“Leading the development of coaching psychology around the world”
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Welcome to the summer 2015 issue of Coaching Psychology International

We are pleased to once again share with you a range of interesting papers and coaching psychology updates from around the world. Inside you will find articles looking at Adapting a solution focused coaching model to the Portuguese language, Ecopsychology, Talismanic coaching and Self-Care. There also updates from the field from Italy, Spain and Sweden. Also, please do take a moment to review our Member Benefits as well as summary information on become accredited/certified as an ISCP coaching psychologist.

Major news is that in December 2014, the Society hosted a stream at the 4th International Congress of Coaching Psychology, hosted by the British Psychological Society Special Group in Coaching Psychology. Our stream was titled ‘Coaching Psychology: an international perspective’. This was a busy and interactive day and we looked at topics such as ‘Developments in the Education, Practice and Establishment of Coaching Psychology: An International Perspective 2014’ and ‘Present and future perspectives in coaching psychology and psychological coaching in Japan’. We also hosted a ‘Coaching Psychology Conversation’ to explore emerging and current themes in the profession and had ‘Conversation and Cake with Professor Stephen Palmer’, which explored the ‘Future of Coaching Psychology: facts & fiction’. Towards the end of the day we talked about ‘Coaching Psychology Updates from around the World’ as well as taking time to reflect on the themes from this congress stream. The success of the day relied on delegate interaction and contributions so we would like to thank everyone who participated to make this an enjoyable learning and reflective experience.

Please do check our website for further announcements and details about the work of the Society. For now, happy reading! editor@isfcp.net
Coaching psychology has seen significant growth in Portuguese-speaking countries, such as Brazil and Portugal. The psychology-grounded practice of coaching in these countries strongly benefits from research into the cultural particularities of their populations. In this context, the translation and adaptation of already established coaching psychology models to the Portuguese language are of special relevance.

Aligned with this purpose, in the past few years, the SPACE model (Edgerton & Palmer, 2005) has been introduced to Portuguese-speaking practitioners as the FACES model (Dias, Edgerton, & Palmer, 2010), and PRACTICE (Palmer, 2007; 2008) has become benefit from the adaptation of well-established models of coaching underpinned by psychological approaches. The SOLUTION model of coaching is an important framework containing solution-focused (SF) elements to help coachees realise their potential and improve their wellbeing, both in personal and work domains. Here we present COOPERAR, an acronym to contribute to the practice of SF coaching by Portuguese speakers, based on the already well-grounded SOLUTION model.

Keywords: SOLUTION, COOPERAR, coaching psychology, solution-focused coaching

Cooperating is the solution: adaptation of the SOLUTION model of solution-focused coaching to the Portuguese language
POSITIVO or POSTURA (Dias, Gandos, Nardi, & Palmer, 2011). In this paper, we present COOPERAR, an adaptation to the Portuguese language of the SOLUTION model of solution-focused coaching (SFC) (William, Palmer, & O’Connell, 2011). SFC has its roots in the SF therapy model proposed by Steve de Shazer and Insoo Kim Berg (Shazer et al., 1986), and has been adapted to the coaching scenario with recognised effectiveness in a range of contexts (O’Connell & Palmer, 2007).

Briefly, the SF approach postulates that change occurs when clients are encouraged to recognise the strengths and resources they hold, and utilise them at a higher level so that performance and wellbeing is maximised, instead of focusing on fixing problems. The main principles of SFC have been appropriately encapsulated in the SOLUTION model (William, Palmer, & O’Connell, 2011).

In Portuguese, the word ‘cooperar’ means to cooperate. According to Whitmore (2009), cooperation is at the very heart of outperforming teams. Thus, facilitating groups to reach a stage of cooperation would be the ultimate goal of effective team leaders. In this sense, we believed that the acronym COOPERAR, whilst conveying the steps of the SOLUTION model of SFC (William, Palmer, & O’Connell, 2011), would be particularly appropriate. The next section will briefly describe SOLUTION and illustrate how it has been adapted to Portuguese for use by coaches and coaching psychologists in Brazil and in other Portuguese-speaking countries.

The SOLUTION model
The SOLUTION model acronym was developed by Williams, Palmer and O’Connell (2011) to aid practitioners in recalling the SFC eight-step process previously proposed by O’Connell in his book Solution-Focused Therapy (O’Connell, 2003; 2012, and O’Connell & Palmer, 2007). The framework has been successfully included in recent SFC publications, such as the book Solution Focused Coaching in Practice by O’Connell, Palmer and Williams (2012).

The SOLUTION model encapsulates the main elements of the SF approach, providing a useful framework for both business and personal coaching, as follows:

- Share updates
- Observe interests
- Listen to hopes and goals
- Understand exceptions
- Tap potential
- Imagine success
- Own outcomes
- Note contributions

Table 1 briefly informs on each step of the SOLUTION model.

The literal translation of ‘solution’ into Portuguese would be solução. However, there are no words in Portuguese starting with the letter ‘ç’ or ‘ã’. Therefore, the search for a different, but relevant, word to enfold the SOLUTION steps was made necessary. As stated previously, the verb cooperar (to cooperate) seemed appropriate for use in the collaborative coaching/coaching psychology context. The adaptation from SOLUTION to COOPERAR is shown in Table 2.

As can be noted by the literal translation shown in parenthesis for each step, the topics conveyed by COOPERAR are not expressed by the exact words of the original acronym, SOLUTION. However, the adaptation made is believed to preserve the main ideas of the model, as illustrated in Table 3.
<table>
<thead>
<tr>
<th>Steps</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share updates</td>
<td>Invite the coachee to reflect on changes observed in their situation or behaviour prior to the session.</td>
</tr>
<tr>
<td>Observe interests</td>
<td>Invite the coachee to engage on problem-free talk about their interests and hobbies, as these can reveal key strengths and sources of motivation.</td>
</tr>
<tr>
<td>Listen to hopes and goals</td>
<td>Validate the coachee’s problems and concerns and move the discussion on to a solution-focus, facilitating the coachee’s description of their aspirations so that forward-looking goals can be formulated.</td>
</tr>
<tr>
<td>Understand exceptions</td>
<td>When has the problem not been present?; When has the coachee responded differently and achieved a positive outcome?; What was different about the situation?; What strengths, skills and resources did they use?</td>
</tr>
<tr>
<td>Tap potential</td>
<td>Help the coachee to consider how their strengths, skills, competences, signature solutions and other resources might be of use in solving the current problem or challenge.</td>
</tr>
<tr>
<td>Imagine success</td>
<td>Invite the coachee to imagine what their preferred future looks like, using the ‘miracle question’ (<em>de Shazer, 1988</em>); e.g. waking to find their problem solved, what is different?; How are they thinking, feeling and behaving?; What is the response from others?</td>
</tr>
<tr>
<td>Own outcomes</td>
<td>Clarify the next steps to be taken by asking and scaling: what small step might they take next to progress towards achieving their goal? On a scale of 1 to 10, where 10 is completely confident, how confident do they feel?; If confidence is less than 7, what might help them to be more confident? Confirm next steps.</td>
</tr>
<tr>
<td>Note contributions</td>
<td>Offer appreciative feedback on the coachee’s contributions. What worked well and what might be done differently in the future? Has the coaching goal been met? Are further sessions required?</td>
</tr>
</tbody>
</table>
**Table 2: Adaptation from SOLUTION to COOPERAR**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share updates</td>
<td>Compartilhe mudanças percebidas (Share perceived changes)</td>
</tr>
<tr>
<td>Observe interests</td>
<td>Observe interesses (Observe interests)</td>
</tr>
<tr>
<td>Listen to hopes and goals</td>
<td>Ouça expectativas e metas (Listen to expectations and goals)</td>
</tr>
<tr>
<td>Understand exceptions</td>
<td>Pergunte sobre exceções (Ask for exceptions)</td>
</tr>
<tr>
<td>Tap potential</td>
<td>Estimule o potencial a se realizar (Stimulate the potential to realise)</td>
</tr>
<tr>
<td>Imagine success</td>
<td>Represete o sucesso na sua mente (Represent the success in your mind)</td>
</tr>
<tr>
<td>Own outcomes</td>
<td>Aproprie-se dos resultados (Own outcomes)</td>
</tr>
<tr>
<td>Note contributions</td>
<td>Reinforce contribuições (Reinforce contributions)</td>
</tr>
</tbody>
</table>

**Table 3: Steps and instructions for use of the COOPERAR model by Portuguese-speaking practitioners**

<table>
<thead>
<tr>
<th>Steps</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compartilhe mudanças percebidas</td>
<td>Convide o coachee a reportar qualquer mudança observada desde a última sessão ou, se for a primeira sessão, desde que o coachee decidiu pelo processo de coaching.</td>
</tr>
<tr>
<td>Observe interesses</td>
<td>Convide o coachee a falar sobre seus hobbies e interesses, já que aí podem estar forças e habilidades transferíveis e altamente motivantes.</td>
</tr>
<tr>
<td>Ouça expectativas e metas</td>
<td>Ouça os problemas relatados o suficiente para validar as questões do coachee. Direcione, então, a conversa para o foco em soluções, facilitando a descrição pelo coachee de suas aspirações, seguindo para a formulação das metas.</td>
</tr>
<tr>
<td>Pergunte sobre exceções</td>
<td>Pergunte sobre situações em que o problema não existia: quando o coachee respondeu à situação, ou a alguma</td>
</tr>
</tbody>
</table>
(cont'd from previous page)

<table>
<thead>
<tr>
<th>Conclusion</th>
<th></th>
</tr>
</thead>
</table>
| This paper presented COOPERAR, an acronym conveying the principles of the SOLUTION model (William, Palmer, & O’Connell, 2011) of SFC for use by Portuguese-speaking practitioners. The steps of SOLUTION (share updates, observe interests, listen for hopes and goals, understand exceptions, tap potential, imagine success, own results, note contributions) are expressed in the same order by COOPERAR (compartilhe mudanças percebidas, observe interesses, ouça expectativas e metas, pergunte sobre exceções, estimule o potencial a se realizar, represente o sucesso na sua mente, aproprie-se dos resultados, reforce contribuições).

Considering that the word cooperar is a relevant term in the coaching scenario, the authors believe that the COOPERAR model will be a useful aide-memoire for
Portuguese-speaking coaches and coaching psychologists.

SOLUTION has been proposed as an appropriate framework for developing skills and performance in both personal and work domains, including management and leadership (William, Palmer, & O’Connell, 2011). The authors strongly believe that COOPERAR will also be useful in these contexts, broadening the SF approach in Portuguese-speaking countries. Further research in these populations will be invaluable for assessing the effectiveness of the COOPERAR model.

It is also noteworthy that, as with any other acronym, COOPERAR is a framework to help professionals and coachees keep track and focus. Thus, by any means, the coaching process should be restricted to the questions presented herein; coaches and coaching psychologists should be sensitive to bringing other questions within SF principles that might help unlock growth and development, according to the client and their needs.

References


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Can ecopsychology research inform coaching and positive psychology practice?

Abstract
This short paper focuses on how both coaching psychology and positive psychology practice can be informed by ecopsychology research. It argues that coaching and positive psychologists can promote relatively straightforward ecopsychological interventions to their client groups in order to enhance their wellbeing.

Key words: coaching psychology, positive psychology, ecopsychology, wellbeing, Eco-Health Relationship Browser, resilience, health and wellbeing coaching

At the beginning of the last decade, both positive psychology and coaching psychology gradually became established internationally as two new branches of psychology.

In these two fields, handbooks were published, journals and professional bodies set up, national and international conferences held, research units/centres established at universities around the world and postgraduate courses launched (see Palmer & Whybrow, 2007).

The Australian Psychological Society, Interest Group in Coaching Psychology (APS IGCP) definition of coaching psychology highlights the link between these two branches of psychology: Coaching Psychology, as an applied positive psychology, draws on and develops established psychological approaches, and can be understood as being the systematic application of behavioural science to the enhancement of life experience, work performance and wellbeing for individuals, groups and organisations who do not have clinically significant mental health issues or abnormal levels of distress (APS IGCP, 2015).

Both coaching and positive psychology have a focus on enhancing
wellbeing using a range of evidence-based strategies, interventions and techniques.

**Enhancing wellbeing: Shifting the health of the population from languishing to flourishing**

If one of the aims in both positive and coaching psychology practice is to shift the health of the population from languishing to flourishing, then encouraging clients, coachees or groups to undertake relatively easy and straightforward interventions to enhance wellbeing may be more achievable than recommending more complex or strenuous activities or strategies.

The solution-focused and cognitive behavioural models and techniques that are often used within positive and coaching psychology practice are effective in enhancing goal striving, hope, wellbeing and resilience, and also in reducing stress, anxiety and depression (eg, Grant, Curtayne, & Burton, 2009; Green, Oades, & Grant, 2006). However, the methodology can take some hours to teach and the client/coachee many hours of practice to learn and apply successfully and not all coachees are successful. Therefore, it is important that practitioners have a wide range of evidence-based wellbeing enhancing strategies and techniques that they could share with their client groups.

There are many different branches of psychology that positive and coaching psychologists could be informed by to enhance wellbeing. One field is ecopsychology research, which may provide practitioners with a range of interventions and activities that are relatively easy to introduce to client groups and for them subsequently to be able to integrate within their daily routines. The integration is probably essential if an aim is to shift the wellbeing of a population from mental and physical ill-health to languishing and then from languishing to flourishing.

Ecopsychology applies ecological and psychological theories and research methodology to study the relationship between people and the natural world (Palmer, 2014). Some researchers have already noted the importance of urban green and countryside walking research within the theoretical framework of positive psychology (eg, Crust, Henderson, & Middleton, 2013).

**Ecopsychology research in brief**

In the past 20 years there have been a large number of research papers published on ecopsychology, environmental psychology and eco-health that could possibly inform positive and coaching psychology practice. Often, what is known as Green Exercise is undertaken by the research participants. This refers to physical activity or exercise, such as cycling, jogging, horse-riding, fishing, sailing or walking that occurs in the presence of nature, for example, the countryside or an urban park (see Pretty, Peacock, Sellens, & Griffin, 2005; Pretty, Peacock, Hine, Sellens, South, & Griffin, 2007; Barton & Pretty, 2010).

In a systematic review of evidence for the added benefits to health of exposure to natural environments, Bowler, Buyung-Ali, Knight and Pullin (2010:1) concluded that ‘the studies are suggestive that natural environments may have direct and positive impacts on well-being’ with the
recommendation that further research was necessary ‘to understand the general significance for public health’.

Research has not just been limited to walking or exercising with Nature. For example, Brown, Barton and Gladwell (2013) found that viewing photographs of nature scenes positively affects recovery of autonomic function following acute mental stress. This tentatively demonstrates how photographs of nature could be used to enhance resilience.

**Linking ecopsychology research to coaching and positive psychology practice**

Two research papers that have simple practice implications are highlighted below.

*Barton and Pretty (2010)*, using a multi-study analysis, investigated what is the best dose of nature and green exercise for improving mental health. Their results found that acute short-term exposures to facilitated green exercise improved both self-esteem and mood, irrespective of duration, intensity, location, gender, age and health status. Somewhat surprisingly, they concluded that five minutes’ exposure duration showed greatest changes in both self-esteem and mood.

- **Practice implications** Instead of coachees eating their lunch in their office, sitting in front of a computer screen, looking at an excel sheet, they could be encouraged to walk to their local park, be mindful of the park environment and eat their sandwich whilst sitting on a park bench. (The caveat would be that the coachee does not feel threatened in the park environment.) Green Office areas also may provide an alternative in built-up urban neighbourhoods that lack parks or suitable open spaces and also during poor weather conditions.

*Marselle, Irvine and Warber (2014)* undertook a large-scale study examining group walks in nature and multiple aspects of wellbeing. They found that group walks in nature were associated with significantly lower depression, perceived stress and negative affect, as well as enhanced positive affect and mental wellbeing, both before and after controlling for co-variates.

There were no group differences on social support. In addition, nature-based group walks appeared to mitigate the effects of stressful life events on perceived stress and negative affect while synergising with physical activity to improve positive affect and mental wellbeing.

- **Practice implications** Coachees wishing to improve their wellbeing could be encouraged to go on walks with nature. If they wish to walk with others, then in the UK they could join their local accredited Walking for Health groups.

For further details see: www.walkingforhealth.org.uk

**If in doubt, which evidence-based ecopsychology interventions could a practitioner recommend?**

For psychologists and health professionals in practice it can be a challenge keeping up-to-date with relevant research. The US Environmental Protection Agency and partners developed EnviroAtlas, which is a free interactive web-based tool that includes data to assist in informing...
planning and policy decisions that protect the environment and the economy. A part of the EnviroAtlas system is the Eco-Health Relationship Browser, which includes research literature that links ecosystems, the services they provide, and their impact on human health and wellbeing.

Understandably, some sections, such as Aesthetics and Engagement, or Recreation and Physical Activity with Nature, are more relevant than others, such as Water Hazard Mitigation to coaching and positive psychology practice.

In their paper on the development of the Eco-Health Relationship Browser, Jackson, Daniel, McCorkle, Sears and Bush, (2013) report on the systematic review of the literature that was undertaken to populate the Browser with suitable research.

**Conclusion**
The main aim of this short paper was to highlight how ecopsychology research could more explicitly inform both coaching psychology and positive psychology practice. It was not influenced by well-known theories, such as Wilson’s Biophilia Hypothesis, which asserts that human beings have an “innate tendency to focus on life and lifelike processes” (Wilson, 1984:1), and thereby possibly explaining the effectiveness of Nature based interventions. The focus of this paper was on research and not theories.

Some coaching psychologists have already started integrating coaching with mindful walking with nature (O’Donovan, 2015). Clearly, ecopsychology research is very relevant for health and wellbeing coaching too.

In conclusion, the hope is that by using relatively simple evidence-based ecopsychological interventions, wellbeing can be enhanced for individuals, groups and communities. Perhaps effective coaching is self-coaching, and simple ecopsychological interventions are relatively easy to persuade oneself to undertake.

**References**
Grant, A.M., Curtayne, L. & Burton, G. (2009). ‘Executive coaching enhances goal attainment,


Relevant websites
Eco-Health Relationship Browser: http://enviroatlas.epa.gov/enviroatlas/Tools/EcoHealth_RelationshipBrowser/index.html
EnviroAtlas: http://enviroatlas.epa.gov/enviroatlas/atlas.html

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Biography

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Talismanic coaching: where science meets superstition

In Daniel Goleman’s (2013) Focus, he proposes that in a world of ever-increasing 24/7 distraction, we need to become better at focusing in the here and now. In this paper we propose the benefit of “superstitious conditioning” through the use of a Talisman to help clients focus their attention in post-coaching situations.

Learning, at its most fundamental, is based upon the creation of neural connections which either strengthen or inhibit behaviour, facilitated by attending or not attending to stimuli. Learning can be said to happen when a new state (ie, a new connection) or a new association of existing connections occurs. The stronger the associations become, the more they become embedded, meaning the associated behaviour will be more readily enacted.

As coaches, we are in a highly privileged position, able to utilise this knowledge of how learning occurs for the benefit of our clients. We can share with them tools and techniques to create and strengthen associations. Once changes are fully embedded, then the tools may no longer be required, but, in the early days, having a proxy association to aid the formation of a neural association assists with sustenance of early progress.

However, all too often in coaching, after gaining insight, clients return to the everyday fray of work. Here, they lose conscious awareness of their coaching

Abstract

Coaching clients often find it difficult to maintain focus on the coaching target behaviours, feelings and attitudes in a post-coaching environment. Evolution has created in human beings a strong need to perceive causal effects when only correlations are present, a need traditionally construed as leading to superstitious and ritualistic behaviour. This paper presents a way of harnessing the power of such superstitious dispositions by using an external object or talisman to provide a mechanism which increases the likelihood of maintaining the focus of coaching changes in a post-coaching situation.

Keywords: coaching, superstitious, superstition, talisman, conscious awareness

Dr Louis Collins and Dr Douglas Young

In Daniel Goleman’s (2013) Focus, he proposes that in a world of ever-increasing 24/7 distraction, we need to become better at focusing in the here and now. In this paper we propose the benefit of “superstitious conditioning” through the use of a Talisman to help clients focus their attention in post-coaching situations.

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However, all too often in coaching, after gaining insight, clients return to the everyday fray of work. Here, they lose conscious awareness of their coaching
goal as it becomes displaced by more demanding pressures.

To help clients maintain the goal in their conscious awareness we often provide them with a small index card on which they are invited to write a few key reminders. We suggest they look at the card for five minutes before they go to work and immediately prior to any potential opportunities or likely ‘trigger’ moments.

This approach has worked very well, with many clients reporting that they still carry their card several months, and even years, after the coaching session.

In a recent coaching session, one of the authors was working with a client who was having trouble controlling his temper when he felt frustrated by colleagues. In this instance the card technique had limited success. The client found, when back at work, at the very time he should have been thinking about what was on the card, his ‘red mist’ descended, his amygdala hijacked. Basically, he lost it!

At our next meeting we shared some experiences of climbing and he pointed to his much-loved collection of attractive pebbles that he had collected from various mountain tops.

During coaching it was suggested that if the card wasn’t working then perhaps an alternative was available. The coach placed one of the pebbles on the desk and started working on some imagery: “It’s very old, about 300,000 years. Imagine if you could place your anger inside this pebble just by rubbing it hard.”

We played with the idea some more and then made the suggestion: “Why don’t you try and imbue the pebble with the instructions-to-self that are written on the card?”

We practised this imagery process several times.

At the following session, the client reported that simply having the pebble in his pocket helped him remain calm, and rubbing it had a hugely positive effect. A similar approach, using a range of Talismanic objects, has also yielded very positive results.

An object used in this way might be described as ‘talismanic’.

A talisman is always charged with magical powers by a creator; it is this act of consecration or ‘charging’ that gives the talisman its alleged magical powers. The talisman is always made for a specific purpose.

Throughout human history, talismanic properties have been used in religious and healing processes, from rosary beads to lucky coins or rabbits feet. At moments of high pressure we often see professional sportsmen and women indulge in small ritualistic behaviours, hitching a trouser leg, placing thumbs together before a penalty kick, or bouncing a tennis ball a specific number of times.

Most Psychologists would argue that talismans and ritualistic behaviour can be thought of as superstitious, and there is a rich body of research which aims to account for such behaviour in psychological and evolutionary adaptive terms (Foster & Kokko 2009).

As early as 1948, Skinner described typical behaviour in pigeons, noting that they developed and maintained specific rituals, such as turning in circles or dipping their heads prior to the dispensing of food. He interpreted this as superstitious behaviour; the pigeons associated their ritualistic behaviour causally with the dispensing of
food. Similarly, in humans, superstitious behaviour arises from a perceived correlation, leading to an assumption of causal effects, ranging from rubbing a ‘lucky’ rabbit’s foot through to religious and ritualistic behaviours in farming communities to “manage anxiety and uncertainty”.

If we reflect on the use of talismans or ritualistic (superstitious or religious behaviours) in society, they are often used to promote good luck or ward off bad luck. In essence they are intended to:
- Reduce perceived uncertainty and anxiety about outcomes
- Increase perceived (internal locus) of control
- Manage arousal and enhance focus on performance

Based on these characteristics, we believe that a Talisman can act as an external catalyst to help a client manage their anxiety and retain their levels of control, especially where coaching is targeted at an aspect of emotional control. The dynamics of the interplay between anxiety levels and locus of control are illustrated in Figure 1.

It is notable that many instances of ritualistic or superstitious behaviours are displayed by high-performing sportspeople at times of pressure, we believe to support retention of focus and management of optimum arousal.

In the “Conscious Incompetence and Conscious Competence,” phases of learning (http://en.wikipedia.org/wiki/Four_stages_of_competence), we propose that a talismanic object can help catalyse the sustaining of focus, energising and directing the new behaviour while displacing the old behaviour (as illustrated in Table 1). Superstitious and ritualistic behaviours

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**Figure 1: Illustrative impact of Talismanic approach**

<table>
<thead>
<tr>
<th>Worry/Anxiety</th>
<th>Calm, Rational</th>
<th>Fearful, Threatening, Uncomfortable with Uncertainty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal (Person)</td>
<td>Calm, Rational Comfortable with Uncertainty</td>
<td>Zone of Talismanic Benefit</td>
</tr>
<tr>
<td>Calm/Mindful</td>
<td>Return to Desirable State</td>
<td>Zone of Talismanic Benefit</td>
</tr>
<tr>
<td>External Environment</td>
<td>Internal Locus of Control</td>
<td>External Locus of Control</td>
</tr>
</tbody>
</table>
have been common in all societies throughout history. They emerge, and get reinforced, helping people maintain perceived levels of control, especially in times of stress and uncertainty. While not advocating that coaches should undertake a mass promotion of the benefits of superstition, it would be remiss of us to ignore the potential power of our natural instincts, and fail to harness such “superstitious” behaviour to facilitate and maintain the achievement of coaching goals.

References

Authors
Dr Louis Collins is a Leadership Development Coach, founder of Gyro Consulting Services, and author of The Vital Edge (published 2014). He has a Ph.D. in the Psychology of Learning and works with leaders across a wide range of sectors, both in groups and individually, to enable them to maximise their effectiveness and impact.
Email: louis.collins@btinternet.com

Dr Douglas Young is experienced in organisation development and executive coaching, having worked across, Europe, in the USA, Middle East, Australia and South East Asia for blue chip and public sector organisations. He has a PhD in psychology, runs a consultancy in the UK, HRPD Associates, and is an Associate Director of Better Futures, an Athens based consultancy which operates in Southern Europe, Middle East and South America
Email: douglasyoung1@gmail.com

Table 1: Shifts in conscious attention / focus in the coaching process

<table>
<thead>
<tr>
<th>Basic coaching principles</th>
<th>Conscious awareness</th>
<th>Talismanic Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Client gains insight</td>
<td>Unconscious incompetence to conscious incompetence eg, 360° feedback and/or insight</td>
<td>Helps with initial learning / acts as proxy association</td>
</tr>
<tr>
<td>2. Client raises and maintains conscious awareness</td>
<td>Conscious competence target and aspiration</td>
<td>Helps direct and focus desired behaviour</td>
</tr>
<tr>
<td>3. Post-coaching, client sustains and maintains awareness</td>
<td>Conscious competence practice</td>
<td>Helps sustain, energise and reinforce behaviour</td>
</tr>
<tr>
<td>4. Long-term embedding critical for new behaviour</td>
<td>Unconscious competence</td>
<td>Helps with refocus at points, eg, high pressure and stress</td>
</tr>
</tbody>
</table>

Would you like to become an accredited/certified ISCP coaching psychologist?
Then this is what you need to know:

- There are two routes towards Accreditation/Certification with ISCP: as a full ISCP member via the grandparenting route, or as an Associate Member via the portfolio route
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**Route 1: Qualified Psychologist**
- Full member of ISCP for 3 months
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  - Six months demonstration of IPD learning and competencies as an AssocMISCP (20 hours)
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Being an ISCP accredited/certified coaching psychologist is beneficial for coaching clients, for you the practitioner, client organisations and the profession:
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- Promotion of the practitioner’s ongoing self-evaluation, continuous improvement, and supervised practice

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The Centre and its training faculty are leading pioneers of cognitive behavioural coaching. We provide Middlesex University accredited courses at Levels 5 to 7. Our courses are recognised by the International Society for Coaching Psychology and are British Psychological Society Learning Centre Approved. The programme is modular and consists of 2-day and 5-day certificated courses. Once completed, students can enrol onto the graduate and post-graduate level blended learning diploma programmes. The Centre’s Director is Prof Stephen Palmer PhD, Honorary Fellow and former President of the Association for Coaching.

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(20 Credits, Level 7 – psychologists only)
22-26 Jun; 12-16 Oct  
Psychological Coaching† (15 Credits, Level 6)
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Stress Management and Performance Coaching†  
(30 credits, Level 5) (6 days)
Modular  
Work-Based Professional Development (Specialist Topic)†
(5 Credits, Level 6)
Blended Learning  

‡ Courses accredited by Middlesex University

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Problem Focused Counselling, Coaching and Training  
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- Nick Edgerton
- Gladeana McMahon
- Sheila Panchal
- Dr Siobhain O’Riordan
- Kasia Szymanska
- Michael Neenan

The Centre for Coaching is an ILM Recognised Provider. As a recognised provider, the Centre runs a wide range of coaching and management development programmes which are suitable for Continuing Professional Development. Centre Approved by the International Society for Coaching Psychology which recognises all of our courses. We are an organisational member of the Association for Coaching.

Centre for Coaching, 156 Westcombe Hill, London SE3 7DH. Part of the International Academy for Professional Development Ltd. www.iafpd.com
I have always been interested in health, wellbeing and helping people flourish – mind and body. My training has been holistic, gaining qualifications in Psychology, Fitness and Yoga Therapy.

My work as a coaching psychologist has been informed by wide reading in performance, sport, health and positive psychology, yoga philosophy, the mindfulness tradition and, more recently, in Acceptance and Commitment Therapy.

But it was my life experience of motherhood colliding with my father’s terminal illness that synthesised this learning into one framework and created my passion for empowering others with the tools of self-care.

In the four years since my father’s passing, I have explored a multitude of techniques for filling my cup and my mission is to share the framework I’ve developed. It has helped me reclaim my vitality and abundance and I am finding it enormously useful in helping my clients/coachees navigate and recover from periods of stress, loss and change.

In 2010, the birth of my first child coincided with my father’s breathing failure, where he spent the next 15 months in and out of intensive and palliative care. It was a truly exhausting and distressing time and it was relentless in this manner without any diagnosis, prognosis or treatment for my father.

I made numerous trips to my GP complaining of low mood and sheer exhaustion (broken sleep, an unsettled baby and the stress of watching a loved one slip away will do that to any human being).

I was told I had two choices: consider antidepressants to help me cope better or minimise the stress in my life. I couldn’t stop mothering; I couldn’t extricate myself from my father’s care and I didn’t want to alter my brain chemistry when as far as I could see, I was having a normal, human reaction to an extremely painful and taxing set of circumstances.

Thankfully, I found a middle path. In working with a postnatal depression counsellor I was introduced for the first time to the term ‘self-care’. It got me thinking about all the things I used to do to nurture myself, most of which had dropped away because I was absolutely flat out or too tired, and many strategies were simply no longer accessible to me because of my changed life circumstances.

Gradually, I got back on my yoga mat, I took a daily ‘mindful’ walk rather than a...
ruminating’ one, I started reading uplifting books again and I deliberately avoided life-sapping activities (no more news or daytime soaps which can both be toxic to a depressed mind and body).

This was enough to cultivate a shift in my energy and a noticeable shift in my thinking.

I think it is important to note that this is a common theme for people experiencing periods of stress, loss and change. Often during challenging times (and when we actually need it the most), self-care gets relegated from the agenda. I hear it labelled as ‘too hard’, ‘selfish’, ‘an indulgence’, ‘too expensive’, and people often feel they just don’t have the time, space or energy for it. In addition, when we are stressed, our usual methods of replenishment can become inaccessible and we lack the resources to think creatively about carving new self-care rituals.

What I came to understand through this experience was that the things I normally and naturally did well, in terms of constructive thought and behaviour patterns, dropped away when I was exhausted – I literally couldn’t think straight. When I committed to an effective self-care routine, these skills bounced back into action. Similarly, as I empower my clients/coachees to take regular action to fill their cup, I find they naturally make better decisions, have more energy to buffer themselves from the effects of stress and engage in more constructive thinking.

I witness time and time again with my coachees that using tools of self-care to help heal their physical system from the ravages of stress, promote the functioning of the parasympathetic nervous system, soothe the adrenals and boost their energy levels – naturally you cultivate clarity, optimism and more helpful thinking patterns.

The goal of my framework is to empower people to better care for themselves – mind and body. I encourage my clients to commit to a bespoke ritual of self-care for the following reasons:

1. as a protective mechanism, to build resources to buffer against future stress (for example, with expectant mothers)
2. as a means of coping during change, stress or loss
3. as a way of recovering from change, stress or loss
4. to promote flourishing in everyday life, regardless of stress levels and significant life events

At the core of my approach is the belief that there is no separation between healthy functioning of mind and body (Pert, 1997; Levine, 1997). I also recognise the dynamic interplay between functioning in different spheres of life, for example, work, family, leisure (Wilson, 2001). My understanding of the construct of wellbeing was built on the PERMA model (Seligman, 2011).

My framework is designed to equip my clients with the knowledge of different methods of self-care, in a simple diagram that they can check in with quickly and easily. The point is to show people that they don’t need to outsource their development, and it doesn’t need to be expensive, require effort or energy, or be time-consuming. In a snapshot they can look at the wheel and be reminded of a useful technique or strategy that is relevant to how they are feeling at that moment.

I created the ‘Vitality Wheel’ in which I demonstrate eight pathways to reclaiming
a sense of energy, balance and calm. There is some overlap between the pathways and they are not intended to be distinct. The point of it is to jog people’s thinking about what they can do to help themselves and to be an image that, with practice, can be held in one’s head, for reference whenever needed. I encourage my clients to modify it, in order to create their own, with titles and activities that resonate for them.

We all know the fundamentals of self-care – eating well, commitment to exercise and getting adequate sleep, but many people are not so attuned to the health benefits associated with, for example, investing in our relationships, the value of relaxation, the importance of living a purposeful life, being of service, or how to employ specific coping strategies to navigate stress.

This framework is about getting people to think more broadly about their nourishment – head, heart and body.

**The Vitality Wheel: eight pathways**

1. **Movement and Nutrition:** Regular life-giving exercise that is intrinsically enjoyable, good nutrition and hydration, also minimal intake of toxins (Holford, 1997). While I advocate any exercise that resonates for an individual, I promote yoga for its additional benefits in relieving stress (Forbes, 2011) and boosting mental health (Weintraub, 2004).

2. **Rest, Relaxation and Sleep:** promoting good sleep hygiene and routines, teaching relaxation tools (Kabat-Zinn, 1990); breathing exercises (Farhi, 1996), and restorative yoga (Lasater, 1995).

3. **Boosting Positive Emotions:** exercises in kindness (Neff, 2011); gratitude (Seligman, 2011); savouring (Lyubomirsky, 2010); mindfulness (Kabat-Zinn, 1994); flow (Csikszentmihaly, 2002) – noting and exploring whatever stimulates joy, contentment, excitement, curiosity and inspiration.
4. Developing Social Connections and Sense of Belonging: educating people on simple strategies to boost positive relationships (Gottman & Silver, 1999); aiding forgiveness (McCullough, 2008); paying attention to the energy we invest in our social connections (Fredrickson, 2013), and spending time in the company of life-giving people.

5. Personal Growth and Achievement: looking for opportunities to experience mastery (Seligman, 2011) and accomplishment (Orlick, 1998). This pathway includes education on goal setting (Adams Miller, & Frisch, 2009) and mental imagery (Ievleva, 2013).

6. Purpose, Meaning and Values: clarifying values, defining personal meaning (Tolle, 2005) and taking action in service of these (Hayes, Strosahl & Wilson, 2012). I also draw on yoga philosophy for clarifying purpose (Farhi, 2004).


8. Harnessing the Power of our Physical Environment: cultivating a sense of simplicity, order, balance and harmony in our home and work environment, time spent in the therapeutic beauty of Nature, and investing in our own physical appearance as an affirmation of self-worth. This was largely informed by my own personal experience.

My process for implementing this framework:

1. Reframe any preconceived ideas about self-care. My mantra is ‘self-care isn’t selfish’ and I impress upon my coachees the necessity for them to give themselves permission to engage in regular self-care.

2. Introduction of the Vitality Wheel to educate them on their self-care options. They work with as many of the pathways as they like and can freely pick the ones that feel most interesting, accessible and replenishing.

3. In partnership I brainstorm with them. I lend them my problem solving and lateral thinking to generate a bespoke self-care routine that is manageable, realistic and sustainable. We also contemplate any potential barriers to implementation.

4. Psychological contract with me in committing to their self-care plan. My coachees report back to me and know I will check in with them to make sure they are taking action. They understand they need to take ownership and responsibility for their own health and wellbeing. A ‘Vitality Journal’, recording daily self-care activities and ratings of mood, energy levels, physical symptoms, is also encouraged to aid awareness and accountability.

5. Support and encouragement. We all know what we need to do broadly to feel healthy and vital – it is another thing to actually make it happen. With any attempted change in behaviour, people do better with someone in their corner facilitating that commitment. I use regular text and email communication to check in, provide encouragement and remind them of their contract with me.

6. Refinement. Self-care works best when it is kept fresh, evolving and responsive to the changing demands of everyday life. I tend to see my coachees every 4-6 weeks during or following periods of acute stress,
or as needed, to make sure that their self-care plan is best serving them.

**Conclusions**
I hope this framework may be of use to those of you working in the field of stress management and health coaching. It does have some limitations, specifically in terms of adherence, requiring regular updates to keep the self-care routine feeling fresh and support to keep up the commitment.

It works best for coachees who are motivated, and accept responsibility and ownership for their health and wellbeing.

Coachees who are suffering from depression may struggle to implement it and feel the interventions are just another thing to add to their to-do list. Indeed, some of the suggested pathways may not resonate at all for some people. This framework is about carving sustainable, positive lifestyle change so it may be limited in scope for anyone looking for a quick fix or to outsource their development.

The art lies in developing in partnership with coachees a self-care plan that is realistic and achievable and then regular support to ensure they are taking action.

I welcome any feedback and would love to hear of other means of replenishment that I’ve not mentioned here. It was not intended to be exhaustive and I am very open to hearing about strategies that work for you personally and for your clients.

**References**


**Biography and further information**

*Suzy Reading*, B. Psych (Hons) M.Psych (Org), is a coaching psychologist specialising in wellbeing, stress management and facilitation of healthy lifestyle change. She holds a B. Psychology (Hons) degree from the University of Sydney and a M. Psychology (Org) degree from the University of New South Wales, Australia, is a certified yoga teacher, and a qualified personal trainer. Her coaching is informed by Positive Psychology, the Mindfulness Tradition, and Acceptance and Commitment Therapy. Suzy offers an integrated approach to wellbeing: nurturing head, heart and body, and is passionate about teaching tools of self-care to help people weather and recover from periods of stress, loss and change.

*Email: suzyreading@gmail.com*  
*www.suzyreading.com*
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), and the Society for Evidence Based Coaching of the Danish Psychological Society (SEBC DPS). These agreements bring benefits to members of all the organisations involved.
Update: Society for Coaching Psychology Italy

Italy has its first training programme in Coaching Psychology

Silvana Dini, ISCP & SCP Italy Coaching Psychologist Accredited, Coaching Supervisor, Management Consultant, SCP Italy Co-founder & President

t has been strongly desired since SCP Italy was founded and now, thanks to the partnership with the Humanitas University Consortium, it will become a reality. In 2015, the first training programme in Coaching Psychology will be inaugurated in Italy.

The Business Coaching Psychology Course is designed and made exclusively for graduates in Psychology and is taking place in Rome from January to June 2015.

The Humanitas University Consortium, founded by the LUMSA University and by the Fortune Consortium, works in different disciplinary areas, such as Psychology, Psychiatry, Medicine and Social and Organisational Sciences. The main goals of the Consortium are Scientific Research, Higher Education and Human Resources Development in Organisations. In May 2014, SCP Italy and the Consorzio signed a Memorandum of Understanding. The programme is acknowledged by the International Society for Coaching Psychology as providing CPD/CPE for its members.

Aims

This 200 CPD/CPE hour programme is aimed at developing knowledge and skills in the three areas of competence of the Business Coaching Psychologist: Coaching Psychology & Coaching, Work & Organisational Psychology and Business & Organisation.

It aims to enable graduates to become knowledgeable in the main theoretical approaches, models, major tools and techniques of coaching psychology and evidence-based coaching, and to enable delegates to design and manage coaching processes, relationships and approaches in organisational contexts.

Programme (5 modules)

1st Module – BCP: professional identity and skills profile
The module offers:

- the essentials of the Coaching industry context (supply and demand for coaching in Italy and in Europe, the state of the profession).
- the fundamentals of Coaching Psychology (CP definition, multi-model approach, multidiscipline, evidence-based approach, boundaries management).

Professional profile

The Business Coaching Psychology Course is designed for Italian graduates in psychology who wish to invest in developing their skills in Business Coaching Psychology, to operate within and for profit/non-profit organisations and public administrations offering a professional contribution as Business Coaching Psychologists, HR business partners, HR Specialists and Communication Specialists.
● professional standards (ethical, deontological, continuous development). A Development Center service will be provided.

2nd Module – The coaching process in organisational contexts
The module offers:
● the key to knowing and understanding the contribution of coaching psychology in managing the coaching process in organisational contexts (interaction of organisations with the related contexts, the complexity of organisational models and their cultural identity).
● the HR role in managing coaching processes.
● the coaching process (key players, roles, responsibilities, phases, managing the relationship with the client and monitoring and evaluating results).

3rd Module – The coaching relationship in systemic and humanistic psychological theories
The module offers:
● the key to knowing and understanding the contribution of systemic and humanistic theories, approaches and tools in order to analyse and handle the coaching relationship (the contract, building a relationship of trust, the centrality of feedback, role awareness and the impact on the environment).
● presentation and analysis of case studies and research.
● guided workshops to utilise and evaluate the effectiveness of coaching psychology methods, techniques and tools.

4th Module – Change activation in cognitive behavioural theories
The module offers:
● the key to knowing and understanding the contribution of the cognitive behavioural theories, approaches and tools to enhance change mechanisms activated in the coaching process (the relationship between emotions, thoughts and behaviours, active patterns and automatisms).
● presentation and analysis of case studies and researches.
● Guided workshops to utilise and evaluate the effectiveness of coaching psychology methods, techniques and tools.

5th Module – Research & Development of the profession
The module offers:
● tools to understand and use data for research, quali-quantitative research and surveys in the field of coaching psychology.
● elements to promote and develop the profession, identity and professional effectiveness; methods, techniques and tools to promote BCP.

Staff
The staff is composed of university professors, executive coaches, coaching psychologists, managers and HR specialists.
● Directors: Prof. Paula Benevene, Silvana Dini
● Coordination: Antonio Attianese
● Training activities contact: Patrizia Farnetti

Technical and Scientific Committee: Antonio Attianese, Silvana Dini, Patrizia Farnetti, Paula Benevene, Carlotta Rizzo, Federica Setti, Gennaro Colangelo, Bruno Francesconi, Alberto F. De Toni

Trainers
● Prof Paula Benevene Researcher & Assistant Professor at LUMSA University in Rome, Work & Organisational Psychology. Researcher in Work and Organisational Psychology. Director of the Master in Human
Resources at LUMSA University in Rome.
- Dr Emanuela Del Pianto Coaching Psychologist and HR Consultant. Member of the Italian Professional Body for Psychologists since November 1990. MISCP Accred, SCP Italy Accredited member. SCP Italy Steering Committee member since 2013.
- Prof Alberto F. De Toni Dean of the University of Udine. Full Professor in Organisation and Operations Management and Complexity Management at University of Udine.
- Dr Silvana Dini MISCP Accred & SCP Italy Accredited Coaching Psychologist, Coaching Supervisor, Management Consultant. Member of the Italian Professional Body for Psychologists since November 1990. ISCP Honorary Vice President since 2010. SCP Italy Co-founder and President since 2011.
- Dr Patrizia Farnetti Executive Consultant, Psychologist, ICF PCC (Professional Certified Coach).
- Prof Bruno Francesconi Internal Coach and Innovative Services Expert at Poste Italiane. ICF ACC.
- Dr Alessandra Rosicarelli CoE (Centre of Excellence) Development and Engagement, Strategic Talent & Performance at Merck Serono. Member of the Italian Professional Body for Psychologists since September 2003. Founding Member of Society for Coaching Psychology Italy, Steering Committee and Treasurer since 2011. ICF ACC (Associate Certified Coach) since June 2012.
- Dr Federica Setti Executive Coach and HR Development Consultant. WABC Certified Business Coach since 2008, WABC Full Member. SCP Italy Affiliate since 2012. ICF Member since 2006.
- Dr Ida Sirolli HR Manager, Head of Research & Education at Telecom Italia. Member of the Italian Professional Body for Psychologists since October 2002. Trained Executive Coach. Founding Member of SCP Italy, Steering Committee member since 2011.
- Dr Anne Soyez Coaching Psychologist, supervisor and HR Consultant. Member of the Italian Professional Body for Psychologists since November 1990. MISCP, SCP Italy Accredited member. SCP Italy Steering Committee member since 2013.

**Learning model**

The proposed learning model is an adaptation of Wilber’s basic knowledge model in coaching (Wilber 1996; 2000) and it describes the basic knowledge of coaching and coaching psychology across four dimensions: the coach and the coachee as an individual (I), the coaching relationship, the role of culture and language in the relationship (We), the tangible elements of the coaching process or, namely, the processes, models and techniques (It), the organisational context, the HR culture, the sponsors (Its).

**Biographies**

Silvana Dini (MISCP & SCPItaly Accred) is a registered Organisational 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 Organisational Psychology Master, is member of ICF and AIDP
She is the author of: Coaching New Challenges (2004). Email: silvana.dini@scpitaly.it

References


Update: The Catalan Psychologists Society
2014 will end with progress in projects and activities planned

The Catalan Psychologists Society (COPC) has two important pieces of information worth mentioning. One is that the Institution has changed its name – the COPC is now COL·LEGI OFICIAL DE PSICOLOGIA DE CATALUNYA – Official Society of Psychology of Catalonia. The other is that the COPC has had elections of its Board.

The coaching psychologists of the team continue for another four years. This strengthens the official nature of the Coaching Psychology profession in Catalonia and the start-up of related projects.

Many of these projects are carried out by the Coaching Psychology Section.

In June the second edition of Accreditation for Expert Psychologist in Coaching Psychology was published and it was now possible to apply for it. In the first promotion, more than 1% of the Chartered Psychologists of COPC were accredited.

On 2 December 2014, the first awards were given for the best research articles on Coaching Psychology.

The Drac Heroi Programme ended this year, and the pilot study has been delayed, starting in January 2015 at the latest. A poster was presented at the 2nd National Congress of Positive Psychology in Castelló, Spain.

The COPC signed a MoU with the University of Barcelona to carry out the pilot project of Coaching Psychology “Research Yourself” with students working on their doctorate thesis to further their careers.

A poster was accepted at the 4th International Congress of Coaching Psychology in London.

This year, the COPC continues to be in close contact with other autonomous societies, in order to promote coaching psychology, which has furthered the exchanges about coaching psychology and its updates.

The Coaching Psychology Section has carried out the following:

- Training of “the basics of Coaching for Psychologists” and “Workshop on Coaching” with some 200 students taking over the past few years.
- Advanced workshops have been designed for next year.
- A cycle of conferences has been held, with seven speeches and seven cycles of peer supervision.

It has been a busy year for the COPC and we will continue to keep you posted.

Maite Sánchez-Mora
In the past year we’ve seen a growing number of members of The Swedish Association for Coaching Psychologists (SACP), which, of course, is very satisfying. In November 2014, we had 48 members and hopefully the number will continue to grow.

During the autumn 2014 we hosted two events. In September, Prof Reinhard Stelter came to Stockholm and gave a highly appreciated lecture on Third Generation Coaching and in November 2014 Tina Eriksson came to Gothenburg and gave a lecture on “Executive Coaching – diverse stakeholder perspectives and a model for agreed procurement procedures”, which is the title of her thesis that she presented in 2011 at the University of Derby.

In spring 2014, I had a meeting with the Dept. of Psychology at Stockholm University arguing that coaching psychology should be on the curriculum for those studying to be psychologists. It seems this will be the case as of 2015, as they’re planning on incorporating coaching in a course on leadership that is part of the 7th term (of 10) of the M.Cs. programme in Psychology.

I’ve also met with the president of the Swedish Psychological Association to discuss how we can work closer together and eventually form an interest group within the Society.

Talks continue in 2015 and we’ve agreed to expand our collaboration and have as a goal that SACP shall be an interest group within the Society.

So, all in all, 2014 was a pretty good year for coaching psychology here in Sweden. Hopefully 2015 will be at least as good.
The next chapter at Coaching at Work

Exciting date for diary: Wednesday 1st July 2015, London
Coaching and Mentoring at Work Annual Conference

Onwards and upwards Mastering models and techniques to enhance coaching and mentoring practice

“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,
International Society for Coaching Psychology

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- ‘virtual’ online current and back issues to ‘flick’ through online
- discounts on all Coaching at Work conferences and events

2015 Masterclasses

10th March – Manchester
Liz Hall – Mindfulness in Coaching

6th May – London
Patricia Riddell – Neuroscience and Coaching

11th June – London
Hilary Lines – Team Coaching

16th September – London
John Whittington – An Introduction to Systemic Coaching and Constellations

7th October – London
Deborah Price – Coaching through the menopause

For more information on our masterclass series please visit www.coaching-at-work.com/masterclasses/

We’re going from strength to strength.
Join us on our journey.
## ISCP Approved Centres & Recognised Courses

Details are provided below of organisations currently entitled to state that they have achieved the 'International Society for Coaching Psychology Approved Centre Status', providing initial and continuing professional development/education for its Members. All courses provided by Approved Centres and their Faculties are recognised by the ISCP.

**Approved Centres:**
- Faculty of Coaching Psychology, Centre for Coaching
- Centre for Stress Management
- International Academy for Professional Development Ltd

**Websites:**
- [www.iafpd.com](http://www.iafpd.com)
- [www.managingstress.com](http://www.managingstress.com)
- [www.centreforcoaching.com](http://www.centreforcoaching.com)
- [www.centresofexpertise.com](http://www.centresofexpertise.com)
- [www.centreforcoaching.com/ilm.htm](http://www.centreforcoaching.com/ilm.htm)

**Email:**
- peter.ruddell@iafpd.com

**Telephone:**
- UK: 0845 680 2065; 0845 680 2075 or International: +44 (0) 20 8853 4171

**Address:**
- 156 Westcombe Hill, London SE3 7DH, UK

Details below are of organisations currently entitled to state that a course[s] are ‘Recognised by the International Society for Coaching Psychology as providing CPD/CPE for its Members’.

**Recognised Courses:**
1. Coaching Psychology Academy (CPA) and Bar IlIan University
   - *Existential Coaching Psychology Training Course and Certificate*
2. Leading Change-ICP (Institute for Coaching Psychology)
   - *Programa de Certificacion en Coaching Ejecutivo y Corporativo (Certification Program in Executive and Corporate Coaching)*
3. Faculty of Psychology, Complutense University of Madrid, Spain
   - *Programa Superior de Coaching Psychology y Coaching Psicológico (Superior Programme of Coaching Psychology and Psychological Coaching)*
   - *The Psychology of Coaching and Mentoring*
5. Koucing Centar, Belgrade, Serbia
   - *Certificate in Coaching Skills*
6. Consorzio Universitario Humanitas and SCP Italy
   - *Corso di Alta Formazione in Business Coaching Psychology*
Member benefits

If you are interested in the developing field and profession of coaching psychology do explore our website (www.isfcp.net) and consider joining the International Society for Coaching Psychology.

If you are a graduate psychologist, state or country licensed psychologist you will be able to work towards our international ISCP certification or accreditation as a coaching psychologist.

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

Current ISCP Membership Benefits include:

- The society’s online publication Coaching Psychology International
- Pathway towards ISCP accreditation/certification as a coaching psychologist
- Code of Ethics and Practice
- Dependent upon current membership status, entitlement to make use of classes of ISCP membership logo’s
- Guidance on courses/workshops and training centres approved by the society as offering CPD/CPE to ISCP members
- MISCP’s can apply for advertising/sponsorship opportunities
- ISCP members private and public on-line discussion forums
- All members have the opportunity to be part of an international community of coaching psychologists
- There is currently no joining fee for undergraduate psychology students wishing to join ISCP as an affiliate member
- Delegates attending ISCP Approved Centres or providers of SCP Recognised Courses/Workshops can apply for one years free SCP affiliate membership
- Pathway towards ISCP accreditation/certification as a coaching psychology supervisor
- Automatic subscription to the Society’s e-newsletter
- Member rates for delegate fees at ISCP events