If you are interested in contributing to a future issue of Coaching Psychology International please e-mail the Hon Editor: siobhain@societyforcoachingpsychology.net

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Chair's Update
by Siobhain O’Riordan
MISCPAccred

Welcome to the winter 2013 issue of Coaching Psychology International!

This issue offers a range of papers and updates from around the world.

There have been a number of Society highlights to report upon during the latter part of this year. In particular, we were pleased to have been able to offer two coaching psychology events. In July, we co-hosted an event with the Centre for Business and Coaching Psychology, Heriot-Watt University Edinburgh on the topic of A Cognitive Behavioural Coaching Approach to Enhancing Resilience and Reducing Stress.

The second event for ISCP in October was The Coaching Psychology Layer Cake. This was an evening event held at City University London (UK). The format of the evening was designed to offer participants a developmental learning experience of three layers – we even had a cake!

Please do check our website for further announcements and details. Happy reading!

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Can resilience demonstrated in one domain be automatically transferred to another domain?

Stephen Palmer and Nollaig Heffernan

Abstract
This brief paper considers the transfer of resilience-focused skills across domains and the relevance to coaching and coaching psychology practice.

Keywords: resilience, stress, coping, sports, coaching psychology

There are a number of definitions of resilience depending upon the approach of the researcher or practitioner. Herrman and associates (2011:258) describe it as: Fundamentally, resilience refers to positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity. From the field of elite sports research, Morgan, Fletcher and Sarkar, (2013:12) provide a definition of team resilience: A dynamic, psychosocial process which protects a group of individuals from the potential negative effect of stressors they collectively encounter.

It comprises of processes whereby team members use their individual and collective resources to positively adapt when experiencing adversity. It can be useful having different definitions depending upon the focus of the research or intervention.

The ability to cope with stress, or an individual’s resilience in extenuating situations, is a prolific topic in the media and nowhere more so than in sports columns (Hodge, 2010), particularly in the wake of the London 2012 Olympics. Discussions regarding the “favourite’s” ability to remain composed in the face of “having everything to lose” abound, coping strategies are dissected by pundits, and popular weeklies pose tantalising questions about the person behind the cool exterior. Nobody is exempt from this dissection of their lives on and off the field (e.g. Friedman, 2011).

This final aspect is probably of most interest from a coaching psychology perspective when in time we are often sadly confronted with stories of failed marriages, depression, anxiety, substance abuse, self-harm and other issues among individuals once lauded for their resilience in extraordinarily pressured circumstances.

The halo effect fades! Why is it that individuals who clearly wield an arsenal of stress coping mechanisms in their chosen field of expertise, often fail so dramatically
in other areas of their lives? Why don’t they use the skills which have made them successful in one aspect of their life to help them cope with other aspects of their life?

The answer seems to be that stress coping or resilience is experienced by many as largely a situational phenomenon (Earle & Clough, 2001) and, with the exception of a limited number of all-round highly effective individuals, perhaps few people recognise that the skills that make a person successful in one aspect of their life are transferrable rather than specific and exclusive.

A good example of this occurs in the health sector where medical staff who can successfully prioritise the order of treatment in Accident and Emergency, ie, triage, struggle to cope with their in-tray when moved into a management role, failing to see that it’s a matter of prioritisation in the same way triage involves prioritisation.

Similarly, the high-performing executive who cuts through distractions and interruptions in the workplace to successfully meet deadlines, fails to use this distraction control when teeing off at a local golf competition and underperforms (Blanchard, 1999).

For the majority of individuals who fail to make cross-discipline inferences, skilled questioning on the part of the coach can help the coachee to understand that their strategies are transferrable. Helping the coachee to identify similarities in task composition, energy input, outcome expectancy and the emotional requirement (Schoon & Bartley, 2008), will highlight where the same, though most likely a modified version, of a successful strategy can be implemented.

This is exemplified by Conley, Danish and Pasquariello’s (2010:173) following observation: “the ability of an individual to respond well to challenges in different contexts can be partly explained by intra-individual similarity in reactions to events. Individuals who respond effectively to one particular challenge may recognise similarities between the current challenge and challenges they have encountered in the past. The psychological uniqueness of the event becomes de-emphasised, and properties common to both experiences are highlighted...We need to emphasise the similarities between new challenges and past experiences”.

In other words, the creation of perspective and an awareness of the transferability of effective skills, provide a pathway for resilience to become less situational and more universal for the coachee (Clancy & Binkert, 2010). This possibly explains why the solution-focused combined with the cognitive behavioural approach to coaching is effective for reducing stress and enhancing resilience and wellbeing, as it focuses on strengths, skills and techniques that can be applied across different domains (see Grant, 2003; Grant et al, 2009; Greene et al., 2006; Neenan, 2009; Neenan & Palmer, 2012).

The process of coaching can bring to a coachee’s attention these strengths and skills they already possess within their existing repertoire and transfer to different areas of their lives.

A final question – how much sports-related coaching focuses on the transfer of a sports person’s existing skills to domains outside of sports?
References


Biographies and correspondence

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A group coaching approach to authentic leadership development

Abstract
This article overviews a group-coaching approach to Authentic Leadership development. A group of six senior managers took part in a three-day coaching workshop designed to help them explore their personal approach to leadership. The format of the sessions allowed each individual to reflect on how and why they lead in the way they do whilst being questioned, challenged and supported by other group members. The group met for one day a month over three months and after a three month break were asked to give feedback on their personal learning and report on how the experience had helped them in their role as a leader. Evaluation of this coaching intervention was based on the Kirkpatrick Evaluation Model assessing; Learning, Behaviour Change and Performance Improvement. The final evaluation level of ROI was omitted due to the inherent difficulties in isolating the correlation between personal development and profit. However, self-reported performance improvement clearly suggests tangible benefits for the individual leaders, their teams and their businesses.

Keywords: authentic leadership, leadership development, leadership coaching, group coaching

There is growing interest in a new leadership concept called Authentic Leadership. The main developers of this construct, Avolio et al (2004), did so in response to the examples of poor ethical
leadership before 2007, witnessed in corporate failures such as Enron, WorldCom and Arthur Andersen, and continued failures since, such as Lehman Brothers. The idea has attracted both practitioners such as Bill George (2003), who defines Authentic Leadership as being the person you were born to be rather than developing the image or persona of a leader, and researchers such as Luthans, Gardener & Avolio (2003), who define Authentic Leadership as a process based on self-awareness and ethical self-regulation.

This article is an account of a group leadership coaching programme conducted to help a group of individual leaders achieve the increased levels of self-awareness and regulation noted above. Firstly though, let’s consider what group-coaching is and why it may be an effective way in which to help develop authentic leaders.

In his book Coach and Couch (2007), Manfred Kets de Vries comments that whilst coaching is not therapy it can be therapeutic. He makes the following distinctions: Psychotherapy tends to be past-orientated, and coaching more future focused. Also, Psychotherapy is somewhat passive and reflective, and coaching more active and goal-orientated. And finally, he observes that while Psychotherapy typically targets symptom reduction, coaching addresses issues of personal growth and professional development.

So, using these points of comparison, a definition of coaching might be – a future-focused and goal-orientated process of personal and professional development.

This definition remains valid for the group-coaching approach, although it takes place within a deeply facilitative matrix of inter- as well as intra-personal interaction.

In trying to understand the benefits of a group-coaching approach to Authentic Leadership development it is useful to consider the seminal work of Irvin Yalom (2005) in the area of group-psychotherapy. Yalom offers the following insights and reasons for the efficacy of group work.

**Universality** “In the group the disconfirmation of an individual’s feelings of uniqueness is a powerful source of relief. After hearing other group members disclose concerns similar to their own, individuals report a ‘welcome to the human race’ experience”. Yalom (2005). *The Theory and Practice of Group Psychotherapy* (p6).

Based on client feedback, some of which is included later in this paper, it would seem that this normalising experience is a key factor in a healthy coaching group as well. Perhaps not least because it can lead to:

**Consensual Validation** “Group clients are enormously helpful to one another in the group process. They offer support, reassurance, suggestions and insights. Often, group members accept observations from another member far more readily than from the group leader. For many clients, they remain the paid professional; but the other members represent the real world and can be counted on for spontaneous and truthful reactions and feedback”. Yalom (2005). *The Theory and Practice of Group Psychotherapy* (p22).

It seems that the group approach is unique in being able to offer this to a coaching client. The group coach offers
didactic instruction on related issues such as: management psychology, organisational behaviour and team dynamics, but it is often reported that the observations and feedback offered by other group members are what leads to the most profound self-insights for individual group members.

**The Social Microcosm & Inter-Personal Learning** “A fully interactive group will in time develop into a social microcosm of the participant members. Group members will begin to be themselves and will interact with the group members as they interact with others in their social sphere.” Yalom (2005). *The Theory and Practice of Group Psychotherapy* (p31).

This brings into the group patterns of relatedness and attachment (absolutely fundamental to all forms of leadership) that if explored carefully can provide self-learning on the fundamental ways individuals interact with their wider interpersonal constellation colleagues, clients, staff and bosses.

In addition, it offers clients the opportunity to test and modify any interpersonal distortions they believe they may have through comparing their own interpersonal evaluation with that of others, ie, consensual validation.

This has tremendous potency for group-coaching members. For many, it is the first time they have participated in such a deep and open exploration of the reasons for their personal approach to leadership. It is worth noting that group-coaching is unique in the respect that it also offers coachees the opportunity to be of help and benefit to others trying to achieve the same goal.

**Case Study**

The group-coaching detailed below was conducted with six senior managers of a large UK-based energy company. The six participants were all engineers by trade and had progressed through the company to positions of senior management. Purposive sampling was used to select candidates for this process who were likely to be suitable for this form of leadership development. This means that they were selected on: their level of motivation to engage, their ability to accept and reflect on feedback and their ability to access and articulate their own inner-theatre – the scripts that determine a person’s behaviour and action (*Kets de Vries, 2010, p8*).

In summary, to give this intervention every chance of success, participants were chosen that would clearly be able to both get something from, as well as give something back to, the group-coaching approach.

It’s fair to say that all of these participants had spent most of their careers involved in typical push types of learning and development, where knowledge is gained from without, such as: training, lectures, classroom learning. It’s also fair to say that most of the group were relatively new to the pull method of coaching, where the learning comes from within. However, these individuals had some experience as they had been coached by the author for a year prior to this coaching group convening.

At first, attending a group-based session made some of the participants feel somewhat uneasy, particularly in the absence of formal agendas and objectives. One particular evaluation comment offers
some insight into how one individual participant experienced this:

‘I wasn’t sure what I was going to get out of this, but it became clear it wasn’t a training session really but a self-realisation session!’

**Group-Coaching format**

As this group was focusing on Authenticity in leadership, it was a fundamental part of the process to guide participants in a 360° exploration of their lives and careers to date, their current situation and their plans for the future, and so the format of the three days was – Past-Present-Future.

Bill George (2003), talks about crucibles of leadership as the defining moments that can shape an individual and drive them on to leadership success, and with this in mind the process commenced with participants reflecting on the defining moments of their lives and the impact this had had on their leadership style and philosophy.

**Day One** focused on Values, and required participants to complete a detailed lifeline with particular emphasis on where important life lessons had been learnt and personal values formed. In *The Leader on the Couch*, Kets de Vries suggests that this life-story approach to exploring the self can lead to bigger, existential questions. He says: “It creates a readiness for interpersonal learning and insight...and helps people arrive at meaningful personal life integration” (Ket de Vries, 2006, p298).

This is evidenced in some part by evaluation feedback such as:

‘The time to reflect has been hugely helpful and has helped me come to some major, major conclusions and outcomes about myself!’

**Day Two** encourages participants to explore their current leadership style and how they think, feel and behave at work. How they approach decision-making and problem-solving. How they manage their teams and how they manage themselves.

By this time in the process, individuals have usually warmed up and the group are feeling engaged and secure enough to challenge each other when they see discrepancies or contradictions in what other participants are saying and presenting. Therefore we now have a live 360° feedback process beginning to take place in the room.

This live 360° encourages active participation of all group members to be sources of data and learning for each other. They not only share observations of each other, but also share their own personal reactions to each other’s stories. The skill of the group coach here is vital. Candid, and even challenging, exchanges are encouraged, but must all be framed in a constructive manner that allows the recipient to positively experience that feedback, ie, consider it to be relevant, insightful and useful.

The following comments give us an insight into this experience from the participant’s viewpoint:

1. ‘I found that by coaching others in the group with their irrational thinking, you were also helping yourself with your own irrational concerns.’
2. ‘I learnt really interesting and useful new things from the group about my own personal drivers and motivations. It’s interesting to reflect on how long it’s taken me to do that.’
3. ‘Confidence was a big thing, particularly from discussions with the rest of the group.’
4. ‘Taking time out to really understand yourself and what you were able to learn from the others in the group was just massive.’

Day Three The final day concludes with the logical and intrinsically motivating look towards the future. Participants are invited to consider what they would like the long-term legacy of their leadership to be. Many within this particular group also found it to have an extremely positive effect on their readiness for pending role changes and promotions within their own organisation:

1. ‘Where this program has brought me is ready to step up to the next stage in my career.’
2. ‘It fundamentally made me take a good look at myself and my career path and made me think that, yes, I can do this.’
3. ‘If you’d asked me a few months ago if I’d have been up for this new role, I’d probably have said no, but I am now and I may not have been before this programme, I don’t think.’
4. ‘I’m not sure I would have had the courage to take on this new role and I don’t think I’d have made the decision without being on this programme.’

Conclusion The difficulties of measuring the effectiveness of leadership programmes are generally well accepted within the field of Learning & Development. Key methodological issues include: control groups, test & re-rest procedures and the need for near vacuum-like conditions to isolate and control compounding variables. Although part of a larger piece of research investigating group-coaching and Authentic Leadership, the intervention summarised above did not set out to test a hypothesis, but rather begin to generate one by collecting initial phenomenological data from those involved.

The interview data was collected three months after the last group session, to try and establish what learning had actually remained with the participants and what tangible difference it had made to their performance in their leadership role.

This final selection of feedback quotes illustrates some of these changes and the perceived business benefits of this particular group-coaching intervention.

1. ‘I’ve come to understand the power in empowerment and my team are starting to come up with their own solutions more, which has definitely improved their confidence and their belief that they, in turn, can step up to the next level.’
2. ‘I am being clearer on how I ask for what I want from people and related expectations and outputs.’
3. ‘I used to really struggle with delegating, but now it’s become a regular part of how I do my job.’
4. ‘I now see blocks as just hurdles that have to be got over via my own behaviour and performance and also by doing more strategic work.’
5. ‘I don’t do strategy and I never did strategy before, but I have now done a visible and structured strategy plan.’
6. ‘My performance has improved, even as the scope of work has grown and grown, and I’m prepared to take on an awful lot more.’
7. ‘More structure and clearer roles for my team now makes delegation easier, and the one-to-ones have come on a lot. This frees me up to do more strategy, looking up rather than organising down, which is a definite improvement.’
8. ‘I am now better able to deal with challenge, better able to work with others, have improved quality of thinking and doing better quality work.’

References


Biographies and correspondence
Tony Fusco is a Chartered Psychologist specialising in Management & Leadership Development. He is an Associate Fellow of the British Psychological Society and is currently conducting Doctoral research into the emerging field of Authentic Leadership. This involves working with Senior Managers and Leaders in a group-coaching approach to leadership development where individuals explore their personal leadership identity and philosophy and how they can use that knowledge to achieve greater results in their careers.

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Abstract
The purpose of this paper is to develop an interview sheet for use within Solution-focused Coaching (SFC), for Semi-structured interviews and Self-coaching based on an SFC framework. This article provides a brief overview of the development of an interview sheet and then describes the GF-PRACTICE model, which combined the PRACTICE framework (Palmer, 2007; 2008; 2011) and Flow theory (Csikszentmihalyi, 1975). Thus, the IS-GF-PRACTICE (Interview Sheet-Goal Flow-PRACTICE) was developed as a new interview sheet based on this new framework to evaluate the effectiveness of a coaching session. The IS-GF-PRACTICE may be an important tool to help coachees reach their goal in coaching sessions.

Keywords: Solution-focused coaching, PRACTICE, Flow theory, framework, interview sheet

The Solution-focused approach was originally developed and made internationally popular by Steve de Shazer & Insoo Kim Berg, it was initially used for family and brief therapies (de Shazer, Berg, Lipchik, Nunnally, Molnar, Gingerich & Weiner-Davis, 1986).

The Solution-focused approach has been adapted and applied to a range of other areas, including coaching, education (tutoring, mentoring and teaching), parent training, support groups, social work, business and management, supervision, team coaching and development (O’Connell & Palmer, 2003; 2007; O’Connell, Palmer & Williams, H., 2012). SFC is an outcome-oriented, competence based approach (O’Connell & Palmer, 2007).

SFC has been shown to be effective and can be integrated with other approaches such as Cognitive Behavioural coaching (Grant 2003; Green, Oades & Grant, 2005,
SFC has a number of frameworks with various acronyms in the coaching domain. Jackson and McKergow (2007) developed the OSKAR model, which consists of the five key steps representing Outcome, Scaling, Knowhow and resources, Affirm and action, and Review. Jackson et al. (2007) suggested the SIMPLE model in order to change the focus from the problem to the solution. The SIMPLE model stands for Solutions not problems, In between, Mark use of what’s there, Possibilities, Language, Every case is different. Williams, Palmer and O’Connell (2011) introduced the SOLUTION and FOCUS models.

The acronym SOLUTION represents eight important elements of the established coaching process: Share updates, Observe interests, Listen to hopes and goals, Understand exceptions, Tap potential, Imagine success, Own outcomes, Note contributions.

The FOCUS model represents five steps: Free-talk, Openly explore goals, Consider resources and exceptions, Understand preferred future, Sign up to small steps (see Williams et al., 2011). The PRACTICE model (Palmer, 2007) originated from the field of problem-solving, but has gradually developed into a solution-focused approach (Palmer, 2008, 2011; Palmer & Cooper, 2013), with seven steps: Problem identification, Realistic, relevant goals developed, Alternative solutions generated, Consideration of consequences, Target most feasible solution(s), Implementation of Chosen solution(s) and Evaluation.

Palmer (2011) revised the P for Problem identification of the PRACTICE model. The revised “P” can also represent “Purpose of coaching”, “Preferred options or outcome” instead of just “Problem identification”. This gave the PRACTICE model greater flexibility to deal with the issues the coachee is presenting. In revising the PRACTICE model, Palmer (2011) reflected the needs of the coachee and the shift of the coaching orientation for the coach or coaching psychologist.

The PRACTICE model was adapted by coaches and coaching psychologists internationally and practiced in different languages and cultures (see Dias, Gandos, Nardi, & Palmer, 2011; Sánchez-Mora García, Ballabriga, Celaya, Dalmau, & Palmer, 2012; Spaten, Imer & Palmer, 2012; Neenan & Palmer, 2012). Frameworks using acronyms are easy to remember and underpinned by theories in Coaching and/or Coaching Psychology.

The framework alone is not sufficient for research purposes. The framework can be evaluated by developing an interview sheet (work sheet) based on it. The interview sheet enables the assessment of the framework through intervention experiments.

Therefore, this paper attempts to develop an interview sheet based on the PRACTICE model. In addition, this work applied Flow theory (Csikszentmihalyi, 1975). The second purpose of the present paper was to develop a new framework and an interview sheet for SFC.
Development of a new framework and an interview sheet for the SFC (see Appendix)

The interview sheet was developed to evaluate a SFC intervention program with the model based on PRACTICE and Flow theory (Csikszentmihalyi, 1975; 1996; 1997). Flow theory has some features in common with the Solution-focused approach (eg. Clear Goal, Concentration on the task at hand, Unambiguous Feedback). It may also enhance SFC by the addition of the Flow concepts. Therefore, the GF-PRACTICE framework combined the PRACTICE model with Flow theory.

The GF-PRACTICE framework added the three concepts of Flow theory (1. Action Awareness, 2. Challenge and 3. Skill Balance). This framework can be divided into four conditions based on the scores of the challenge and the skill balance (see Massimini & Carli, 1988):

1. **Goal Flow condition** Coachee’s skill and challenge were both above the group median skill and challenge levels.

2. **Anxiety context** Coachee’s skill is below the median group skill level; Coachee’s challenge is above the median group challenge level.

3. **Boredom condition** Coachee’s skill is above the median group skill level; Coachee’s challenge is below the median group challenge level.

4. **Apathy condition** Coachee’s skill and challenge are both below the group median skill and challenge levels. Further, this form attempts to divide eight parts of flow (Csikszentmihalyi, 1997).

Next, we attempted to develop an interview sheet based on the GF-PRACTICE framework for a semi-structured interview and self-coaching.

Finally, the new interview sheet was named as the IS-GF-PRACTICE (Interview Sheet-Goal & Flow-PRACTICE; see Appendix, pp20-22).

**Conclusion**

The purpose of the present paper was to develop a new framework and an interview sheet based on SFC. The GF-PRACTICE framework was a redeveloped version of SFC because of the addition of Flow theory. It provides a perspective in evaluating the GF-PRACTICE model. The IS-GF-PRACTICE could tentatively be used to assess an intervention of coaching. It may be usefully applied in a team coaching setting.

In addition, this framework and interview sheet might be helpful to practise in an education program of SFC. Further intervention studies will be useful to obtain further evidence for the effectiveness of the IS-GF-PRACTICE.

NB. The original sheets were developed in Japan and were in Japanese. They have been translated into English for this article.
References


Appendix IS-GF-PRACTICE (Interview Sheet-IS – Goal Flow – PRACTICE)
(© Tokuyoshi, Iwasaki & Palmer, 2013)
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The IS-GF-PRACTICE is the semi-structured Interview Sheet (Work Sheet) of the Solution-focused Coaching based on the PRACTICE model (Palmer, 2007; 2011) and Flow theory (Csikszentmihalyi, 1975).

-- Goal Flow --

[Goal]: What do you want to do by yourself from now on? Do you have goals, hopes and challenges? What do you want to change?
For this question, please describe goals.
[Goal 2]: How much can you focus on your goals? (Scale 1 – 10)

Totally unable 1—2—3—4—5—6—7—8—9—10 Strongly able

[Flow 1]: What level of skill is required in order to achieve your goal? (Scale 1 – 10)

Low skill 1—2—3—4—5—6—7—8—9—10 High skill
**Flow 2**: How challenging is the activity or task in order to achieve your goal? (Scale 1 – 10)

Low challenge 1—2—3—4—5—6—7—8—9—10 High challenge

--- Practice ---

[P]: Do you have any obstructions to achieve your goals?

(P1): What is your problem(s)? (Problem identification)

(P2): What are the critical issues relating to your problem(s)?

[R]: Please develop a more realistic goal using SMART theory.

Please answer the following while considering your answers above.

(Specific) Is your goal specific? Yes No

Does it involve specific tasks? Yes No

(Measurable) Is your goal measurable? Yes No

(Attainable) Is your goal achievable? Yes No

(Realistic) Is your goal realistic? Yes No

(Time limit) Do you have a time limit for your goal? Yes No

What is the time limit of your goal?:

[A]: Alternative solutions generated

What are your options?

Write a list.

Choose your options and evaluate their usefulness on a 1-10 scale.

For example: I will learn many things about a new job.
USEFULNESS (8)
(A1) USEFULNESS ( )
(A2) USEFULNESS ( )
(A3) USEFULNESS ( )
(A4) USEFULNESS ( )
(A5) USEFULNESS ( )

[C]: CONSIDERATION OF CONSEQUENCE
WHAT MIGHT HAPPEN IF YOU CARRY OUT YOUR SOLUTIONS?
(

[T]: TARGET MOST FEASIBLE SOLUTION(S)
CHOOSE THE MOST FEASIBLE SOLUTION?
( 

[IC]: IMPLEMENTATION OF CHOSEN SOLUTION(S)
WHEN DO YOU EXPECT TO CARRY OUT THE SOLUTION(S)?
PRACTISE THE SOLUTION OR USE SOME METHODS USING IMAGES TO SIMULATE THEM.
(1) WHAT STEP SHOULD YOU DO IF YOU CARRY OUT YOUR GOAL?
PLAN YOUR GOAL MANAGEABLE STEPS.

FOR EXAMPLE: 1 JOGGING \rightarrow 2: BREAK A SWEAT \rightarrow 3: LOSE WEIGHT

(2) DO YOU HAVE CONFIDENCE IN IMPLEMENTING THESE SOLUTIONS? (SCALE 1 – 10)
NO CONFIDENCE 1--2--3--4--5--6--7--8--9--10 TOTAL CONFIDENCE

If you have low confidence how might you overcome it?

[E]: EVALUATION
(1) WHAT IS YOUR EVALUATION OF SUCCESS? (SCALE 1 – 10)
NOT SUCCESSFUL AT ALL 1--2--3--4--5--6--7--8--9--10 TOTALLY SUCCESSFUL

(2) HOW CONFIDENT ARE YOU TO GO TO THE NEXT STEP? (SCALE 1 – 10)
NOT CONFIDENT AT ALL 1--2--3--4--5--6--7--8--9--10 TOTALLY CONFIDENT

(3) ANY FEEDBACK ON THIS COACHING SESSION? FOR EXAMPLE: WHAT DID YOU LEARN?
( 

A CREATIVE framework based on Creative Problem Solving (CPS) for Coaching Psychology Practice

Yoga Tokuyoshi, Syoichi Iwasaki and Stephen Palmer

Abstract
The purpose of this study was to develop a framework and associated questions for the assessment of Creative Psychological Coaching based on Creative Problem Solving (CPS). This article gives a brief overview on the development of a framework and questions from the CREATIVE models available for coaching, team coaching and realising an educational system which fosters leaders with creativity.

Keywords: CREATIVE framework, Creative Problem Solving, creativity, idea, thinking style, framework

According to IBM reports (IBM 2010; 2011), CEOs around the world admire creativity and a creative leader for business in a fast-moving society. With this in mind, we applied Creative Problem Solving (CPS) to the field of Coaching Psychology for fostering new leaders with creativity.

Many researchers and developers have presented a variety of different creative problem-solving models and approaches (Isaksen & Treffinger, 2004). Studies of Creativity can be found in many different areas including: colleges and universities, public elementary and secondary schools, businesses, and numerous consulting organisations.

In the literature of psychology, sociology, education, training and organisational development, the common phrase ‘CPS’ has
been used to describe many different models (Isaksen & Treffinger, 2004).

Guilford (1959) suggested evaluation standards for creativity in the psychological field and defined “Creative Thinking” as a divergent and convergent thinking. The four important elements of the creativity were selected in his theory (eg. Fluency, Flexibility, Originality, and Elaboration).


Eberle (1997) suggested the SCAMPER framework, applying the idea and the techniques of Osborn. The SCAMPER framework will support us in thinking of changes and creating new products, new things, and methods depending on circumstances. The SCAMPER stands for Substitute, Combine, Adapt, Modify, Put to other uses, Eliminate, and Reverse.

We considered more effective ways of enhancing creativity, applying the above creativity frameworks to the coaching psychology field. The framework alone is not sufficient for research purposes. Therefore, a new framework and questions were developed based on the SCAMPER and Osborn check lists.

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Table 1: The CREATIVE model

**C: Curiosity purpose or goal**

This stage is designed to set a goal at a coaching session by collaborating between the coach and coachee. The coach asks the coachee of their curiosity purpose and goal of this coaching session.

**R: Research Resources, Reframe (including Reverse)**

This stage explores the coachees’ resources and helps to reframe their ideas. The coach facilitates the coachee to explore their resources and also attempts to encourage and inspire coachee creativity.

**E: Expand or Eliminate**

In this stage the coach/coaching psychologist uses creativity techniques and skills applying Creative Problem Solving (CPS). They can use the techniques of ‘Expand and Eliminate strategies’. By using ‘E’ strategies they can put ideas into practice to generate new ideas or values. For example, the G-ABCDEF model (Palmer & Szymanska, 2007) was adapted to the Coaching Psychology field.
A: Adapt, Attach, Apply to combine
This stage is designed to use the techniques of ‘Adapt, Attach, and Apply to combine strategies’. The coachee puts various ideas into practice by applying old ideas to new situations or by testing one’s personal resources in a new situation using ‘A’ strategies. For example sandwiches were invented as a new dish by combining bread and various food materials. A similar invention is the Japanese Onigiri (Rice ball), which contains various materials in a rice ball.

T: Technique or Tool
This stage is designed to use the techniques of creativity, ie ‘New Technique or Tool strategies’. An old idea may be developed into something new by introducing a technique or inventing a new tool. The new technology is usable for discovering new values. For example, paper clips are put into various uses besides their original usage of clipping papers in our daily life. As a new method of measuring brain activities, the fMRI provides new research areas and have led to new discoveries in cognitive neuroscience.

I: Import from different fields or cultures
This stage is designed to use the techniques of ‘Import from different fields or cultures strategies’. For example, the mindfulness-based stress reduction (MBSR) training program developed by Kabat-Zinn (1990) adapted ideas and methods from Buddhism for use in North America and beyond.

V: Venture (make a plan to implementation of ideas)
In this stage a plan is developed for the implementation of ideas. The Coach facilitates and encourages the coachee to proceed with the implementation of their ideas. The coach facilitates the coachee’s imagination by using imagery exercises and techniques (eg. Idea showering, Creative thinking, and End goal imagery).

E: Evaluation (point assessment technique, ranking, create priorities)
In this stage the coach facilitates and encourages the coachee to evaluate his/her plan in order to proceed with the implementation of ideas. The coach facilitates the coachee to evaluate their ideas. For example, they check and make evaluations based on ‘Originality’, ‘Utility’, ‘Profitability’, and ‘Priority’ of the coachees’ ideas.

The CREATIVE model framework for Coaching Psychology
The CREATIVE framework was developed by applying the idea and the technique of Osborn and SCAMPER. Tables 1 and 2 show that the acronym CREATIVE stands for the steps and questions of a coaching session.

The characteristics of the CREATIVE framework include two key thinking styles (ie, divergent thinking and convergent thinking). The acronym CREATIVE represents eight important elements of the established coaching process for creativity. First, the coachee sets a goal to develop a
### Table 2: CREATIVE framework and questions for Coaching Psychology

<table>
<thead>
<tr>
<th>Steps</th>
<th>Example questions /actions</th>
</tr>
</thead>
</table>
| 1. Curiosity purpose or goal (Setting Goal) | Could you tell me your purpose?  
What are you interested about your goal?  
What do you want to change?  
What would you like to create? |
| 2. Research Resource, Reframe (Including Reverse) | What resources do you have that to help you change?  
Can you create new ideas if you use your resources?  
Can you create a new idea if you change your perspective? |
| 3. Expand or Eliminate current idea? | Can you create a new idea based on expanding your current idea?  
Can you create a new idea if you eliminate your current idea? |
| 4. Adapt, Attach, Apply to combine | Can you create a new idea if you combine your ideas with others?  
Can you create a new idea if you include other ideas? |
| 5. Technique or Tool | Can you create a new idea if you use new techniques?  
Can you create a new idea if you use a new tool? |
| 6. Import (from different fields or cultures) cultural perspectives? | Can you create a new idea if you apply different fields or areas of knowledge?  
Can you create a new idea if you reflect on different cultural perspectives? |
| 7. Venture (make a plan to implementation of ideas) | Can make a plan based on your idea(s)?  
Can you make a project plan?  
What is the first step to take to progress with your idea?  
Please give priority to your plan. |
| 8. Evaluation (point assessment technique, ranking, create priorities) | How confident are you to progress onto the next step?  
What’s your evaluation of your idea?  
How feasible is this idea? (Scaling Question: Low 1-10 High)  
What are the benefits? |

*NB. The original questions were developed in Japan and were in Japanese. They have been translated into English for this article.*
new value or things. The steps of this framework proceed in stages from a divergent thinking to a convergent thinking.

Finally, the coachee evaluates and takes a look back on the coaching session.

Conclusion
The purpose of this paper was to develop the CREATIVE framework and questions based on the CPS. The CREATIVE framework may be considered as a form of Cognitive Behavioural Coaching (CBC) as the coachee is encouraged to think creatively about their issues and apply cognitive and imaginal techniques if necessary. Future developments will include creating a work sheet based on the CREATIVE framework.

References


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(Please see earlier biographies)
In 2012, a small group of psychology students attending the graduate program “KAiO” (a counselling and organisational-aimed psychology graduate program) at Aalborg University, received their first education within the coaching field. This left a desire to maintain, revive and practise the skillsets of coaching.

After thorough preliminary work with systematising and agreeing upon the internal working processes, the students founded and managed the idea of the “Center for Coaching” (CfC), which was launched 2 May, 2012.

Later, the success of CfC was recognised by Aalborg University and it was adopted and integrated as an official part of the psychology graduate program, KAiO.

CfC offers free coaching to everyone above the age of 18 (all applicants go through a brief screening process). The students managing the centre counsel and supervise each other and are likewise being supported by external supervision from an authorised psychologist in the form of group supervision.

Furthermore, all the work at CfC is in agreement with The Ethical Principles for Nordic Psychologist (Dansk Psykolog Forening, 2008-2010).

The overall mission of CfC is to make coaching more accessible for everyone. In addition, we have learning as a goal which means that we, as psychology students, obtain an increased experience within the field of practice plus an understanding of the coaching field through the separate coaching sessions and through the supervision.

The future for CfC is currently looking bright. The waiting list for new coachees keeps growing and this semester we are introducing not only the new generation of KAiO graduate students to CfC, but also students from other psychology graduate programs such as “Cultural Psychology and Social Practices” and “PPSA” (a psychological pedagogy and social work program). New ideas such as internet-based coaching, peer-to-peer supervision, and group coaching, are on the curriculum and to be launched this fall.

A personal account

Personally my experience as a coach was my first meeting with ‘real-life’ practice. I had been itching for some real-life action and I got it. CfC started as a sort of outlet where all the theory could be tried out in practice, and not just on my fellow students but on ‘real’ coachees who looked to me to help them facilitate change in their life. So I had to, and of course still strive to, do my very best.
It has been beyond hard! I’m not sure what I expected beyond really looking forward to it and of course having a healthy amount of nerves, but I was set to work. My very first coachee cancelled the coaching after only one session. Cancellations happen, but still, that was a hard blow to my newly acquired role as a coach. My next coaching assignment went, on the contrary, really well and I learned so much and developed as a coach – I was a coach.

From there on, the coachees have been extremely versatile – the topics and wishes for changes coachees bring couldn’t have been more different. Each is a positive challenge that keeps me on my toes and keeps developing me as a coach, psychologist – and personally.

The group supervision is a very important parallel, where potential and varying challenges can be turned over, discussed and untangled in a safe, supportive and educational environment. In Denmark, we have what is called the “practice shock”, which happens to a lot of students graduating and finding the labour market, and hence the real world outside of the safe environment of the university a, well, shock!

The work as a coach within CfC will without a doubt make this transition smoother and ready me and all the other coaches for (boldly put) the paradigm shifts when we graduate and have to face the next stage in our lives.

Reference

Biography and correspondence
Mette Agerskov Petersen is a 25 year old psychology graduate student at Aalborg University, Denmark. She is currently attending her last semester before the master thesis in the graduate program KAiO (a counselling and organisational-aimed psychology graduate program). Besides the studies, she volunteers as a coach at the student-founded and managed Center for Coaching, Aalborg University. She works at a treatment centre and as a home counsellor (Behandlingscentret Hammer Bakker) for mentally handicapped people. She is also working as a mentor under SPS (Specialpædagogisk stotte; a special pedagogy support system under “Bruger – Hjælper Formidlingen) for students with psychological difficulties funded by the Danish state.

If readers wish to know more, you are very welcome to contact either CfC, Aalborg University, Denmark, directly at center-for-coaching@hotmail.com or write to me at cfc_metteagerskov@hotmail.com
Corporate coaching model: a new wake-up call

Dr Asif Chowdhury

There are various thoughts, ideas, beliefs, practices, models and further research going on in different parts of the globe. We no longer give a strange look when we hear the word: ‘coaching’.

Coaching is securing its presence in human life, whether that is personal, career or corporate. People think it is as similar as providing training or guiding or mentoring or advising or counselling or briefing or command or assisting.

Although there is no specific definition of the term, we would still like to share with you some of our thoughts regarding coaching, just as a few pioneers have:

Coaching is: “Unlocking a person’s potential to maximize their own performance.” (Whitmore, 1996)

“Coaching is a strategy for implementing a professional support system for teachers, a system that includes research or theory, demonstration, practice, and feedback.” (McKenna, M. C., & Walpole, S. 2008)

“Coaching has its roots in the area of sports, of course, and, as such, dates back at least as far as ancient Greece where well-paid coaches trained many of the athletes competing in the original Olympic games.” (Carpenter, 2004).

However, after considering available thought, I would like to offer this definition:

Coaching is indeed, a way of:
- learning through gaining knowledge
- learning through practice
- revealing self expertise and caliber
- sharing the self-dynamism and expertise with others
- being someone special among others
- achieving the pinnacle stage of success
- keeping the momentum
- reviewing and resuming!

Therefore, we can say that coaching is a journey of transformation:


In other words, it is a transitional period, which will allow coachees to reshape and re-organise to reach their vision and enrich their goals with assured success.

In the corporate world, where coaching was once the exclusive perk of executives and rising stars, it is becoming a standard part of the organisational toolkit to help employees, managers, supervisors, and, yes, executives, in their personal development and achievements.

Organisations have learned that highly motivated and fulfilled employees at all levels produce high-performance results for the organisation.

Coaching is widely recognised as one of the fundamental leadership styles top leaders
need to operate effectively. The fact is that tailored programmes are embraced as rapid personal growth opportunities to ensure clients become more competent, confident and self-reliant.

Nevertheless, coaching achieves a greater balance between work and personal life and the time taken for such reflection is valuable. Also, a coach brings fresh perspectives, ideas and insights and clients can bounce ideas off them whenever they want. Moreover, the coach assists the client in making a strong commitment to empowering themselves, to taking action, to understanding their potential, to learning and growing.

As far as my model, as presented in this paper, is concerned, I believe the corporate world needs to meet and match employees and executives’ vision and mission along with that of their employer for ultimate corporate excellence.

Therefore, an executive needs to first ensure their ‘self-growth’ before meeting or facing other team members. Once self-growth has been achieved, they need to build on ‘sharing growth’ as much as possible through all means of challenges. Only then, can corporate excellence flourish and be implementated.

Initially this article will consider some key questions.

• **What is a model?**
  A model is the well-structured-plan which concentrates on value creation.

• **Is change in a model valid, realistic or even feasible?**
  Models are changed or updated from time to time, especially if the environment, situation or time demands it. However, there are several popular coaching models already in existence (see Table 1). These models are dynamic and unique and offer various features. A number of corporate organisations use unique or customised models, that best suit their purpose or that can be practised in the region/industry they belong to.

• **Own built-in [self-innovative] model? Why?**
  A key question might be, are the 10 models listed in Table 1 all used in corporate coaching? The answer is, no, never. If you Google “Coaching Model”, you will get about 70,300,000 results [27 Oct 2013], while Googling “Business/Corporate Coaching Model”, you will get 36,200,000 results [27 Oct 2013].

  Moreover, if you Google “Corporate Coaching Providers”, the result numbers 40,300,000 [27 Oct 2013]. What this suggests is that there are several Corporate Coaching or Business Coaching providers available that mostly create their own model, following and implementing them while practising.

<table>
<thead>
<tr>
<th>Year</th>
<th>Model Description</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984</td>
<td>Problem-Solving Model (Wasik, B.)</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>GROW Model (Whitmore, J.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ARROW Model (Whitmore, J.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRACTICE Model (Palmer, S.)</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>PIE Model (Neenan, M. &amp; Palmer, S.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STIR Model (Neenan, M. &amp; Palmer, S.)</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>ACHIEVE Model (Dembkowski, S. &amp; Eldridge, F.)</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>POSITIVE Model (Libri, V.)</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>OSKAR Model (Jackson, P.Z. &amp; McKergow, M.)</td>
<td></td>
</tr>
</tbody>
</table>

Table 1: A timeline of various popular coaching models
It can be argued, these providers do review all the models in Table 1, and perhaps many more, but they do not necessarily stick with any one of them.

**What is the flow of a model?**
How does a model work? Here is the flow of a model as it works:
1. **Building up a model from trust and reasoning**
2. **Use and implementation**
3. **Cross check and review**
4. **Keep unchanged or minor changes made depending on demands of the environment or situation**
5. **Completeness through success stories**

The opportunity for adaptation is always there. However, it does not mean changes can occur on a monthly or yearly basis. Imagine a model built in 1993 around the world’s/specific country’s economy. Is the model still relevant in 2013? After all, for the successful flow of a model, we always apply the SMART [specific, measurable, attainable, relevant and time-bound] goal policy (Doran, G. T. 1981).

Having introduced these key questions, this paper will now present the Corporate Coaching Model as a potential alternative for coaching psychologists and coaches working in this area.

**DAC Corporate Coaching Model**

**Objective**
The objective of this model, illustrated in Figure 1, is to enable an executive or top or middle management employee to become a: “Self-sufficient, smoothly-driven, situation-tacker among many to carry the legacy of success with productivity and efficiency aligned with ultimate corporate excellence!”

**Speciality**
The DAC model is about completeness. It is the paved transformation for an executive to become a Hero [Leader] from Zero [None, in leadership context].

**Clarification**
There are two parts to the proposed Corporate Coaching Model:
- **Self-growth**
- **Sharing growth**

**Self-growth**
This is the first element of learning through the DAC Model, where the coachee can enrich their dedicated skills in order to work with others in a strategic and dynamic platform:

- **Mobilising**
The coachee will know how to delegate and distribute various tasks and ensure success through other subordinates’ commitment.

- **Accountability**
The coachee will be able to measure their flow of accuracy and efficiency through transparent proclamations.

- **Strategies**
The coachee will develop different tools to identify ways of executing plans and procedures to help them face and accept challenges.

- **Sense**
The coachee will be able to identify and forecast the differences and difficulties with their present momentum to enable themselves to be cautious.

**Sharing growth**
The second element of learning allows the coachee to enhance and accelerate various dimensional skills and strengths in corporate practice to better synchronise their comfort and confidence.
Figure 1: DAC Model

Knowledge Gaining + Constant Practice

Learning

SELF GROWTH
For MASS
M = Mobilising for Commitment
A = Accountability for Measurement
S = Strategies for Challenges
S = Sense for Differences

SHARING GROWTH
- Distributing Leadership [Team Building]
- Leadership vs. Management [Knowing the Difference]
- Time Management [Setting the time-line for discipline and measurement]
- Specifying Effort for Certain Outcome [Establishing benchmark]
- Ultimate Vision [Present → (sense of direction) → Future]
- Positive Change through EHE [Energy, Hopefulness & Enthusiasm]
- Constructive Culture [Listening → Commenting → Listening → Accepting]
- Motivation [Applying the influential and encouraging tools]
- Pro-activeness [Enabling the skill of forecast]
- Goals Setting [Fixing the target]
- Feedback Generating [Analysing and Reviewing for further]
Conclusion
With the Corporate Coaching Model, it is the structure that allows its followers, i.e., executives or employees, to enhance their values especially by accelerating productivity and efficiency. I believe DAC Corporate Coaching Model is unique and effective as a complete package for the corporate world, without dependency on other leadership, management, HR or team-building programmes.

As yet, this model has not been implemented or investigated by any corporates organisations. However, this will soon be initiated.

References


Biography and correspondence
*Dr Asif Chowdhury* is a Doctorate of Business Administration from University of South Australia, and is a corporate coach, with 15 years’ experiences in the field of Business Administration. He ended his teaching career as an Associate Professor and has moved into the corporate world once again, with his innovative new wake-up calls for positive pathways. Dr Chowdhury is the author of many international journal articles and conference proceedings, and has worked in leading MNCs such as St George Bank, ANZ Bank, ICT Company, DHL, AIT and Solinfo France. He is a member of many world-renowned bodies, such as International Coach Federation, American Marketing Association, Coach Training Institute and Woodthorpe Wright Associates.

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Coaching psychology – A new science in search of its identity*

*Revised. This paper is based on an invited lecture for the 3rd international Congress of Coaching Psychology held in Rome, Italy, Frentany Congress center, May 16-17th 2013.

Arnon Levy PhD

Abstract
This article studies the present status of coaching and coaching psychology. It examines the unprecedented exponential expansion of coaching on the one hand, while simultaneously, the mixed attitudes by the public at large, and the scepticism within the academic community. It is suggested that the main essence of coaching psychology is the humanistic psychology aspiration towards self-actualisation integrated into a short-term and practical strategy for achieving it. It is argued that both, coaching and psychotherapy serve to restore the impaired learning process of the individual. The learning process becomes disturbed when blocked by maladaptive, outdated paradigms of meaning which are no longer relevant (gremlins, success blockers, defence mechanisms), and which were relevant in the past. The maladaptive paradigms impair the assimilation of new experiences and their transformation into well-adapted paradigms. The restoration of an efficient learning process enables reparation of deficient functions (in psychotherapy) and self-actualisation (in life coaching). Theorisation of a revised approach to existential/humanistic coaching psychology suggests that this approach is sustained by other disciplines which are based on scientifically valid research methodology.

Key words: Existential psychology, existential coaching, coaching, coaching psychology, existential coaching psychology.

The coaching profession has enjoyed during its 20 years of existence, phenomenal success, but at the same time a reluctance and lack of confidence from large parts of the public, especially the academic community.

Despite its short life, it could be said that life coaching has an undeniable footprint in 21st century culture. In a survey quoted in Psychology Today (Williams, 2010), it was found that coaching had been the second most rapidly growing profession after high-tech professions.

Despite this extraordinary development, we encounter remarkable confusion...
among professionals when they try to define their practice and delineate its boundaries. A survey conducted by the International Coach Federation (ICF; Brennan and Prior, 2004) among leading coaches revealed that no consensual definition of coaching could be formulated by scholars and practising coaches. Moreover, there had almost been a consensus among practitioners that a universal definition would do no justice to this new expanding field. There were suggested definitions of particular coaching types: Health Coaching, Business Coaching, Couple Coaching, etc. It seemed, that it was easier for the practitioners to do well what they have been trained to do rather than to define it, and sometimes to deeply understand the process occurring during their action.

The formal definition of the ICF tries to define coaching as a partnership between the coach and the coachee, stimulating thinking and creative processes to maximise personal and professional potentials (see: www.coachfederation.org).

Some definitions of prominent scholars (Whitmore, as cited in Palmer and Whybrow 2007, p2) suggested that “coaching is unlocking the person’s potentials to maximise their own performance. It is helping them to learn rather than teaching them – a facilitation approach.

“Coaching is the art of facilitating the performance, learning and development of another – a facilitation approach.” (Downey, as cited in Palmer and Whybrow 2007, p2).

We could be on solid ground when we say that most of the definitions accentuate: Facilitating relationships (coach/coachee) of partnership that germinate in the coachee maximisation of potentials.

Beyond all these definitions there is the famous premise adopted by ICF and most coaching schools that “the agenda and the solutions are within the hands of the coachee”. The coach only provides the facilitating relationships of partnership to encourage self-learning of the coachee.

We might suggest that the premises underlying coaching definitions originate in misinterpretations of certain psychological concepts:

The concept of facilitating relationships is wrong in this context because, unlike in facilitating relationships, the coach tries to generate a genuine process of change. According to Winnicott (1996) the environment, when good enough, facilitates the maturational process. The Winnicottian notion of “facilitating environment” derives from an assumption that the infant has the inborn capacities to develop in the right way if he is not disturbed to do so. This assumption is invalid in coach/coachee relationships. The coach generates change in the coachee’s life by proactive change-producing-procedures as applied in solution-focused coaching, in Cognitive-Behavioral Coaching, and other active techniques. The clinical use of facilitating, good enough, holding environments are often productive in the treatments of disorders of the injured self rather than in Life coaching.

At the same time the notion of partnership implies mutuality but not equality as many coaches interpret. The coach is not a full equal partner, but a disguised mentor.

The coach does not have the answers but he has the questions – whether a Socratic
form of dialogue, a Buberian concept of genuine relationships, or power questions. Owning the questions makes him a disguised mentor who maintains the agenda.

The idea of “the coachee has the solutions and the agenda” and “coaching is performed at eye level” is also a wrong interpretation of Bugental’s humanistic psychology approach (1965). The revolution of humanistic psychology in the 20th century has been expressed in the neglect of the medical model which considered the therapist as the “Savant” – the one who has the secret knowledge that could heal.

Bugental’s approach was a bold innovation contrasted with the medical model in which the patient was considered deficient, dependent, neurotic or mentally ill. His approach was grounded by a deep respect for the client as a human being. He encouraged, together with Carl Rogers (1951), an attitude of partnership, but not of equality, mutual responsibility for the therapy process, but not symmetry and equal responsibility.

We know today that there is no secret knowledge. Not in the hands of the therapist or the coach, but certainly not within the hands of the coachee. Certainly, there is no secret wisdom, but the coach possesses the knowledge of “what to do”. The coachee provides the contents which are his/her latent vision, motivations and repressed desires but the coach maintains the agenda for the structure of the process. New learning emerges in the interaction between the coach and the coachee, new conduits, new insights and new paradigms, but these originate in the process led by the coach.

Doesn’t the coach make the coaching contract? Doesn’t the coach formulate the ground rules for the coaching alliance? Doesn’t he/she collect the payment at the end of the day? Are these actions devoid of agenda? Shouldn’t we suspect that transferring the agenda of the coaching process to the coachee does not originate in an apprehension from the mighty task of dealing with the most sacred part in the human mind: his self-actualisation, his realisation of his life vision and beyond?

After this short visit to the domains of life coaching, let us have a look at the field of coaching psychology. While we spoke of the difficulties to delineate and define the coaching process, I see the difficulty to define coaching psychology as even greater.

Basically, coaching psychology has to distinguish itself from psychotherapy and from life coaching. From psychotherapy it is much easier. Usually coaching psychology deals with non-clinical populations and it does not aim at reparation of clinical states or disorders, as happens in psychotherapy. The distinction from life coaching is less obvious. It seems that the most qualified definition for coaching psychology has been suggested by the main authors in the field, Grant and Palmer (as cited in Palmer and Whybrow 2007, p2) as follows: “Coaching psychology is for enhancing well-being and performance in personal life and work domains, underpinned by models of coaching grounded in established adult learning or psychological approaches” (adapted from Grant and Palmer, 2002).

This definition certainly describes what we are doing in coaching psychology.
When we compare it to the ICF definition of coaching we notice there is no substantial difference between the two. Coaching psychologists claim to do about the same job as life coaches, but with the well-trained skills of psychotherapy techniques and psychological knowledge.

Passmore, in his new book (2012), says it loud and clear that coaching psychology is the scientific study of behaviour and that it is aimed at deepening our understanding and enhancing our practice within coaching.

Putting coaching psychology as the scientific academic form of coaching is one way of seeing it. Before we observe this option, let us see some of the other possible forms to define and delineate coaching psychology:

- Coaching psychology is often suggested as a sub-discipline of psychology
- Coaching psychology is often seen as applied positive psychology.

Let us explore the possibilities:

Passmore’s suggestion makes sense. Psychology is an academic discipline, with a long history of methodological research. The alliance between coaching and coaching psychology could help to constitute coaching as a scientific discipline.

However, I believe that this option would be neither valid nor practical: Life coaching evolved from the roots of psychology, but grew in the foreign gardens of sport, business, management, and philosophy. It has been organised in influential organisations of apt professionals that come from academic fields and wish to keep their dominant role in developing valid methodology and ethical code.

The next two questions considering coaching psychology as applied positive psychology or a sub-discipline of psychology are intertwined.

There is no doubt that coaching is deeply rooted in psychology. The whole idea of realising personal potential and self-fulfillment are the pinnacle of the third force – humanistic psychology that ruled during the 1960s of the 20th century. In addition, most of the techniques used by coaches are user-friendly adaptations of psychotherapy techniques and psychological models.

The roots of coaching in psychology and the close relationship between coaching and psychology gives a good sense of bringing coaching psychology to become a psychology sub-discipline.

Still, there is a catch here. Although coaching is based mainly on psychology and sports coaching, we suggest that it should not become a psychology sub-discipline, neither in practice nor in essence.

We mentioned that the vast majority of coaching developers and practitioners are not psychologists. Of course, we may claim that coaching psychology is a different discipline and, as such, it could be defined as a psychology speciality. In fact, even if we decide to separate coaching psychology from coaching and define it as a psychological practice, we will be separating coaching psychology from its natural developmental context. Let us not forget that a familiar psychologists’ claim about coaching (personal communication) – is that coaching is a profession which is not aware and does not refer to its broad background and origins in psychology. If this is our claim we do not want to pay back
with the same coin and separate coaching psychology from coaching.

It also seems that neither psychology nor coaching psychology gain from considering coaching psychology as a psychological speciality. As a speciality, coaching psychology does not bring any new annunciation to psychological science. Coaching psychology suggests a conceptualisation that overlaps the fields of psychological counselling, sports psychology, clinical psychology, organisational psychology and health psychology. Coaching psychology also overlaps psychotherapy approaches such as: Solution-focused therapy, short-term therapy and CBT. So what would be coaching psychology’s contribution for these therapeutic models and practices? Not much. Coaching psychology would be diminished and absorbed into the existing knowledge in Psychology.

**So what about coaching psychology as applied Positive Psychology?**

There is no doubt that the main objects of inquiry in life coaching such as: search for meaning in one’s life, study of personal and universal values systems, of the authentic identity, of personal strengths, are not to be found in the mainstream of psychology, excluding positive psychology.

**So why not consider life coaching as a form of applied positive psychology as many suggest?**

Doubtless, the emergence of positive psychology is a meaningful development in psychology. Positive psychology continues the gradual separation of psychology from the medical model. Its subjects of inquiry such as: the search for happiness, resilience, personal strengths and validity of value systems, are almost a daily concern of practising therapists who encounter these subjects much more than the oedipal conflict.

Positive psychology took the challenge of treating these issues with scientifically based methodology. By so doing, positive psychology substantially contributes to respond to the larger public’s demands and to the zeitgeist of the beginning of the 21st century.

**So could coaching psychology be considered applied positive psychology?**

Coaching psychology is rooted in humanistic psychology and the existential approach. It seems to possess quite a broader vision and boundaries than Positive Psychology. As Grant (2006) has put it, certainly positive psychology can cooperate with coaching psychology in the research of certain aspects, such as happiness, resilience and personal strengths.

Yet, it seems that positive psychology cannot provide the over-arching, higher-order competencies required by this new science. Coaching psychology uses a variety of change-producing psychotherapy techniques, such as pacing and leading, mirroring, anchoring and re-framing, which usually are not related to positive psychology’s practices. Unlike positive psychology, coaching psychology also uses psychotherapy approaches such as cognitive behavioral coaching, NLP, solution-focused coaching, system approaches and psychosocial dynamics. In addition, coaching psychology places as
first priority, the coaching alliance, rapport creation and coaching relationships. Coaching psychology often uses psychological knowledge to distinguish between coaching and psychotherapy and to understand the coaching and therapeutic needs of the coachee. None of these practices count among Positive Psychology’s practices or research.

The gap between the two fields goes far beyond the difference between theory and practice. Coaching psychology aims at enhancing self-actualisation, which is a much more complex concept than the concept of enhancing what is positive in life in contrast to what is negative. Coaching psychology, having its roots in humanistic and existential psychologies, may consider also human suffering as a possible lever to self-actualisation – and not only the goodies.

**Discussion**

So far we have argued in this article that the central premises of the coaching profession derive either from misinterpretation of some basic psychological conceptions, or from an ingenious way to adapt the coaching practice to non-psychologist practitioners. We also discussed the different options of coaching psychology to define itself and its boundaries regarding psychological science, psychotherapy and life coaching.

Certainly, the destiny of coaching and coaching psychology is not to be determined here, within this debate and by this paper. The future development of coaching and coaching psychology is probably to be the function of professional and political powers, creative intellectual productivity, public relations and research funds that can determine its ascension (as in the case of positive psychology) or demise. More than everything else, the fortune of coaching psychology would be determined by the crowd’s choice. The crowd wisdom may be right or wrong, but the crowd’s choice is decisive in the rise or fall of organisations and intellectual movements.

What we do want to point out here is the great potential of coaching psychology to become the next generation of psychological intervention methodology. We mentioned that coaching psychology is rooted in humanistic psychology and existential philosophy. Elsewhere (Levy 1998; 2006) we suggested a revised existential approach based on the following principles:

1. **The human being has been developed in nature as a vulnerable creature that survived due to his learning capacities through constant formation of paradigms of meaning.**
2. **A revised existential/humanistic approach studies the formation of paradigms of meaning, not only from a philosophical outlook but from different scientific approaches: developmental psychology, neuroscience, evolutionary theory, complex adaptive systems – and not only from a philosophical outlook.**
3. **The objective of existential coaching psychology is to restore impaired learning aptitudes that have been arrested by outdated maladaptive paradigms of meaning (e.g. success blockers, defense mechanisms).**
4. **An Existential Coaching Psychology**
approach may become a new behavioural science of subjectivity.

Existential Coaching Psychology – a new behavioural science of subjectivity

We are at the point where we can create a new coaching discipline that is multi-dimensional and multi-disciplinary – with a psychological spinal cord. This new discipline may be the next generation of psychological intervention methodology, providing us with practical and theoretical tools to enhance within a short-term strategy the goals of coaching and psychotherapy.

It could realise the humanistic psychology ambition for self-actualisation and contribute to the existing forms of psychotherapy. The vision of Existential Coaching Psychology is consistent with Kohut’s (2005) vision of the cohesive healthy self, characterised by three axis:

1. Grandiosity Creating a stable sense of self-esteem, healthy ambitions and sense of self-value, assertiveness, self-expression, and, we may add, attainment of freedom, authenticity and the capacity to commit oneself to the realisation of his value system.

2. Idealisation The ability to create and maintain goal-setting ideals, personal vision, ideal value system and, we may add, the fulfilment of meaningful life.

3. Healthy relationship with the self-object and environment The ability for intimacy and communication of feelings to significant others and, we may add, the inherent need of the self to transcend beyond its personal being.

Kohut studied mainly the injured self, but in the few instances where he described the desired vision of the self, he constitutes a destination towards which we want to bring our clients in coaching or in psychotherapy.

The golden era of psychology and psychoanalysis had been by the time Freud gathered in Vienna around him, brilliant psychoanalytic colleagues like: Carl Jung, Otto Rank, Karl Abraham, Sandor Ferenczi, Alfred Adler, Fliess, William James, Ernest Jones and others (Brome, 2008), which stimulated the intellectual climate of the 20th century and created a period of inspiration and integration of psychoanalysis with other disciplines such as Anthropology, Sociology, Biology, Literature.

Existential coaching psychology studies authenticity, meaningfulness, value system and self-actualisation – subjects that are at the core of the existential human condition. As a behavioural science of subjectivity, it could learn, in theory and practice, from the knowledge accumulated by the practice of coaching, together with knowledge from research and practice in psychology and psychotherapy and contemporary relevant disciplines.

Relevant disciplines could be, for example: Ethology to study animal behaviour comparable to human value systems (eg. altruism research in nature versus in human cultures); comparative culture studies (eg. research of meaning creation and value systems in different cultures); developmental psychology (eg. to study the development of the cognitive/emotional attitudes); neuroscience and evolutionary theory (eg. to study the
reciprocal inter-relations between the functioning of the self, the human brain, and coaching practice).

Let me illustrate this point: Every therapist or coach notices that certain experiences during coaching produce a response that is not always predictable, but which has the power to produce reorganisation of paradigms in the coachee. This phenomenon probably occurs since the self, as well as the human brain, function as a complex adaptive system. As such, the self as the brain tend to possess self-regulation and self-organisation that create the new reorganisation during the coaching process. The study of these functions and others in the brain and the self, enhance our understanding about the coaching psychology process.

Let me summarise here, in stating that for the past 100 years, psychology and psychotherapy have been construed upon the medical model and were subjects of research in models borrowed from natural and social sciences. In Kuhn’s (1962) terms, we suggest that there are many evidences to paradigm anomalies in psychological science. The goal to unveil the unconscious and to reveal the truth, the goal for excessive social adaptability, the hermeneutic model and the mental health model, change gradually into the search for authenticity, meaningful life, creativity, self-actualisation and individuality (Levy 2005: Mithchell & Black, 1995). No wonder our psychological science and psychotherapy practice seem to be in crisis and on the defensive and are frequently threatened by alternative therapies, neuroscience and pharmaceutical progress, New Age and coaching practices. No wonder the American Psychological Association president advises that psychology is at the verge of a paradigm shift (Johnson, 2012).

Existential coaching psychology provides us with the opportunity to start to create a new behavioural science of subjectivity that would respond to the ethos, needs, values and vision of the 21st century person.

The contemporary individual does not aspire to expose the truth hidden within his unconscious, but to generate transformative experiences that are authentic, meaningful and unique (Mithchell & Black, 1995). He/she expects these experiences to take place within a focused and time-limited process. There is no other approach in psychology that can better respond to these needs than the happy marriage between coaching, psychology and contemporary relevant research methodologies and disciplines.

Existential coaching psychology has the potential to create an integrative revolutionary approach in psychology, combining methodologies, ideas and scientific concepts from multiple disciplines. The rapid rise of this fascinating field may indicate that the need of the modern person, of the psychologist and the coach, coincide here to create a new behavioural science of subjectivity that should inspire us to continue to explore.

**Biography**

Arnon Levy Ph.D is a clinical psychologist, psycho-anthropologist and coaching psychologist, former chair of the Israel...
Association for Psychotherapy and founder of the coaching studying program at Tel Aviv University. He is the founder and chair of Israel Association for Coaching Psychology and the founder and academic director of Coaching Psychology Academy.

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References


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.
Coaching Psychology Group (of DWOP, PSI)
Event Report: Developmental coaching:
Supporting later life and retirement transitions

Introduction to Dr Siobhain O’Riordan’s article submitted on 24 July 2013 for our Newsletter

The Coaching Psychology Group (of DWOP) were delighted to host the 3rd International Congress of Coaching Psychology 2013 in Dublin, and equally honoured to have such a prestigious guest speaker as Dr Siobhain O’Riordan.

Our half-day Workshop event was on ‘Developmental Coaching: supporting later life and retirement transitions’.

This was very much an interactive event due mainly to the delivery by Dr O’Riordan of her excellent material and the receptiveness of the delegates to her expert knowledge and openness to discussion on many aspects of her presentation.

We thank Dr O’Riordan for her attendance at this event and we look forward to seeing her in Dublin again soon!

We wish to thank all the staff in PSI Offices, Grantham House, for the venue and the refreshments and a special word of thanks has to go to our own Carmel O’Neill, who is a Steering Committee Member of the ICCP International, and her team in making this event the success it was. Well done!

We are very happy to include in our Coaching Psychology Group (of DWOP) Newsletter a write-up on this event by Dr O’Riordan.

Dr O’Riordan is a member of a number of professional bodies and is currently the editor of The Coaching Psychologist, Coaching Psychology International and the International Journal of Health Promotion and Education, and we appreciate her time in writing up this piece for us.

Marian Lee
Newsletter Editor (CPG of DWOP)
I was delighted to be invited as the speaker and facilitator of the Coaching Psychology Group (of DWOP) 3rd International Congress of Coaching Psychology event held on 15 June 2013 in Dublin. The occasion offered a half-day workshop on ‘Developmental coaching: Supporting later life and retirement transitions’.

The aim of this event was to offer an interactive and experiential session that raised awareness about later life and retirement transitions. The approach was to offer a blend of knowledge sharing about key themes and issues, as well as activities and discussion where delegates might further explore the application of coaching psychology within this developmental context.

Throughout the event an emphasis was also placed upon exploring the changing concepts of retirement, our understanding of ‘ageing’, and most specifically what this might mean for the application of coaching psychology.

The workshop focused initially on exploring the evidence base, and set the scene by introducing some key themes, research and theory from psychology and the allied professions that can inform the work of those working in the areas of later life and retirement coaching (O’Riordan, 2011).

To place the workshop within an appropriate generational context, this also included taking a look at statistics, relevant to later life and the experience of ageing, in Ireland, Europe and internationally.

Theories and perspectives were also highlighted in terms of how they might link with successful ageing including: Social disengagement theory (Cumming and Henry, 1961), Activity theory (Havighurst, Neugarten and Tobin, 1968), Psychosocial theory (Erikson, Erikson and Kivnick, 1986) and Life course perspectives (eg. Kim and Moen, 2001; 2002).

The next step was to consider what we might actually mean by ‘developmental coaching’. The question, ‘What is developmental coaching?’ provided an opportunity to reflect upon Palmer and Panchals’ (2011, p5) definition:

“Developmental coaching facilitates the effective negotiation of key lifespan transitions, supporting positive growth and development. It draws insight from the relevant broader context influencing the coachee experience of transition, such as cultural factors and generational influences”.

We then moved on to further explore this developmental context and the application of coaching psychology when working with transitions as a continuum across the lifespan.

This discussion offered a springboard to further reflect upon current theoretical understanding and research knowledge and the extent that this might inform our
work when coaching for retirement, later-life transitions and long-term goal setting. We also considered that when coaching for transitions, a number of psychological approaches are relevant including: cognitive behavioural, solution-focused, behavioural, positive psychology (strengths focused), humanistic/person centred and narrative.

A number of techniques and skills that work towards encouraging coachee self-insights and are relevant to coaching psychologists working with transitions and milestones, were also introduced during the workshop.

For example, the Transition Triangle (O’Riordan and Panchal, 2012); Bridges Transition Model (Bridges, 1995); the Life-line Map – A life course approach, the Big I/ little I (Lazarus, 1973) and the INSIGHT framework (Palmer and Panchal, 2011, p21).

Time was also available throughout the workshop during discussion and skills-based activities, to encourage delegate reflections about their current ideas and views of retirement and later life, as well as the opportunity to practise developmental coaching skills and techniques.

As a final note, we all reflected on Birren (2000, p13) who highlighted that: “Psychologists as scientists and professionals should study not only the dynamics of extended life expectancy, but also the issue of how the gift of long life may be used.”

As coaching psychologists, this point seems specifically relevant when working towards supporting later life and retirement transitions.
References


2013 has been an important year for promoting coaching psychology in Spain, largely via its official Psychologists’ Associations.

**Universities**

At Spanish universities there are no Coaching Psychology Units, but some faculties have students at a doctorate level working on a coaching psychology thesis. A Spanish university offers the “Superior Programme of Coaching Psychology and Psychological Coaching”, recognised by the International Society for Coaching Psychology (ISCP).

**Council and professional societies**

The Board of Associations has announced the criteria for the accreditation of coaching psychologists in order to assure that all the state associations can opt for this accreditation.

In 2014, it is predicted that the psychologists accredited by the autonomous societies, such as Catalonia, Madrid and Valencia Community, will automatically have state accreditations.

In the Continuous Training Programmes (CTP) for Spanish chartered psychologists, there is interest for coaching psychology. Last summer, the first edition of “Psychology and Coaching in Spain” was published. This is online training for self-study. Whoever opts for an assessment and passes it, will receive a certificate with 2.5 credits. This programme has been elaborated by coaching psychologists of the Societies in Catalonia, Madrid and Valencia Community.

**Col·legi Oficial de Psicòlegs de Catalunya**

The Coaching Psychology Section has established itself, with more than 200 members by the end of the year. It has four Working Groups and it has carried out the 2nd cycle of conferences on Coaching Psychology.

In Catalonia, we have a course of 20 hours called “Foundation of Coaching for Psychologists” and a workshop of exactly 30 hours.

There will be 120 psychologists accredited in Coaching Psychology by the end of this year. It has to be taken into consideration that this is the first promotion, and quite a few veterans, who have been working in this field for many years, have applied for this in Catalonia.

Two accredited coaching psychologists were invited to speak at the 3rd International Congress of Coaching Psychology in Rome.

In 2013 the children’s programme and
tool kit, ‘Hero Dragon’ was defined. This programme of coaching psychology is designed to be used with children without mental pathology between the ages of 4 to 8. The arenas could be health or even education. We will be able to give results of the pilot research in 2014.

**Colegio Oficial de Psicólogos de Madrid**

In Madrid, the first promotion of accredited psychologists was started last year. This Society already has 20 psychologists accredited.

As part of the section “Psychology at Work”, the Working Group “Psychology and Coaching” programmed a new cycle of conferences with the title “II Cycle of conferences of Psychology and Coaching: Psychologists in Spanish Coaching”.

This autonomous Society gives CTP through collaboration with external entities. One of them offers training accredited by the ISCP.

**Colegio Oficial de Psicólogos de la Comunidad Valenciana**

In Valencia there is a 30-hour basic course and a 120-hour advanced course.

In June, the first edition of an accreditation programme with 43 trained students was finished and in October application period for the accreditation “Psychologist expert in Coaching”, has started.

**Colegio Oficial de Psicólogos de Andalucía Oriental**

In East Andalusia, the working group is called “Psychology and Coaching” and has 10 members. The objectives are: to give information, practice and training to the associates on the application of Coaching methodology; to find common areas between Psychology and Coaching and take advantage of this to develop the work of a coach with responsibility and ethics.

**Colegio Oficial de Psicólogos de la región de Murcia**

In Murcia, the working group “Psychological Coaching” started up at the beginning of the year with 10 members.

**Conclusion**

In Spain, we are growing in both our activities and in recognition.

Maite Sanchez-Mora is CPsychol & Coaching Psychologist accred. and Secretary of COPC (Spain), ISCP Hon VP and Coach Senior AECOP/EMCC.
Italian Coaching Psychology has lived a very precious moment thanks to the 3rd International Congress, hosted in May 2013. We are now working to value the heritage left by the opportunity of exchange, discussion and growth represented by the Italian event, guaranteeing continuity to the stimuli received during the Roman days.

One of the actions we have undertaken (two months from the congress) has been the launch of an ‘Identity Factory’: it is the name we have given to a project aimed at a joint construction of our Identity as SCP Italy.

All members who choose to contribute to the survey add a piece to the entire fabric, which will continue to grow as a result of a shared participation.

Two years after our establishment, stimulated by the exchange with all the other coaching psychology communities around the world, we decided to step forward to better understand who we are and, above all, who we want to be in terms of shared vision and mission.

The results of the work accomplished together will be presented on 22 November during our annual members’ meeting.

On this date we will also hold elections and will define the new composition of the Board.

Another important moment of our association’s life

Since July 2013, SCP Italy, together with two other organisations: ICF Italia & Global (International Coach Association) and AICP (Associazione Italiana Coach Professionisti) sits at the UNI (Ente Nazionale Italiano di Unificazione) table, as part of the commission which will define the norm that regulates coaching and professions that are not regulated, starting from the law no. 4 of 14 January 2013: “Dispositions for non-organised professions”.

A work group is carrying out a collaboration with the university ‘Sapienza’ of Rome on a research project related to the competency profile of coach psychologists and non-psychologists.

Another group is designing a II Level master’s programme in Coaching Psychology, the first of its kind in Italy in terms of approach and specificity of contents.

Furthermore, we are continuing congress activities by updating the training offering for SCP Italy members.

Among the initiatives being launched we find “Elements of Research Methodology”, which aims to favour and sustain the growth of
members on competencies related to research and the evidence-based approach.

Professor Reinhard Stelter, Coaching Psychology Unit, NEXS, University of Copenhagen, will return to Rome on 8 February and will hold a workshop based on the topic of his latest book: *A Guide to Third Generation Coaching. A Narrative-Collaborative Theory and Practice* (Springer 2013).

Speaking of evidence-based activities, SCP Italy participates in Professor Stephen Palmer and Dr Alison Whybrow’s Coaching Psychology Survey, which is annually proposed to members to monitor the development of coaching psychology around the world.

Through this tool, coaching psychology takes its own pulse to understand the rhythm of its heart.

**Carlotta Rizzo, Dr., is a Senior Coaching Psychologist, Psychotherapist and Management Consultant. She is also the President Elect and a Steering Committee member of SCP Italy.**
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 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 International: +44 (0) 20 8318 4448

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

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

Recognised Course:

1. Training Provider: New Existential Coaching Psychology Academic Society (NECP)
Title of Course: Coaching Psychology Training Course

2. Training Provider: Leading Change-ICP (Institute for Coaching Psychology)
Title of Course: Programa de Certificacion en Coaching Ejecutivo y Corporativo (Certification Program in Executive and Corporate Coaching)

3. Training Provider: Faculty of Psychology, Complutense University of Madrid, Spain.
Title of Course: Programa Superior de Coaching Psychology y Coaching Psicológico (Superior Programme of Coaching Psychology and Psychological Coaching).
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
- Automatic subscription to the Society’s e-newsletter
- Member rates for delegate fees at ISCP events