connell, Stephen Palmer, and Helen Williams. The first two authors are already established writers in the field, with a strong solution-focused pedigree (see e.g. O’Connell, 2002; O’Connell & Palmer, 2003; O’Connell & Palmer, 2007), while Helen Williams brings a practitioner’s experience and perspective to the table. Indeed, this is very much a ‘how-to’ book, with an emphasis on the detail of what solution-focused coaching (SFC) looks and sounds like in practice. It is aimed at experienced coaches seeking to learn more about the solution-focused approach, coaches who are new to the profession, and professionals who wish to use a solution-focused coaching style in their work.

The book comprises nine chapters, with Appendices, References, and recommended web resources, in a format that will be familiar to readers of other books in Routledge’s ‘Essential Coaching Skills and Knowledge’ series. Each chapter ends with a number of practice tips, thought-provoking discussion points, and helpful suggestions for further reading. The style is reader-friendly and accessible, and while the practices are explicitly linked to theory and research, one never feels bogged down.

Chapter 1 locates SFC in its broader context, providing a concise overview of the nature of coaching and how SFC sits alongside other approaches. Chapter 2 expands on the features of the solution-focused approach itself, commencing with its fundamental assumptions and principles before moving on to describe the specific elements of a solution-focused conversation. It is here that the authors take existing material and present it in an original way, in the form of the coaching model SOLUTION. I imagine the mnemonic could be a useful prompt to those in the early stages of discovery of the solution-focused approach, although the usual warnings about the dangers of linearity and the importance of flexibility when using such models remain. The authors do acknowledge this, for example pointing out the importance of not being ‘solution-forced’ (Nylund & Corsiglia, 1994) and recognising that the coachee may have a need to tell aspects of their story before being moved to talk about solutions.

Chapters 3 and 4 describe the skills a solution-focused coach might draw upon, and it is here that the book becomes a very valuable resource for the coaching practitioner. The details of numerous techniques are outlined, with their practical application illustrated with sample questions, phrases, and vignettes. The majority of these are explicitly informed by the solution-focused approach, although the inclusion of material regarding analysis of ‘Thinking Errors’ in a chapter titled ‘More Solution Focused Skills for Coaches’ is something this reviewer would query. Exploration of thinking errors is a fundamentally problem-focused activity, in that the emphasis is on identifying and disputing less helpful thoughts that might be interfering with performance or well-being; in contrast, the
solution-focused approach emphasizes the exploration of resources or successes that exist and how these can be built upon or harnessed. This is not to say that cognitive-behavioural and solution-focused approaches are incompatible with each other – indeed, as the authors demonstrate in one of their later chapters, an ‘inclusive coach’ may draw upon any one of a number of methods as befits the situation or the client – however, the inclusion of this material alongside other solution-focused techniques may muddy the waters for those seeking to make sense of the different approaches that exist and their underlying philosophies. Given that this is the audience the book is aimed at, this material would perhaps have been better placed in the aforementioned later chapter on inclusive practice.

Taking care to avoid transmission of the erroneous message that ‘technique is everything’, in Chapter 5 (‘The Solution Focused Coach’) the authors emphasize the importance of the coach’s demeanour and qualities. They also explore some pitfalls that might be encountered when developing solution-focused practice, such as rushing to talk about solutions and effectively barring coachees from talking about concerns or difficulties. Chapter 6 demonstrates how SF principles can be applied in the context of group and team coaching, and presents a number of alternative models that can be used in this context (including the authors’ own model, FOCUS). Chapter 7 explores issues concerning practice as a solution-focused coach, ethical issues, and solution-focused supervision.

As mentioned previously, Chapter 8 introduces the concept of ‘the inclusive coach’ and illustrates how a coach may also integrate techniques, interventions and models from other approaches into their practice. The authors first discuss what Lazarus (1981) referred to as ‘technical eclecticism’, in which solution-focused coaching is considered to be “…one strand of… coaching practice, to be drawn upon as appropriate to the needs of the conversation or the coachee” (p. 142). They then present an alternative perspective on integration, in which different theories and models (e.g. Person-Centred Coaching, Cognitive-Behavioural Coaching, Motivational Interviewing) are formally mapped onto the stages of the SOLUTION coaching model. This is food for thought, and the integration of other methods into a solution-focused framework will no doubt be a trigger for debate between solution-focused purists and those who are more eclectic in their approach.

The book concludes with a list of practical solution-focused exercises that can be used with coachees or trainees in workshops, comprising the authors’ own ideas and others they have encountered on courses or at conferences. The conclusion reflects the overall tone and style of the book, which is very much about adding to the coaching practitioner’s toolbox and enabling them to apply solution-focused techniques in practice.

Overall, the book is successful in achieving its aims of introducing the solution-focused approach to coaching in a style that will be relevant and accessible to its target audience. It is informative, practical, and describes a range of solution-focused techniques that those new to SFC will no doubt readily absorb. Having said that, the authors do present an eclectic orientation to practice, which not all proponents of the solution-focused approach would subscribe to. If the reader’s aim is to develop familiarity with SFC, then in my opinion this book would be helpfully supplemented with the aforementioned text by Iveson, George & Ratner (2012), which presents a more purist approach and challenges the reader to consider ways in which other coaching methods are more problem-focused in nature than they might acknowledge. Experience of both books would enable the learner to consider different ways in which the solution-focused approach can inform coaching, while also raising their awareness about some of the debates that exist in this arena.

References
something important we already knew. *Journal of Systemic Therapies*, 13 (1), pp. 5-11.


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.iafpd.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
The next chapter at Coaching at Work

Exciting date for your diary:
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Dr Siobhain O’Riordan, Chair, International Society for Coaching Psychology

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<td>Coaching! (15 Credits, Level 5)</td>
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<td>23-27 Sep; 28 Oct-1 Nov; 9-13 Dec</td>
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<td>Coaching Psychology! (20 Credits, Level 7 – psychologists only)</td>
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<td>Psychological Coaching! (15 Credits; Level 6)</td>
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Two-day Courses

| Threat Coaching                        | 26-27 Jun; 4-5 Sep; 13-14 Nov |
|Health Coaching                         | 3-4 Jul |
|Stress Management                      | 4-5 Jun; 6-7 Aug; 19-20 Nov |
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|Problem Focused Counselling, Coaching & Training | 2-3 Oct |
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