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The Coaching Psychologist

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www.sgcp.org.uk/

Letter from the Chair

Angela Hetherington

I AM VERY PLEASED to have been elected as Chair of the SGCP for 2011. In taking up the role, I am conscious of the work and effort that has been invested in the SGCP since it was originally founded by Prof. Stephen Palmer and the team. Stephen attended the 2011 strategic annual meeting of the SGCP to provide a brief history of the roots and development of the Group. This was supported by contributions from the British Psychological Society congress, events and policy teams who presented to the committee on the services available to them through the Society. The SGCP has played a key role in the Society over the year in informing and influencing policy and practice in psychology, and does this through the Professional Practice Board and the Representative Council.

In the short period since its foundation, the SGCP has grown to in excess of 2270 members. In December 2010, the SGCP successfully hosted the 1st International Congress of Coaching Psychology, held at City University, London. The SGCP was pleased through this to continue to work collaboratively with the Australian Psychological Society Interest Group in Coaching Psychology (IGCP) as a key strategic partner. The congress was well received and attracted nearly 300 delegates from around the world. It will continue on an international basis in 2011 and 2012. The Congress's success in the UK was achieved through the efforts of the Congress Chair, Vicky Ellam-Dyson and the Congress Committee and was developed as a consequence of collaborations between global coaching psychology bodies in the UK, Australia, Denmark, Ireland, Israel, New Zealand, South Africa, Spain, Sweden and Switzerland.

The Congress included a broad range of subjects in coaching psychology, including working with complexity and change; wisdom; adult development; leadership; health, well-being, happiness and motivation; diversity and sustainability; coaching psychology models and psychometrics; supervision and corporate case studies. Keynote speakers included: Julie Allan, Prof. Michael Cavanagh, Dr David Drake, Prof. David Lane, Dr Ho Law, Prof. Alex Linley, Dr Siobhain O'Riordan, Prof. Stephen Palmer, Dr Jonathan Passmore, Dr Alison Whybrow and Peter Zarris.

An award for Distinguished Contribution to Coaching Psychology was presented to Dr Siobhain O'Riordan, with special commendations to Dr Tatiana Bachkirova and Dr Jonathan Passmore.

Further planned events are: 2011: South Africa/Southern Hemisphere event – May; Ireland – June; Sweden – September; Spain – October; 2012 Netherlands – January 2012; Australia & New Zealand – February 2012; Italy – May 2012. Israel, Switzerland and also the Nordic countries are planning events with dates to be confirmed.

Prof. Stephen Palmer and Prof. Michael Cavanagh, the UK and Australian Co-ordinating Editors of the *International Coaching Psychology Review (ICPR)*, highlighted the need for more research and case studies in the field to be submitted to the *ICPR* which is published by the Society with an International Editorial Advisory Board.

The SGCP's two peer-reviewed publications, *ICPR* and *The Coaching Psychologist* continue to grow both in terms of contributions and readership. Both are abstracted in leading databases and remain the main sites for publishing coaching psychology papers. Together with the editorial teams, this is largely due to the efforts and expertise of Prof. Stephen Palmer, Dr Siobhain O'Riordan and the SGCP Publications and

Communications team led by Jennifer Liston-Smith and Bryan McCrae.

The committee has been active in launching the new SGCP newsletter, incorporating advertisements and regular news items, together with a new revised intranet which offers an informative communication medium, supported by Facebook, Linkedin and Twitter. It serves to market the SGCP through a range of core activities including:

- An online list of SGCP members of Chartered Psychologist status, linked to the Directory of Chartered Psychologists.
- Access to CPD, training courses and conferences.
- Workshop webinars.
- A Coaching Psychology Forum.
- A network of regional peer practice groups.

The SGCP continues to provide Continuing Professional Development (CPD) for its members and was pleased to begin 2011 with the first SGCP event: 'Developing coaching skills for international business', arranged by Susan Watsham and the Events Committee. It comprised a two-hour webinar on 8 March.

The Peer Practice Groups are an additional and valuable means of CPD offered by the SGCP. They continue to be popular amongst members, facilitating networking and professional development. Derek Ross has plans to continue to develop these nationally into 2011 and remains a first point of contact.

The SGCP is maintaining its negotiations with the Society and the Health Professions Council to gain accreditation for coaching psychologists. It is in the process of formulating a 'Register for Coaching Psychologists' with the Society. This was originally initiated by Dr Alison Whybrow whilst Chair of the SGCP and continues through the efforts of the Accreditation Working Party. Accreditation will continue to be a core objective of 2011.

Dr Ho Law, as part of the executive team, has worked with the SGCP committee to develop a comprehensive business strategy which reflects the broader goals of the Society and the current economic and political climate. In particular, this year continues to see increased emphasis placed on the market for coaching. Lorna Holness presented to the first meeting of the SGCP in 2011 on the subject of marketing and branding the SGCP. This will be a key theme continuing over the year, with increased activity aimed at engaging the consumer and creating a more commercially sensitive orientation within the SGCP.

I am conscious, as I write, of the Society's Member Networks who have experienced difficulties in recruiting executive committee members. This is perhaps to be expected in the present economic climate. I am also aware of the time and effort invested in the SGCP by the founders of the Group and those who have followed in their like. The SGCP has been successful in sustaining commitment and performance through the past years and achieving substantial gains. In part this may be due to the nature of the profession and the ability of the committees to model the coaching skills they promote. A key goal of the SGCP Executive team is to continue to pool expertise, manage change and tolerate difference in the pursuit of shared goals. Ultimately, the success of the SGCP remains dependent on the efforts, performance and productivity of the executive committee, the main committee, sub-committees and the Society's team and especially its members. The contributions of the committee members who each year give up their time without remuneration is, as always, very much appreciated.

Details of events hosted by the Special Group in Coaching Psychology, and details of SGCP publications, can be found at: www.sgcp.org.uk

Details of on-going international events of the 1st International Coaching Psychology Congress can be found at: www.coaching-psychologycongress.org

The SGCP committee is seeking expressions of interest from members who are

interested in contributing to the main committee or a sub-committee. In particular, as part of our continuing contingency planning, we are seeking to identify individuals with an interest in communications and the Chair and secretarial roles.

Dr Angela Hetherington
SGCP Chair 2011
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Editorial

Siobhain O'Riordan

WELCOME to this summer's issue of *The Coaching Psychologist*, which provides a wealth of articles covering topics such as 'Coaching for leadership using Kolb's Experiential Learning Theory', 'The potential use of the Authenticity Scale as an outcome measure in executive coaching', 'The use of coaching principles to foster employment engagement', 'Motivational interviewing – a model for coaching psychology practice' and 'Does thinking about motivation boost motivation levels?'

We have two contributions to the 'Coaching Psychology Techniques section'. Dr Jonathan Passmore writes about 'Motivational interviewing techniques reflective listening' and Prof Stephen Palmer and Christine Dunkley tell us about 'In-session Behaviour Incompatible with Goals (BIG problems) within coaching'.

This issue also includes a 'Reports section' covering our regularly featured 'Ethics Column' from Julie Allen (SGCP Ethics and Social Policy Liaison Officer) and Dr Emma Short's (SGCP Research Officer) update accompanied by two submissions to our 'Coaching Psychology in Action' section. Jennifer Liston-Smith also provides an overview of the 1st International Congress of Coaching Psychology SGCP UK Event and we have included a report on a World café discussion which formed part of this event. For this issue we have one featured book review.

Thank you to all of the contributors who have enabled us to present such an interesting issue. I am always keen to hear your views and suggestions about *The Coaching Psychologist* and can be e-mailed at: siobhain.oriordan@btinternet.com.

Siobhain O'Riordain
Editor, The Coaching Psychologist.

SOCIETY FOR COACHING PSYCHOLOGY

Promoting and developing the science and profession of coaching psychology, aiding the advancement of theory and practice.

www.societyforcoachingpsychology.net

The Honorary President of the Society for Coaching Psychology (SCP) is Prof Stephen Palmer MSCPAccred. Honorary Vice Presidents of the SCP include other leading experts in psychology based in Australia, Canada, China, Denmark, Korea, New Zealand, Portugal, United Kingdom, USA and Sweden.

Membership & International Accreditation for Coaching Psychologists

The Society was established to offer routes to international accreditation/certification as a coaching psychologist. The first stage was launched in September 2008 to provide a route for qualified psychologists. Stage two was introduced in Spring 2009 and offers a portfolio system toward accreditation/certification for graduate members.

Course and Workshop Recognition

The SCP offers a *Course and Workshop Recognition system*, which confers SCP recognition for education and training in the field of coaching psychology. In 2010 we will be launching our new *Approved Centre* system. Course and workshop providers can find further information and **download an application form at:** www.societyforcoachingpsychology.net

Membership benefits also include:

- **becoming part of an on-line community of international coaching psychologists via our on-line discussion forums**
- **entitlement to make use of classes of SCP membership logo's (dependent upon current membership status).**

The Society's on-line publication 'Coaching Psychology International' can also be downloaded from our website.

We are also pleased to be Strategic Partners of the 1st International Congress of Coaching Psychology 2010-2011

Further details are available at: http://www.coachingpsychologycongress.com

Society for Coaching Psychology

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Know thyself: Coaching for leadership using Kolb's Experiential Learning Theory

Elizabeth Fisher Turesky & Dennis Gallagher

This article discusses the role of professional coaches who apply Kolb's Experiential Learning Theory as a means of enhancing their client's leadership capabilities. The authors posit that Kolb's four learning modes and styles provide a guiding structure for professional coaches to individualise their approach to coaching leaders to overcome the leader's overreliance on their dominant learning style and appropriately access more effective behaviours in handling the myriad of responsibilities they face. It is equally important for coaches to know their own learning styles to be more effective in their coaching role. A coach's ability to access all four modes and learning styles in themselves can foster more effective coaching practices so that they may more effectively coach others whose learning styles are different from their own. The authors conclude that Kolb's Experiential Learning Theory provides a sound theoretical framework to help professional coaches in the development of the organisation's leadership capacity.
Keywords: *coaching; Kolb's Experiential Learning Theory; leadership.*

IT IS WELL ESTABLISHED that the ability to develop leadership skills is central to the sustainable effectiveness of any organisation. Over the years, Human Resources (HR) has played significant roles in implementing strategies through leadership development and coaching programmes for managers and leaders. What has not been as evident in the literature is the use of David Kolb's Experiential Learning Theory as a conceptual frame from which human resources programmes can strategise the development of its organisation's leadership to create what Raelin (2003) and Wheatley (2006) call a 'leaderful' organisation. In a 'leaderful' organisation everyone shares the collective and concurrent experience of serving as a leader either formally or informally. Among those skills needed to develop such collective leadership is the ability to access and choose appropriate modes of behavior for achieving specific outcomes. Many (Armstrong & McDaniel, 1986; Jackson, 2002; Holman, Pavlica & Thorp, 1997; Katz, 1990; Kayes, 2002), have argued that having access to all four modes and learning styles can help potential leaders become flexible and discerning in responding to organisational problems. However, leaders frequently engage in self-limiting behaviours because of their over reliance on their preferred ways of reacting and responding. Kolb's Experiential Learning Theory provides a particularly useful framework for coaching managers in developing the leadership skills necessary to most effectively manage complex situations and the coaching relationship. We argue that an effective coach can adapt his/her learning style to mesh with the preferred learning style of their client to enhance the coaching process.

Professional coaches may unknowingly fall into the trap of trying to coach others, relying too heavily on their own preferred learning styles rather than adapting to the style of those whom they are attempting to coach. The authors' combined experience of over 70 years as coaches has shown us that David Kolb's Experiential Learning Model provides professional coaches a compelling lens from which to look at our own preferred learning styles and those with whom we work.

Kolb's experiential Learning Styles Inventory (LSI) is one of 70+ instruments reviewed by Coffield et al. (2004) for assessing adult learning styles. The most

common learning styles assessments typically focus on the evaluation of the individual's most comfortable method for learning, such as receiving instruction verbally, visually or kinesthetically.

Some (Freedman & Stumpf, 1980) claimed that the Learning Style Inventory was flawed as a psychometrically valid instrument. Pashler et al. (2008) argued that the data reviewed for their study did not provide support for the learning styles hypothesis that tailoring teaching to the learner's proclivities would make a difference. Reynolds (1997) argues that in addition to Kolb, there are other 'intuitively appealing' theories of styles to consider, such as Pask's (1976) typology or Biggs (1979) taxonomy. Alternatives to these, and Kolb's cognitive learning styles, are the conditions in which learning occurs; such as, the social and institutional environment making the learning context dependent (Laurillard, 1979) which have been found to support greater quality of learning in some studies (Trigwell & Prosser, 1991). None the less, we have found the LSI to be a useful vehicle for coaching clients in complex situations. Indeed, an attractive feature of Kolb's experiential learning theory is the discussion that is provoked from the recognition of the uniqueness, complexity, and variability of specific learning situations. The focus of Kolb's Learning Styles model lies squarely in the experiential learning process rather than on fixed learning traits. In fact, there is substantial empirical support for the theory of experiential learning and the theory's constructs (Carlsson, Keene & Martin, 1976; Clarke, Oshiro Wong & Yeung, 1977; Fry 1978; Gish, 1979, 1980; Griggs, 1979; Gypen, 1980; Kolb, 1981; Manring, 1979; Plovnick, 1975; Sims, 1980; Wolfe & Kolb, 1979) as cited in Kolb (1981). Kolb (1981) himself contends that experiential learning style preferences are not fixed traits, but will vary from time to time and situation to situation given that 'change and adaptation to environmental circumstances are central to any concept of learning' (p.290).

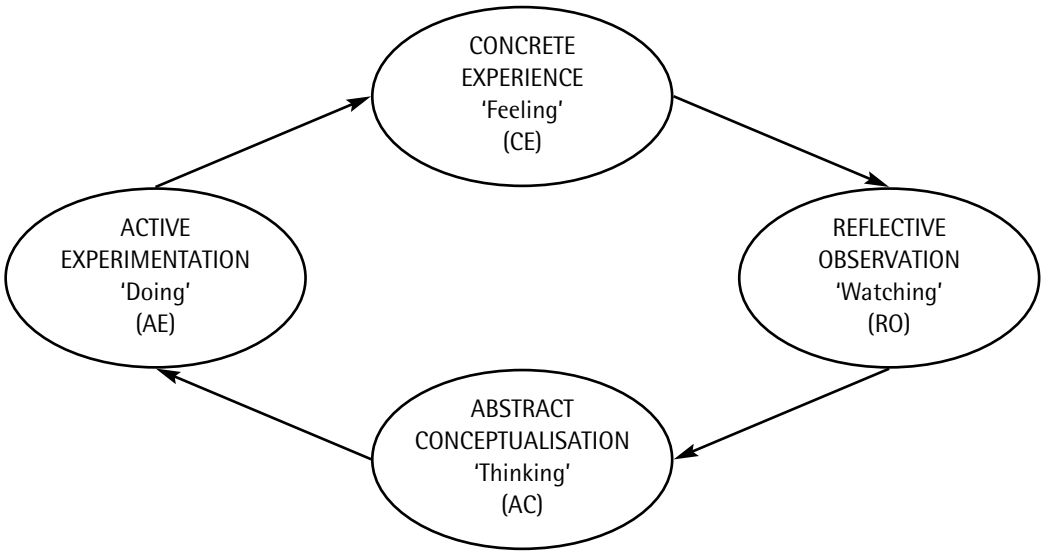
Kolb's Experiential Learning Theory (1984) posits that there are four modes that people may engage in any given experience. He refers to them as, concrete experience, reflective observation, abstract conceptualisation and active experimentation. The use of each of these modes leads to a specific way of approaching, understanding and acting on a problem. Later we will discuss how these four modes combine to form four distinct learning styles.

Since coaches tend to rely on their preferred dominant modes for learning, they thereby potentially limit their opportunities to either lead or coach in the most effective manner. Effective coaching using Kolb's experiential learning model can help those in leadership positions develop their capabilities so that they may respond most appropriately to a given situation. However, it is important that coaches have an awareness of their own learning preferences as they work with others lest they treat all their clients using their preferred learning style instead of that of the client's. Therefore, effective coaching requires that they heed the precept inscribed in gold letters over the portico of the temple at Delphi, 'Gnothi Seauton', the ancient Greek aphorism for 'know thyself' or to have self knowledge. Kolb's experiential learning model provides the opportunity for gaining self-knowledge so that, as coaches, we may individualise the way we effectively coach.

Kolb's Experiential Learning Theory

Kolb's Experiential Learning Theory works on two levels, grasping and transforming experiences – establishing the framework for four distinct learning styles that are based on the four-mode learning cycle (see Figure 1). Learning therefore, involves two dialectical modes for grasping experience – concrete experience and abstract conceptualisation. Then, there are two dialectical modes for transforming experience – reflective observation and active experimentation (Kolb, 1984, p.41).

Figure 1: The Four Modes of the Learning Cycle.



We are stressing the importance of being conscious and deliberate about learning from experiences. In coaching our clients over the years, we have seen significant differences in how they learn from their experiences. As a result, we have concluded that leadership development is a highly individualised process. Nevertheless, these individual differences tend to fall into patterns approximating Kolb's four modes. Extrapolating from Kolb's experiential learning theory, we posit leadership development as a holistic process of adaptation to the world.

Truly effective leaders are able to rely on the four learning modes in whatever combination the situation requires of them. Piaget (1969), Freire (1974), Dewey (1958) and Lewin (1951) all stressed that the heart of learning lies in the way we process experience, in particular, our critical reflections on experiences and the meanings we draw from them. The combination of grasping and transforming experience as part of continuous learning in multiple modes creates a synergy, which can produce dynamic and powerful leadership. Kolb (1976, 1984) theorised that while every individual utilises each mode to some extent, he/she has a preferred mode of learning resulting from an individual tendency to learn primarily through one of the four modes. Moving leadership coaching beyond this preferred, often habitual, over reliance on one or two modes at the expense of the others can be a major challenge for the coach.

Leadership Practice using Experiential Learning Theory

Most readers have been engaged in a performance appraisal. The following case example is provided to explain the use of Kolb's Experiential Learning Theory when coaching. Consider Mary, a health care manager, who is trying to enhance her leadership skills, and Jane, an HR Manager. Mary is aware that she has to give one of her direct reports (John) his performance review and that John has a history of becoming very angry and upset in these reviews. He does not accept criticism or constructive feedback well. His behaviour may jeopardise his long term future in the organisation. Mary went to Jane for some help with this situation.

Jane's first response was to sit with Mary and help her think through the best way to approach John, but then she began to think about the other managers in their organisation who had equally difficult situations. Rather than responding tactically, she began to think strategically for the organisation. She decided to talk to a former colleague, Stephanie, who was now an independent coach with a special focus on coaching managers for success. After the two of them talked, Jane asked Stephanie to come into the organisation and work with Mary. Jane told Stephanie that she wanted to see how things worked with John and that she might want Stephanie to work with a number of other managers in the organisation. Stephanie agreed that this was a good approach and began working with Mary.

After Jane introduced the idea of coaching to Mary and she agreed, Stephanie's initial visit with Mary was to gather information about Mary, her history and her experiences as a manager. Stephanie also wanted to understand what Mary saw as her strengths, her areas of growth, the things that frightened her about her job and the areas where she felt most confident. Stephanie then explained Kolb's Experiential Learning Theory and asked Mary to take a self-report instrument called the Learning Style Inventory (LSI) (2005).

Stephanie emphasised how important it was to understand what ***your*** learning style was and how ***not to expect*** that everyone else learned the way you did. Stephanie first described the **four modes** of Kolb's Learning Theory: Abstract Conceptualisation (AC) – ***Thinking*** about the issues; Active Experimentation (AE) – ***Doing*** something about the issue or situation; Concrete Experience (CE) – ***Feeling*** the experience of the activity; and, Reflective Observation (RO) – ***Watching*** what the issue or situation is generating. The process is circular and can begin with any of the four modes. Talking about Kolb's theory gave Mary some experience using Kolb's abstract conceptualisation dimension and having Mary actually take the LSI gave Mary some information about her own learning style.

Leadership Coaching with Kolb's Experiential Learning Styles

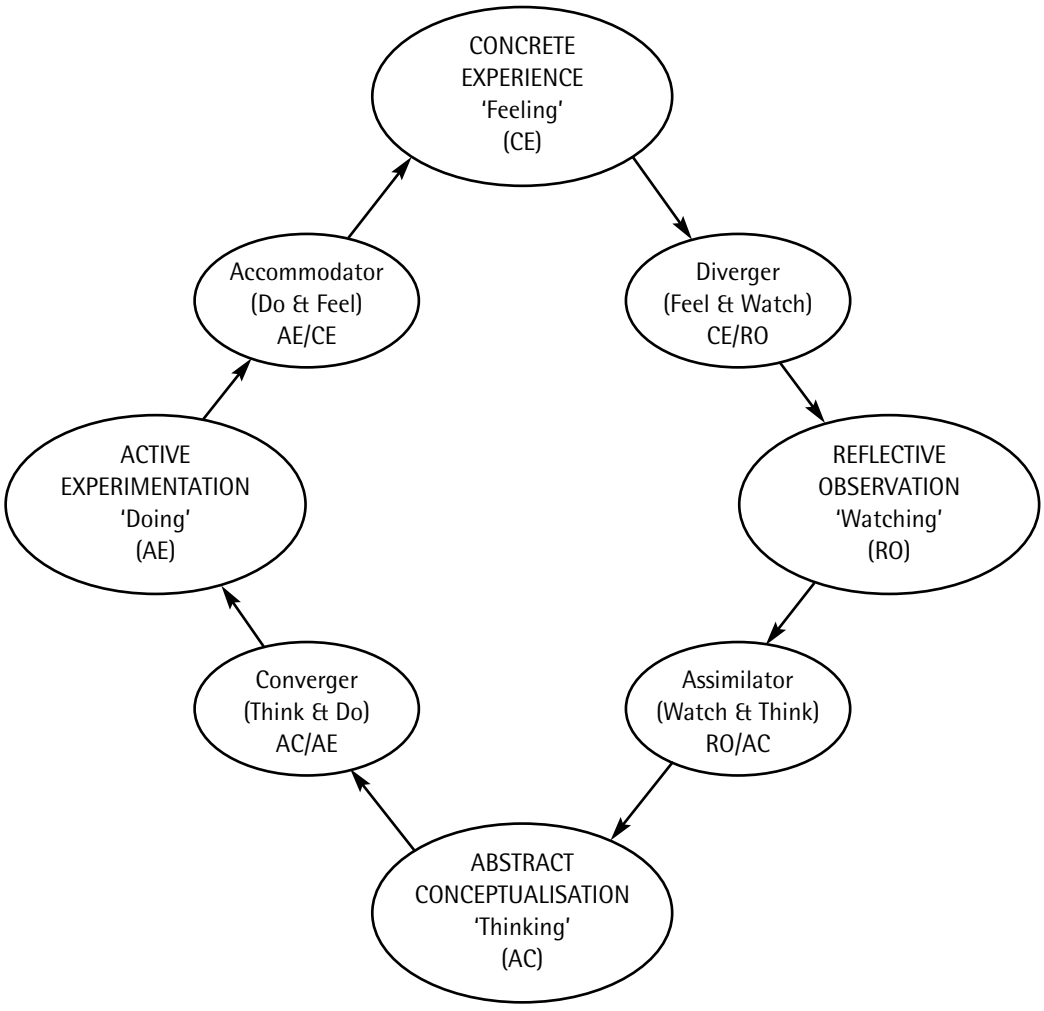
To give further depth to experiential learning theory, Kolb (1984) combined his modes of learning to create four types of learners: *Diverger* (reflective observation – concrete experience), *Assimilator* (reflective observation – abstract conceptualisation), *Converger* (active experimentation – abstract conceptualisation), and *Accommodator* (active experimentation – concrete experience) as depicted in Figure 2. A *Diverging* style is characterised by the dominant learning abilities of concrete experience and reflective observation. An *Assimilating* style is characterised by the dominant learning abilities reflective observation and abstract conceptualisation. A *Converging* style is characterised by the dominant learning abilities of abstract conceptualisation and active experimentation, while an *Accommodating* style is characterised by the dominant learning abilities of active experimentation and concrete experiences.

The strengths of the *Divergers'* learning style, lies in their imaginative and creative abilities, and in their ability to understand and tune into others. *Divergers* have an imaginative ability to perform best in situations calling for the generation of many alternative (often divergent) ideas and implications, as is done in brainstorming (Kolb, 1984).

The strengths of *Assimilators* are their ability to systematically plan, organise, analyze, the create models and theories, and engage in inductive reasoning. Those with this learning style are strongest at understanding a wide range of information and putting it into a concise, logical form (Kolb,1984).

In contrast, those who perceive or gather new information abstractly and process or transform it actively possess a *Converging* style. Their greatest learning strengths lie in their ability to set goals, solve problems, make decisions, and test out new ideas (Kolb, 1984).

Figure 2: The Four Learning Styles.



The greatest strengths of *Accommodators* are their ability to carry out plans and tasks, initiate activities and get involved in new experiences. They often take on leadership roles, are at ease in dealing with people, and are likely to be risk takers (Kolb, 1984).

Potential leadership pitfalls of over reliance on dominant learning styles

Just as leaders' over reliance on a particular dimension can impair their ability to understand and solve problems, over reliance on a particular learning style in coaching may have the same effect. We have observed that learning styles have a significant impact on how people look at and frame leadership experiences. Styles that are over utilised at the expense of others can lead to incomplete learning experiences and poor performance. While we each have the ability to utilise all of the four styles, we tend to be more comfortable using one of them over others. And, since effective leadership and coaching for leadership entails the ability to access any one of four styles as needed, the inability to use all of these styles may impede success in both a coaching and leadership experience. Leaders and coaches who understand their

preferred experiential learning styles can capitalise on their strengths, while focusing on undeveloped ones. Kolb (1984) provides some valuable insights into the ways learning styles play out in leadership roles.

Since *Divergers* are good at seeing relationships, looking for possibilities and alternatives, and discovering meaning and value in different situations, they tend to be more interested in interpersonal relationships and feelings. Both the strength and liability of *Divergers* lie in their desire to search unceasingly for new possibilities and solutions. On the negative side, as the name implies, they may diverge from the problem or situation at hand and go off on a tangent, straying significantly from the task.

If Ted is a *Diverger* in charge of a group, he will continually look for the optimal solution, even when the group is beyond the point where it is practical to adjust or change directions. *Divergers* can ponder the possibilities of a problem or situation for a long time and forestall moving forward productively. As a *Diverger*, Ted may need to seek assistance in keeping to a timeline and understanding when to move forward on the project.

If, on the other hand, Ted is a *Converger*, he will develop a solution and decide quickly on an answer. They are more technically than interpersonally oriented. Since they like to solve specific problems and work on tasks with practical applications, difficulties may arise when they ignore information that they think is not important or pertinent to a problem. They also tend to rush to a decision without fully gathering details and examining different solutions. If Ted is a *Converger* in charge of a group, he may let his own biases affect the decision-making and discourage the group from looking at differing ideas and opinions. He may need to seek assistance in reminding him to stay open to others' ideas.

Groups made of mostly *Convergers* tend to arrive at solutions quickly and marginalise *Divergers* as people who are seen as out of touch with reality or group members impeding their decision making progress. As a group, *Convergers* can shut others out in their haste to decide and choose a course of action. Based on our observations, *Convergers* and *Divergers* tend to frustrate one another as they are diametrically opposed in their approaches, with one group generating ideas and the other trying to focus on a solution.

Assimilators like to gather and to integrate data and information – hence the name. They tend to think quietly and are more concerned with data than with people; therefore, they are more comfortable in the realm of the theoretical. They are more concerned with gathering data than implementing action steps. In their efforts to gather facts and figures, they can appear indecisive exhibiting 'analysis paralysis'.

If Ted is an *Assimilator*, he will ask for more information and delay making a decision until all of the facts and pertinent data are known. *Assimilators* want all of the necessary assumptions addressed with as few unknowns as possible. As an *Assimilator*, Ted may need assistance in understanding when he has enough information to make and implement a decision.

Accommodators like to initiate and complete tasks. They quickly respond to needs, involving others, and can be impatient with those who lack the same sense of urgency. They tend to focus on the whole problem, overlooking or delegating challenging details. If Ted is an *Accommodator* in charge of a decision-making group, he may want to avoid problems and details that threaten task completion. As an *Accommodator*, Ted may need assistance in being open to input from others and patient with the process. Just as *Divergers* and *Convergers* can frustrate each other because their styles are so different, *Accommodators* and *Assimilators* can also drive each other crazy – or at the very least, make working together difficult. *Accommodators* want to move quickly, take risks to get the problem solved and move on to the next issue. *Assimilators* want to gather more and more data, analyse it well, develop theories and only then, move slowly and

cautiously forward. Clearly, these learning styles and 'mind-sets' are opposite and those with these style preferences can be oppositional with one another. Leaders, managers and coaches need to understand the 'pros and cons' of all four of the learning styles if they are going to have an impact on those with whom they work. Leaders without this understanding will rarely develop high performing teams.

Returning to our earlier case example of Mary and Stephanie, in order to understand the four learning styles, Stephanie suggested that Mary 'role play' a performance review with Stephanie becoming four different people with four different learning styles – a *Diverger* (a person who ***feels and watches*** what's going on), an *Assimilator* (the person who is ***watching and thinking*** about what is going on), a *Converger* (one who is ***thinking*** about what is going on and is ***doing*** something active in the process) and, finally, an *Accommodator* (a person who is ***doing*** something active and is ***feeling*** what is happening to themselves and others in the situation). This provided Mary with some experience with Kolb's active experimentation dimension to add to the theoretical knowledge they had been talking about earlier.

At the end of the role playing experiment, Stephanie asked Mary what she felt was different about each approach – which she was most uncomfortable with and why; what she would have done differently in each situation and how effective she thought each review was. This was the concrete experiential dimension of Kolb's theory.

Stephanie then showed Mary Table 1, (overleaf), and asked Mary to think in Kolb's terms (abstract conceptualisation) about where her preferences were, where each member of her management team's preferences were (reflective observation) and what approaches she needed to take with each of her people (active experimentation). Mary then thought about the four modes, the four learning styles and how her learning style was similar and/or different from the members of her team. Stephanie and Mary worked together to identify what they thought were the predominant learning styles of each member of Mary's team and then planned an approach to each performance evaluation session.

Different coaching approaches for different folks

Mary had four subordinates working for her. They were all managers and three of the four of them had styles that were different then Mary's. After working with Stephanie, Mary learned that she had to adapt her approach to these manager's learning styles if she wanted to have a useful and positive performance appraisal with them. Below is the thinking that Mary used to prepare herself for each of the performance appraisals.

Mary learned that her preferred learning style was an *Accommodator*. As seen in Table 1, she liked to move quickly, take charge, get things done and had a strong sense of urgency. Her downfall was that she frequently moved too quickly without having taken other thoughts, ideas or people's concerns into consideration. Knowing herself, below is how she worked with John.

John's learning style was clearly that of a *Diverger*. Mary had always been impatient with him. He resented her saying that he 'was dragging his feet' and not moving fast enough on issues. This year she looked at the outcomes of his decisions rather than how fast the decisions were made. She needed to balance the creative and inclusive talents that John had with the ultimate impact of his decisions.

The second member of Mary's team was Alice – an *Assimilator*. Mary's *Accommodating* style featured speed, urgency and risk taking as key elements. Mary had to acknowledge the quality of thought that went into Alice's decisions and the models she invented to support those decisions. Mary also needed to ask Alice about the impact of her decisions – their timeliness. To be consistent with Alice's *Assimilator* style: gather data, analyze it, develop understandings and then respond

Table 1: Learning Styles Chart.

ACCOMMODATORS Getting things done Initiating tasks Getting personally involved Willing to take risks Strong sense of urgency Needs patience Speed vs. input	**DIVERGERS** Creative Involve others in their process Try to view concrete solutions from different perspectives Do something new just for the sake of it People oriented Can miss the point Difficulty actually making decisions Focus vs. more ideas
CONVERGERS Makes decisions from alternatives available Move towards decisions very fast Finds practical uses for theories May shut out information that does not fit the solution they develop May not involve others with different views Technical vs. people	**ASSIMILATORS** Organising and integrating information Planners Creating models Developing theories Slow to make decisions Data vs. people

*Adapted from Kolb: Learning Styles Inventory (2005).

to the information, Mary decided to divide the performance appraisal session into two parts. On the first day, Mary shared her positive observations and concerns and then let Alice have a day or two to think about things. Mary and Alice then met for a second time and had the conversation about how to improve her performance.

Luke was a *Converger*. Both Mary and Luke shared the desire to make decisions quickly, but while Mary was willing to take risks and lead others, Luke wanted to operate alone or with 'like thinkers'. He wanted to feel safe and logical with his quick decision making.

Mary needed to acknowledge Luke's ability to gather data and make logical decisions quickly, but she needed him to slow the process down. She needed to acknowledge his ability to use the information he had and to encourage him to expand his data base with the thoughts, ideas and the experiences of people whom Luke thought, initially, did not seem to support his thinking. Luke was clearly not a risk taker so she needed to help him see the benefits of changing his process to include the input of others.

The final member of Mary's team was Jeanine. Jeanine's learning style was much like Mary's – an *Accommodator*. They both wanted to get the job done, lead the task and do it quickly. Mary's approach with Jeanine was to acknowledge their similarities, but to reinforce the need to look at the 'downsides' of their learning style. Specifically, that they both needed to slow their process down, take more time to define the problem, gather more information and, sometimes, actually let others take the lead. Mary actually had the most difficult time working with Jeanine because Jeanine's stresses and successes were so familiar and comfortable to Mary.

The essence of Mary's work with her four subordinates was to understand where she was in terms of her preferred learning style, ***then*** acknowledge the preferred learning styles of her subordinates. Mary had to be sure that she saw the positive elements of the different styles and, at the same time, continue to encourage her direct reports to

explore the boundaries of their comfort zone. Mary learned that no one learning style is perfect, but that there are great elements in each. Her job was to help them all see where they could press the boundaries of their own comfort zones so that they could integrate some of the positive elements of the other styles. Mary's job was definitely ***not*** to make them all like her.

Stephanie's coaching had a profound effect on Mary. She approached each team member differently, but appropriately. Their response was very positive, even with John. Jane saw that the impact of the coaching Stephanie gave Mary was truly significant. She realised that each of her managers needed to understand their own learning style and needed to learn how to adjust their predominant learning style to the learning styles of each of their direct reports. Her strategic decision was to have a one-day 'learning seminar' led by Stephanie and Mary for all of her direct reports to frame Kolb's Experiential Learning Theory. The seminar had several elements: a discussion of Kolb's theory; some realistic role playing; a look at each manager's learning style; and, finally, some reflecting time for each of the managers to look at their direct reports and think about how to approach each person's performance review. The seminar included at least three consulting/coaching follow-up sessions with Stephanie for each manager. Mary would continue to work with Stephanie and eventually become an internal coach for the rest of the staff.

Conclusion

As the contemporary workplace becomes increasingly diverse, professional coaches are called upon to recognise and address these leadership challenges. Professional coaches understand the importance of ensuring that an organisation's leaders are knowledgeable and sensitive to the specific needs of their workforce by providing effective leadership coaching approaches.

It is clear that we must work with people differently because we all have very different approaches to leading, learning and life in general. The premise is that if, as leadership coaches, we understand our own learning styles and those of others, we can then adapt our style to be more effective communicators, learners, managers, leaders and coaches. We have suggested that professional coaches must communicate effectively with clients to help them develop their leadership awareness, knowledge and skills. To that end, to be effective leadership coaches and for optimal learning to occur, we need to be familiar with our own learning style preferences, how they are different from our coachees and consequently adjust our coaching strategy to our client's learning style preferences. We are teaching the leaders we coach how to recognise their learning styles and, therefore, the learning styles of the people who work for them. That knowledge will allow them to lead more effectively and productively.

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The potential use of the Authenticity Scale as an outcome measure in executive coaching

I. Susing, L.S. Green & A.M. Grant

Authenticity, or being true to oneself, has been identified as a key construct related to well-being and the effective performance of leaders. This paper describes the construct of authenticity in the context of existing positive psychology and coaching psychology research. We discuss the Authenticity Scale and its suggested use both as a self-report and peer-report instrument in the context of executive coaching. In order to further develop evidence-based approaches to coaching and coaching psychology we need to extend and develop a broad range of validated and freely available outcome measures which can allow researchers to further develop our understandings of the psychological processes underpinning the purposeful, positive change encapsulated in coaching. The Authenticity Scale may prove to be a useful tool in this endeavour.
Keywords: *authenticity; positive psychology; coaching psychology; evidence-based coaching; executive coaching; well-being.*

IN ORDER to further develop evidence-based approaches to coaching and coaching psychology we need to extend and develop a broad range of validated and freely available outcome measures. In this way researchers will have more choice in the selection of outcome measures. This has a number of potentially positive effects. Firstly, there would be less reliance on idiosyncratic outcome measures in the coaching literature. Whilst idiosyncratic measures that are custom developed for particular coaching interventions allow researchers to stipulate variables of interest to a specific coaching client or situation and can give important insights into a specific coaching intervention (Orenstein, 2006; Peterson & Kraiger, 2004), such measures may have limited validity or relevance for the broader coaching psychology research enterprise (Allworth & Passmore, 2008). Secondly, the use of freely-available and psychometrically-validated measures would allow meaningful comparisons to be made across different research studies. This is important because the replication of findings is an essential part of developing a evidence-base in any discipline that holds itself out as subscribing to the scientific method (Chalmers, 1976). Thirdly, the increased use of validated psychologically-relevant outcome measures will allow researchers to further develop our understandings of the psychological processes underpinning the purposeful, positive change encapsulated in coaching.

It is clear that the use of psychometrically-validated measures in the published coaching literature is increasing. Early coaching research was primarily case study-based, and primarily qualitative in nature (e.g. Craik, 1988; Diedrich, 1996), or used observable behavioural measures. Sergio (1987) for example, examined the effect of coaching on reducing the percentage of scrapped materials and, therefore, the overall production costs in a manufacturing context. Whilst such measures are in themselves valuable and of interest, they are limited in the generalisable insights they can give into the psychology of coaching.

The growing trend towards using validated psychologically-relevant and validated outcome measures covers a range of psychologically-relevant variables including; goal-attainment scaling (for discussion, see Spence, 2007); validated measures of depres-

sion, anxiety and stress (Gyllensten & Palmer, 2005); resilience and workplace well-being (Grant, Curtayne & Burton, 2009); core self-evaluations (Libri & Kemp, 2006); psychological and subjective well-being and hope (Green, Oades & Grant, 2006); self-efficacy (Evers, Brouwers & Tomic, 2006); self-refection and insight (Grant, 2003); employees' sickness due to psychosocial health complaints (Duijts et al., 2008) using well-validated measures including the Short Form Health Survey (Ware & Sherbourne, 1992), the General Health Questionnaire (Koeter & Ormel, 1991), the Dutch Questionnaire on Perception and Judgment of Work (Veldhoven & Meijmen, 1994), and the Dutch version of the Maslach Burnout Inventory (Schaufeli & Dierendonck, 2000); character strengths (Govindji & Linley, 2007; Linley et al., 2010; Madden, Green & Grant, in press) and goal self-concordance (Burke & Linley, 2007). (For further details on outcome measures in coaching research see Grant et al., 2010.)

However, some measures of psychological constructs central to the coaching enterprise are noticeable by their absence. Given that much coaching takes place within organisational contexts with the aim of developing leadership (Goldsmith, 2009), it is perhaps surprising that freely-available, validated measures related to leadership have not been widely used to date in coaching research. Of course, a number of studies have reported on the use of commercial or proprietary leadership assessments in coaching (Grant, Green & Rynsaardt, 2010; Kampa-Kokesch, 2002; Trathen, 2008), but the use of such commercial or proprietary assessments is limited to those who can afford them.

We argue that the coaching psychology enterprise would benefit from indentifying free-available validated assessments related to the psychology of leadership, and the use of such assessments has the potential to further develop the common evidence-base for coaching and coaching psychology. One such construct is authenticity.

Authenticity

The notion of authenticity is increasingly recognised as being a vital part of leadership (Avolio & Gardner, 2005; Cameron, 2008; Gardner et al., 2005). The notion of authenticity also has relevance in non-leadership coaching engagements, given that much coaching is aimed at developing the extent to which coachees are able to identify and then pursue personally-relevant, self-concordant goals (Burke & Linley, 2007). Thus, we argue the identification and subsequent use of a validated measure of authenticity has the potential to contribute to the coaching research enterprise. To this aim we review the literature on authenticity, its historical context, its use in coaching and positive psychology to date and suggest how a recently developed measure of authenticity (Wood et al., 2008) could be used in both personal and organisational coaching settings.

Historical context

The conceptual roots of authenticity can be traced back to ancient Greek philosophy and the statement 'To thine own self be true' (Harter, 2002). The concept was re-born in current post-industrialist, modernist era, following a preoccupation with 'inauthenticity' and its associated manifestations such as deceit and manipulation during the 16th century, and a shifting focus on responsibility for one's own conduct during the 17th century. Modern scientific roots of authenticity can be traced to studies in philosophy (Heidegger, 1962; Sartre, 1956) and psychology (Maslow, 1962; Rogers, 1961; Winnicott, 1965). While a detailed discussion of these philosophical and psychological treatments of authenticity is beyond the scope of this paper, these have been explored extensively in literature reviews by Erickson (1995) and Harter (2002), as well as Guignon (2000, 2002) and Chessick (1996).

Authenticity in executive and life coaching and positive psychology

In the executive and life coaching context, authenticity has not been explored as an empirical concept or a potential outcome for coaching clients despite coaching goals in both settings frequently relating to self-awareness, personal growth and a desire for greater authenticity. Existing references largely relate to the authenticity of coaching practitioners as an essential aspect of the practitioner-client relationship (e.g. Stober & Grant, 2006), the concept of 'authentic participation' in the coaching process (e.g. Palmer & Whybrow, 2007, pp.417–418) and the importance of clients' authentic relationships with others (e.g. Peltier, 2001).

During the last decade, since Seligman and Csikszentmihalyi's (2000) feature article on positive psychology, authenticity has been identified as an important concept fundamental to an individual's well being and optimal performance. Seligman's much quoted book and associated website *Authentic Happiness* was and continues to be a platform for those seeking to learn more about positive psychology and themselves. Seligman went on to prescribe an authentic life as a prerequisite to a 'good life' in relation to his model of the 'three paths to a good life' (Linley & Joseph, 2004, p.24). Peterson and Park (2004) developed the values-in-action, or VIA classification which captures and measures the positive traits associated with a cross-cultural understanding of 'good character' (p.437). This empirical work identified authenticity as a dimension of 'courage', one of six discrete virtues underpinning well-being and optimal functioning.

Construct definition

Although there has been definitional confusion in the empirical study of the authenticity construct (Harter, 2002), there appears to be a large degree of consensus regarding the definitional basis underlying the construct as it is used in positive psychology. This basis has its origins in humanistic psychology and, in particular, the work of Rogers (1961), who conceptualised the self-actualising or fully functioning individual as: (a) open to experience with tolerance for ambiguity and accurate perception; (b) able to live fully in the moment with adaptability and flexibility; (c) trusting of inner experiences to guide own behaviours; (d) experiencing freedom with choice about how to respond and feel; and (e) creative in his or her approach to living with a strong trust in one's inner experiences and a willingness to adapt to ever-changing circumstances. From this concept, various definitions of authenticity were developed including one by Barrett-Lennard (1998) who defined authenticity as 'involving consistency between the three levels of: (a) a person's primary experience; (b) their symbolised awareness; and (c) their outward behaviour and communication' (p.82). According to this definition, an individual feels authentic when there is congruence between behaviour and emotional expression on one hand, and conscious awareness of physiological states, emotions or cognitions on the other, and, additionally, these are unconstrained from external influences. A further useful definition was developed by Kernis (2003) who characterised authenticity as 'the unobstructed operation of one's true, or core, self in one's daily enterprise' and argued that 'authenticity has four components: awareness, unbiased processing, action, and relational orientation' (p.1). Although there are other definitions, the above two are noteworthy as they form the basis for both of the recent approaches developed to measure authenticity directly and discretely.

Measurement of authenticity

Historically, there have been a number of approaches that involved an assessment of authenticity, including false-self versus true-self behaviour (Harter et al., 1996), consistency of trait profiles versus mean levels of authenticity (Sheldon et al., 1997), and authenticity related to diverse aspects of healthy psychological and interpersonal functioning (Kernis & Goldman, 2006).

Although it is not disputed that these are empirically valid, none appear to have considered authenticity as an individual factor, that is, they examined authenticity in the context with other variables but not directly on a discreet basis. This shortcoming was addressed with the development of the Authenticity Scale (Wood, et al., 2008) and the Authentic Leadership Questionnaire (Walumbwa et al., 2008). This article focuses on the Authenticity Scale by Wood et al. (2008).

Development of the Authenticity Scale

In developing their measure, Wood et al. (2008) first established the definitional basis for the construct by identifying three factors underlying Barrett-Lennard's (1998) definition of authenticity: self-alienation, authentic living, and accepting external influence. The second step involved the random sampling of 200 undergraduate students who completed a 25-item pool as well as accepted measures for anxiety (using the Tension subscale of the Profile of Mood States; Lorr, McNair & Droppleman, 1992) stress (using the Perceived Stress Scale; Cohen, Kamarck & Mermelstein, 1983), and happiness (using the Subjective Happiness Scale; Wood et al., 2008).

The 25-item pool was developed by the authors on the basis that each item was identified to be relevant to one of the above three factors. In a multifactor analysis, authentic living was positively correlated with happiness and negatively with anxiety and stress, whereas both, accepting external influences and self-alienation, were positively correlated with anxiety and stress and negatively with happiness. As a third step, Wood et al. (2008) reduced the original 25-item pool to 12 on the basis of the highest positive correlations with one of the three factors underlying the definitional construct of authenticity, that is, the four highest correlations for each of the three factors. Scoring instructions for the Authenticity Scale involve assessing items on a seven-point Likert scale, from 1 ('does not describe me at all') to 7 ('describes me very well'). Items relevant to accepting external influence and self-alienation are reverse-scored because of their negative correlation with authenticity. Although Likert scales can be subject to response style and potential mid-point ambivalence issues, it is generally regarded as producing valid psychometric output (Avey et al., 2010).

In a subsequent study involving 180 ethnically-diverse individuals randomly chosen from the public, Wood et al. (2008) confirmed substantial discriminant validity of the Authenticity Scale across sample, gender, and ethnic group, as well as the 'Big Five' personality traits; these refer to neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness (Goldberg, 1992). Wood et al. (2008) found no significant correlation with social desirability and longitudinal test-retest validity within two and four weeks. The Authenticity Scale also showed high correlation with self-esteem, and subjective and psychological well-being characteristics. On the above basis, Wood et al.'s (2008) work provides the first direct test of several theoretical models that view authenticity as integral to well-being. However, the Wood et al. (2008) research did not explicitly test the relationship between authenticity and optimal functioning. It is to this issue we now turn.

Authenticity and optimal functioning

Although authenticity, by definition, involves being true to oneself, not others, in the context of authentic leadership the focus shifts to the leader's relations with others because all leadership is fundamentally relational (Avolio & Gardner, 2005). On this basis, it is reasonable to infer that the optimal functioning of a leader is very similar to the optimal functioning of an individual with respect to that individual's relationship with others.

Self-assessment, self-report measures such as the Authenticity Scale may well be useful measures of functioning. However, because self-assessments rely only on the

respondent's view of themselves, such measures are inherently limited. Thus additionally accessing the perceptions of others (such as peers) can provide a useful counterpoint to self-assessment, particularly in reference to constructs such as authenticity in leadership where relations with others are paramount. Indeed, when there is a material discrepancy between the self-rated and the peer-rated results, it is may be that the person's self-rating does not accurately reflect the degree of optimal functioning and peer ratings will be more reliable (Cheek, 1982; Gibson, 1971), and the exploration of such discrepancies can provide important starting points for coaching conversations. Additionally, peer ratings are shown to be reliable in predicting subsequent promotion (Downey, Medland & Yates, 1976).

Consequently, for use in coaching interventions, we propose the adoption of a peer-rated version of the Authenticity Scale as a means of extending the measurement capacities and utility of the Authenticity Scale which we suggest could be used in conjunction with the existing self-assessment version. Such an amended version of the Authenticity Scale, has been discussed with one of the authors of the Authenticity Scale, Dr Alex M. Wood, and is termed 'Peer Authenticity Scale' (Susing, 2010, personal communication). Discussion with the author of this scale suggests that a peer version of the scale would retain its psychometric validity as the items essentially remain the same, being merely rephrased so as to apply to the subject whist retaining their original meaning, although future research will need to explore this issue.

The use of self and other ratings in assessments has a long history, but has only recently found its way into positive psychology. For example, the Values in Action Inventory of Strengths (VIA-IS; Seligman, Park & Peterson, 2004) has recently been adapted to utilise both self and other ratings and the peer-rating version maintained a similarly high validity and reliability as the original, self-assessed version of the instrument (Ruch et al., 2010). (Sample items of a version of the Peer Authenticity Scale as it can be provided to peers of coaching clients is included in Appendix 2.) We believe that such an adaptation may prove to be useful in using the Authenticity Scale in the coaching context particularly where the coaching is aimed at enhancing leadership authenticity and optimising performance.

The link between authenticity and existing coaching constructs

In supporting the argument that a valid measure of authenticity can be used to assess the efficacy of coaching interventions, it may be useful to review the existing evidence base linking authenticity with other empirical constructs relevant to evidence-based coaching. This is useful because, although the various studies involve different measures of authenticity, they nevertheless share the same definitional basis. Importantly, a number of studies demonstrate a positive correlation between authenticity and subjective and psychological well-being (Kernis & Goldman, 2005a; Sheldon et al., 1997; Wood et al., 2008), as well as self-esteem and life satisfaction (Kernis & Goldman, 2005b).

In the context of optimal functioning, Walumbwa et al. (2008) found a positive correlation between authenticity and job performance. Authenticity, as a function of acting with integrity, has been identified by Hodgins, Koestner and Duncan (1996) to yield social benefits as authentic persons are generally well liked thereby creating stronger relationships which, in turn, will benefit the individual. Sheldon (2004) also refers to an experimental study by Robinson, Johnson and Shields (1995) which found that persons who give balanced self-descriptions, that is, include weaknesses as well as strengths, are more likely to be perceived as authentic and, as a result, are more highly regarded as leaders.

Toor and Ofori (2009), in their study of the effects of authenticity in the Singapore construction industry, showed that psychological well-being, relationships, social skills and personal performance are significantly correlated to, and predicted by, authenticity. Their research points to the connectedness between self-awareness, self-regulation and psychological well-being and suggests that individuals experiencing higher levels of psychological well-being are likely to be seen as effective in their workplaces and hence have higher prospects of being successful.

Self-awareness and self-regulatory processes have also been identified by Gardner at al. (2005) as a prerequisite to achieving authenticity and authentic relationships. Self-awareness is an important aspect of evidence-based coaching interventions because it is necessary to enable the coaching client to develop a wider range of behaviour and thereby achieve change (Allan & Whybrow, 2007).

Authenticity has been found to benefit a person's self-regulation by promoting more complex and integrated task performance (Sheldon, 2004). Self-regulation is a fundamental concept of coaching because coaching builds on the basic notion that the coach facilitates the client's self-directed learning (Grant, 2006). Self-determination theory, developed by Deci and Ryan (1985), is an empirical approach to understanding the various factors that affect authentic behaviour. It presupposes a fundamental human need for independence, which is satisfied when people feel free to do what is most valuable to them. Authentic behaviour, in this context, is experienced as being initiated by the person, whereas inauthentic behaviour is experienced as being initiated by external factors (Ryan & Deci, 2004). Self-determination theory has been identified as a fundamental concept underlying evidence-based coaching, particularly in the context of solution-focused coaching (Grant, 2006).

The Self-concordance Model developed by Sheldon and Elliot (1998, 1999), captures the extent to which a person's goals are consistent with that person's core values. Their research showed that more concordant goals enabled a person to, firstly, sustain effort to a greater extent compared to situations where relevant goals are less concordant, and secondly, that more concordant goals led to higher levels of well-being. In this context, self-concordance and authenticity are interchangeable because both deal with a person's genuine and unobscured values and motivations. The positive relationship between coaching interventions and positive effects on self-concordance has been demonstrated, amongst others by Burke and Linley (2007). Stober and Grant (2006) also refer to the coachee's requirements to 'identify the enduring and authentic from transitory or superficial whims or desires' (p.165).

Summary of practical and research implications

Clearly, the above coaching-related concepts are inextricably entwined with authenticity, and have considerable relevance for coaching and coaching psychology which is frequently concerned with optimal functioning. The use of a validated authenticity scale (self-report and peer-report) in a coaching context would allow researchers to explore the potential of coaching in increasing authenticity and also exploring the extent to which such changes maybe associated with enhanced business outcomes. The literature to date outlined above suggests such relationships, but to the best of our knowledge such hypotheses have not as yet been put to the test within a coaching paradigm.

There is emerging empirical evidence that links authenticity and a number of constructs that underpin evidence-based coaching, including well-being and optimal functioning. The Authenticity Scale developed by Wood et al. (2008) represents a direct and discreet measure of authenticity that can be used in this context.

Given that the notion of authenticity is central to much of the coaching endeavour,

and that the further development of an evidence-base to coaching would benefit from the increased use of freely-available and psychometrically-validated measures, we would encourage the use of such measures in coaching-related research. In this way we can further develop our understandings of the psychological processes underpinning the purposeful, positive change facilitated by coaching.

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Appendix 1 – Authenticity Scale

The following are representative examples from the Authenticity Scale, reproduced with permission. Please see original Wood et al. (2008) paper for full 12-item scale.

Please consider the following statements about yourself. Assess the statements on a seven-point scale, from 1 (does not describe you at all) to 7 (describes you very well).

Examples of items from Authenticity Scale							
I think it is better to be yourself, than to be popular	1	2	3	4	5	6	7
I don't know how I really feel inside	1	2	3	4	5	6	7
I usually do what other people tell me to do	1	2	3	4	5	6	7
I always stand by what I believe	1	2	3	4	5	6	7
I live in accordance with my values and beliefs	1	2	3	4	5	6	7

Source: Wood, A.M., Linley, P., Maltby, J., Baliousis, M. & Joseph, S. (2008). The authentic personality: A theoretical and empirical conceptualisation and the development of the Authenticity Scale. *Journal of Counselling Psychology, 55*(3), 385–399. Examples are reproduced with permission.

Appendix 2 – Peer Authenticity Scale

The following are representative examples from the proposed Peer Authenticity Scale, reproduced with permission. Please see original Wood et al. (2008) paper in order to complete adaptations for the full range of original items.

The following considers feedback about: _____
Date of completing this survey: _____
Feedback about the person
Please consider the following 12 statements about the above person. Assess the statements on a seven-point scale, from 1 (does not describe the person at all) to 7 (describes the person very well).

Examples of items from proposed Peer Authenticity Scale							
They think it is better to be themself, than to be popular	1	2	3	4	5	6	7
They don't know how they really feel inside	1	2	3	4	5	6	7
They usually do what other people tell them to do	1	2	3	4	5	6	7
They always stand by what they believe	1	2	3	4	5	6	7
They live in accordance with their values and beliefs	1	2	3	4	5	6	7

Source: Amended based on discussions with Dr Alex M. Wood. Adopted from Wood, A.M., Linley, P., Maltby, J., Baliousis, M. & Joseph, S. (2008). The authentic personality: A theoretical and empirical conceptualisation and the development of the Authenticity Scale. *Journal of Counselling Psychology, 55*(3), 385–399. Reproduced and adapted with permission.

The use of coaching principles to foster employee engagement

Shane Crabb

The emerging area of positive psychology has created a heightened interest in applied positive organisational practices, such as coaching, which is increasingly being understood from the positive psychological perspective. A key focus in this area has been what organisations can do to engage their employees, in the form of organisational level drivers of engagement. However, there has been less concern with the individual level (or internalised) drivers that deliver an engaged state. Through an in-depth thematic analysis of factors known to contribute to peak performance at work, this research has identified a series of individual level drivers that contribute to an engaged state. The three individual drivers are Focusing Strengths, Managing Emotions and Aligning Purpose, which can be understood and applied practically through coaching interventions. Through coaching dialogues, it is proposed that individuals can work to utilise their signature strengths, positively manage their emotions and align their values to those of the organisation more effectively, ultimately serving to enhance their happiness, well-being and engagement, and thus be more likely to achieve peak performance.

Keywords: *engagement; coaching; well-being; strengths; emotional intelligence; values; culture; personality; positive psychology.*

THE POSITIVE PSYCHOLOGY movement has been increasing in popularity since the modern day notion was crystallised in 1998, during Martin Seligman's 1998 Presidential Address to the American Psychological Association. Linley and Harrington (2005) define positive psychology as the 'scientific study of optimal functioning, focusing on aspects of the human condition that lead to happiness, fulfilment, and flourishing'. Positive psychology results in different questions from 'traditional' psychological approaches, which have tended to focus on a disease model of human functioning, and healing people of their shortcomings; it explores not why people fail, suffer or deteriorate, but why they excel, achieve and flourish (Seligman & Csikszentmihalyi, 2000). In other words, positive psychology takes a more holistic approach to human existence; looking at both the positive and negative aspects in context to establish what is right, working and good about people.

In Linley and Harrington's (2005) paper, the authors state that there has been growing interest in applied positive psychology, defined as 'the application of positive psychology research to the facilitation of optimal functioning'. This may mean that organisations are beginning to adopt 'positive' organisational practices, such as coaching, that focus on enhancing employee skills, happiness or well-being to achieve optimal performance, instead of 'plugging' development gaps to meet 'acceptable' performance. Synergies have been identified between coaching psychology and positive psychology principles in the literature, as both approaches are explicitly concerned with the enhancement of performance and well-being, by focusing on the positive side of human nature rather than what is flawed (Linley & Harrington, 2005).

Employee engagement is a type of positive organisational practice that has received a wealth of attention, mainly from practitioners rather than academics in recent years (Saks, 2006). In their influential study on the drivers of employee engagement, Robinson et al. (2004) define employee engagement as 'a positive attitude held by the employee

towards the organisation and its values. An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organisation. The organisation must work to develop and nurture engagement, which requires a two-way relationship between employer and employee.' The notion of employee engagement is an appealing concept to business leaders, as the research highlights numerous organisational benefits obtained from an engaged workforce. For example, studies have shown that organisations with engaged employees create higher performance levels and remain ahead of their competitors (Towers Perrin Global Workforce Survey, 2007/2008). Also, a survey of employee attitudes found that engaged employees tended to take less sick leave and were less likely to leave their employer than their non-engaged counterparts (CIPD Annual Survey Report, 2006).

The research into employee engagement has been informative and useful, but up until now has tended to focus solely on what organisations can do to engage their employees (e.g. Robinson et al., 2004). Typically, the so called 'drivers' of engagement are at the organisational level, considering job features such as engaging managers, supportive supervisors, giving the employee a 'voice' and displaying organisational integrity (Macleod & Clarke, 2009). These are drivers that the organisation (rather than the individual) can control and, as valuable as this information is, there has been little consideration to date of what can be done at the individual level in order to help people achieve the right mindset and attitude for engagement. In other words, what are the internalised drivers of engagement that people hold within themselves? Some researchers (e.g. Schaufeli et al., 2002) have identified the cognitive and affective aspects of 'state engagement', such as vigour, dedication and absorption; however, these are the outcomes of individual level engagement and not the drivers of it.

There remains a notable gap in the literature regarding what an individual can practically do in order to drive internal states of engagement at work. This article aims to address this by exploring the following questions: what are the individual level drivers of employee engagement, and how can these be applied within an individual's work? What drives an engaged internalised state that, when combined with organisation level drivers, can result in peak performance that benefits both the individual (enhanced happiness and well-being) and the organisation (reduced sickness, greater productivity, increased revenue)?

The author and his colleagues embarked on a three-year research project to identify the key individual level drivers of an engaged state that were face-valid, measurable and actionable, which could then be developed to produce sustained workforce engagement through practical interventions. This article describes their approach to this research, along with the findings that emerged. The results section describes each individual level driver of engagement, and how coaching interventions can help individuals to diagnose and develop each of these within their roles.

Methodology

Thematic analysis was the methodology employed for identifying the individual level drivers of employee engagement. Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data, and was selected as the chosen methodology because of its flexibility and ability to produce rich yet complex accounts of data. Braun and Clarke (2006) state that, because thematic analysis is not bound to a particular theory or epistemology, it is highly flexible as it can be used across a range of theoretical and epistemological approaches (unlike Interpretative Phenominological Analysis, for example, which has limited variability in how the method is applied).

The authors devised a list of relevant topic areas that were known or found to

contribute to individual level peak performance within the workplace as a starting point for the thematic analysis. These topic areas formed the analysis criteria, and consisted of the following subjects:

- job satisfaction;
- organisational commitment;
- employee engagement;
- job design;
- well-being;
- flow;
- optimism;
- resilience.

The data was collected through an extensive review of academic and commercial publications (e.g. articles, conference papers, journals, reports, books, and dissertations), along with attending relevant conferences, seminars, workshops, presentations and forums relating to the above topic areas.

An inductive method of thematic analysis was employed, whereby the authors extracted themes from the data that were strongly linked to the data themselves (Patton, 1990), without trying to fit the themes into the authors' pre-existing interests or analytical preconceptions. The authors began by becoming highly familiar with the data collected; reading and re-reading the content and coding interesting features of the data. From these codes, the authors then searched for 'themes' that could incorporate clusters of codes. The themes were then reviewed by constantly revisiting the initial data and codings produced, checking that the themes were still an accurate reflection of the data as the themes (and the data) evolved. The themes were then clearly defined and named, with the specifics refined by revisiting the data collected.

Results

The thematic analysis of the data elicited three key 'themes' of individual level drivers of an engaged state. These are listed and provided diagrammatically (Figure 1) below:

- focusing strengths;
- managing emotions; and
- aligning purpose.

In eliciting the themes for these individual level drivers of an engaged state, the authors considered how practical it would be to develop them through methods such as work-based coaching. This would ensure that line managers could influence their direct-reports throughout all levels of the organisation by first helping them to identify and understand their individual level drivers and working with them to enhance the effectiveness of these within their roles.

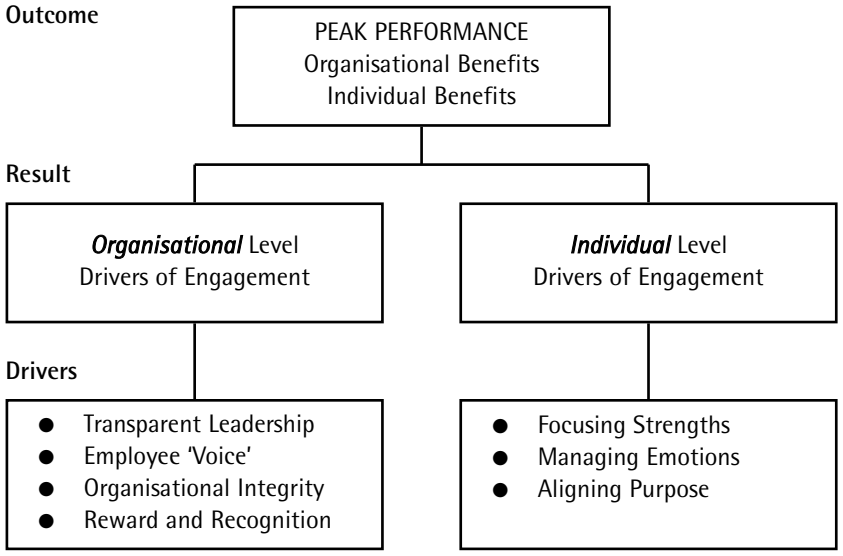
Focusing strengths

Linley and Harrington (2005) stated that positive psychology and coaching psychology are natural partners in applied psychology given their common focus on enhancement of performance, and argued that the psychology of human strengths provided 'significant potential for development and benefit' to coaching psychologists. The findings from this research would substantiate these authors' claims, as focusing strengths was evidenced as one of the key individual level drivers for an engaged state in this research, which the author here has outlined can be identified and explored through effective and practical coaching interventions.

The notion that every individual has a core set of 'signature strengths', which enable them to perform consistently and near perfectly in a series of tasks or roles, originated from the positive psychology movement (Seligman & Csikszentmihalyi, 2000). Strengths, like engagement, have been defined differently within the literature (see Linley & Harrington, 2006, p.88), but what is common across several of these definitions is that strengths:

- are partly innate: you need some form of innate 'talent' to begin with (i.e. personality, motivation, mental ability);
- are partly shaped by the environment (e.g. tasks, opportunities);
- bring enjoyment and fulfilment to the individual; and
- produce peak performance that benefits the organisation.

Figure 1: Organisational and Individual Level Drivers of an Engaged State.



In summary, the research suggests that when individuals are able to deliver tasks that they enjoy and are able to develop to a near perfect or 'peak' level, then they are engaged in their roles because they are focusing on their strengths (Wagner & Harter, 2006). As a first step to realising individual level engagement, line managers and coaches should seek to identify the strengths of their employees through open and honest coaching conversations facilitated by the use of personality tools that identify and measure individuals' strengths. Coaches can use such tools as an effective method to identify and discuss their coachees' signature strengths. Like with any personality tool the true value comes not from the outputs of the tool itself but from the conversations that it generates between the individual who completed it and the person providing the feedback. Conversations here could focus on whether the coachee agrees with the outputs, and if so, why (and if not, why not)? Which strengths resonate most or least with the coachee, and why?

Once the strengths have been identified and agreed the coach can then ask the coachee to consider how and when these strengths could be applied further within their role. What opportunities are there within the job and organisation for the coachee to play to their strengths further? Once identified, the coachee and their line manager should work together to establish ways in which these opportunities can be realised (i.e. through secondments; amending role requirements), along with who would need to be asked or informed along the way.

Inevitably, any role will require a blend of the coachee's strengths and weaknesses, as the less gratifying parts of any role cannot always be completely avoided. However, the coaching dialogue will aim to uncover how the role can be shaped to accommodate more of the coachee's strengths and fewer of their weaknesses. Where the less favourable parts of the role are unavoidable, the coaching discussions should focus on how the coachee's strengths can manage these

weaker areas effectively. For example, if an individual has a strength in collaboration, but not in resilience, then the collaboration strength could be used to manage their lack of resilience by talking through their issues with their colleagues (ideally ones who have a strength in resilience).

Managing emotions

The second individual level driver of an engaged state is 'Managing Emotions'. This driver relates to intrapersonal intelligence: the ability to be self-aware, acknowledge and understand our own thoughts, feelings and emotions (Gardner, 1983). More specifically, this research has highlighted that an individual must be able to fully focus on the tasks that they are undertaking, rather than be distracted by negative or irrelevant thoughts, if they are to develop the right mindset for engagement. Intrapersonal intelligence encompasses aspects of resilience also; developing a set of positive behavioural or psychological responses, for example, perseverance (Reivich & Shatté, 2002); adaptation (Luthar et al., 2001); and coping (Wagnild & Young, 1993) to a given set of negative events, such as 'adversities' (Neenan, 2009).

Research has shown that positive outcomes are associated with effective management of emotions, particularly when demonstrating resilience. For example, it has been found that resilience is a predictor of several key attitudinal variables including organisational commitment, job satisfaction and workplace happiness (Youssef & Luthan, 2007). In addition, individuals who demonstrate high levels of resilience have been found to be more effective in their roles (Seligman, 1990; Lusch & Serpkeuci, 1990).

Success in coaching for emotional management may largely depend on the relationship between the coach and coachee, along with the coach's own levels of intrapersonal intelligence. The coach may need to manage their own emotions during the conversations by remaining objective and free from bias, which could prove to be difficult if the coach is the line manager of the coachee and topics under discussion are sensitive or close to the coach's own experiences. Also, coaches must be able to interpret where the boundaries are for discussing a coachee's emotional 'triggers', and key to this will be their ability to perceive and understand their coachee's emotions. By taking them into uncomfortable territory too soon or too regularly could jeopardise the coaching relationship, as the coachee will feel reluctant to 'open up' and share their feelings with their coach. Coaching conversations of this nature should be handled with care, to avoid further setbacks or a reluctance to have open and honest conversations.

Coaching dialogues that focus on managing emotions can take a similar approach to strengths-based coaching, where personality tools are used to facilitate the initial discussions. From using personality tools that measure an individual's understanding of their own emotions and resilience levels, coaches can initiate dialogues with their coachees that discuss the following key areas:

- Understanding the emotions that the coachee feels regularly and rarely, and how these impact upon their work and performance.
- Situations/tasks where the coachee feels most optimistic and resilient, and delving into why this may be the case.
- How and where the most positive emotions are apparent, and how these can be applied more regularly in the coachee's role.
- Exploring how the coachee can develop their resilience, by challenging their negative emotions and reframing their irrelevant or negative thoughts.
- Setting realistic goals for the coachee that helps them to manage their emotions in their role.

To facilitate these discussions the coach can draw upon personality tools that measure intrapersonal intelligence, optimism and resilience. A combination of tools may be an effective approach, as key emotional themes

are extracted from the tools that can assist the coachee in understanding their emotions further.

Regular coaching sessions can help the coachee to reflect on their agreed actions in a supportive environment. The coach can assist the coachee in exploring the areas that worked well and how they might improve on the areas that were less successful in future action plans. By improving their work performance through successfully managing their emotions and building their resilience, individuals will obtain greater rewards from their work and will become more engaged within it.

Aligning purpose

The final individual level driver of employee engagement is called 'Aligning Purpose'. This relates to how well the individual's values align to the work that they do and the values and culture of their organisation. At the individual level, values can be defined as underlying dispositions that drive behaviour (Hyde & Williamson, 2000), and the research into this area has highlighted both individual and organisational benefits where the employee's values are aligned to the organisation's values.

At the organisational level, research suggests that high alignment of individual and organisational values leads to enhanced business performance, including employee commitment, competitive advantage and efficient responses to crises (Dearlove & Coomber, 1999). Although, more relevant to the individual level drivers of engagement, research from Posner et al. (1985) demonstrated that shared values between the employee and the organisation resulted in personal feelings of success, organisational commitment, self confidence and ethical behaviour. This research also demonstrated higher levels of stress in employees whose values were not aligned with those of the organisation.

In order to ensure employees internalise the individual level drivers of engagement, coaches must not only focus on getting them to manage their emotions and play to their strengths but they must also identify the areas where the individual's values align closely to the work that they do. The coach must ask questions to the coachee that help them identify and understand their underlying values, questions such as: What motivates them?; What do they feel passionate about?; What's important to them?; and, What will they never compromise on? As with the first two individual level drivers of engagement, these discussions can be assisted by using an objective measure of an individual's values, including discovering their motives and preferences, and aligning these to the values of the organisation. The outputs of such personality tools can help the coachee to clarify what their working preferences may be, and how these are driven by their underlying motives and values.

Once the values, motives and preferences of the coachee have been identified, the coach can then help them to explore where they feel most aligned to their values in their work. Which parts of their job mean the most to the coachee, and why? The coach can then help the coachee to consider ways in which they can maximise the amount of time they spend delivering tasks that gives them a sense of purpose, and minimise parts of their role that are not aligned to their values.

Coaches should be aware that this can be a difficult task as it is not always possible to reduce certain parts of the coachee's role that do not align with their own values. Where this is the case, the coach should assist the coachee in finding meaning in the tasks that they do. This will mean getting the coachee to think through why they are being asked to do these things, who they are helping, and ultimately what it is achieving. By getting the coachee to clearly see how they are contributing to the organisation's wider goals, and where their values align to the work that they do, they should retain a sense of purpose and find greater meaning. Ultimately, this will serve to drive an inter-

nalised engaged state, where the individual will feel confident, successful and committed to the role and the organisation.

Conclusions

The growing popularity of positive organisational practices has led to research into the organisation level drivers of employee engagement; determining what the organisation can do to engage its employees. This article has explored an alternative set of engagement drivers that have been overlooked in the literature: drivers at the individual level that lead to internalised mindsets and attitudes that foster employee engagement.

Through an extensive thematic analysis of the literature, this research has identified individual level drivers that are actionable and measurable, called Focusing Strengths, Managing Emotions and Aligning Purpose. By exploring individual strengths, facets of emotions such as intrapersonal intelligence and resilience, as well as how one's values align with their work, coaches can assist individuals in producing internalised engaged states. The use of relevant personality tools can help coachees to understand their strengths, emotions and values, and how these fit with their role and organisation. These objective measures can be integrated into a series of coaching dialogues that explore how the coachee can shape their role to further utilise their strengths, become more resilient, and find meaning in what they do. In doing so, the coachee can utilise the individual level drivers of engagement which, when combined with the organisation level drivers, could result in tangible and intangible benefits to both the individual and the organisation.

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Motivational Interviewing – a model for coaching psychology practice

Jonathan Passmore

This is the first in a series of papers to look at Motivational Interviewing (MI) as an approach suitable for use with coaching clients. This paper presents a brief overview of MI for readers unfamiliar with MI and directs readers to other sources for a fuller account. The paper aims to set the scene from a practitioner perspective for subsequent papers in this and future issues within The Coaching Psychologist in the Coaching Psychology Techniques Section, rather than offer a detailed account of MI's application in coaching. Each of these subsequent papers will present a short description of a technique suitable for working with a coachee's ambivalence.

Keywords: *coaching; motivational interviewing; coaching psychology; trans-theoretical model and behaviour change; readiness for change.*

COACHEE ambivalence to change can sometimes be an issue which coaches face in their work, in health as well as organisational coaching. Almost all of the coaching models, (for example GROW, Cognitive behavioural, solution focused) assume the client has mentally committed to make a change and that resistance is not a feature of the conversation. This is often the case, which is why skills in helping clients make links between their emotions, cognitions and behaviours, are useful, alongside skills in challenging irrational thoughts or developing personal action plans. However, from personal experience, I find a small proportion of clients are stuck and are unable to move forward through use of behavioural or cognitive behavioural models. They are stuck with behaviours which they do not see as problematical, but which others do. Or they may be stuck in ruminating on a problem without a clear commitment to take action. In these cases Motivational Interviewing (MI) is a useful evidenced-based approach which can be employed by the coaching psychologist to help the individual build sufficient motivation to take action.

The development of MI

MI was developed in clinical environments by counsellors working with drug and alcohol clients. They found that change processes inside counselling mirrored natural change processes outside of the counselling room. A key predictive factor whether people would change was the way they spoke about change during their sessions with the counsellor. Clients who made statements that signalled a high level of motivation and a strong commitment to change were more likely to make a change, than those demonstrating resistance to making a change.

Alongside this was a recognition by counsellors that the language used by the client could be influenced by the counsellor through the questions they asked. Specifically the counsellor could direct attention to specific aspects of behaviour through skilled reflections and summary and encourage the client to focus on talking about these aspects of their behaviour (Miller & Rollnick, 2002).

In addition, counsellors observed that changes in the words and language used by the client were a strong predictor of a future change in behaviour. However, getting this change in language through confrontation was less effective than using open questions, active listening, reflection and summaries (OARS).

MI evolved out of these observations through the work of Bill Miller and Steve Rollnick (Miller & Rollnick, 2002). Their focus was on enhancing intrinsic (internal) motivation towards behavioural change by helping the resolution of ambivalence to change in clients. Over the past decade a significant evidence base has demonstrated the efficacy of the approach for specific counselling client presenting issues. A full review of the evidence supporting MI is contained elsewhere (see Miller & Rollnick, 2002; Passmore, 2007; Passmore & Whybrow, 2007)

The theory base of MI – Transtheoretical model

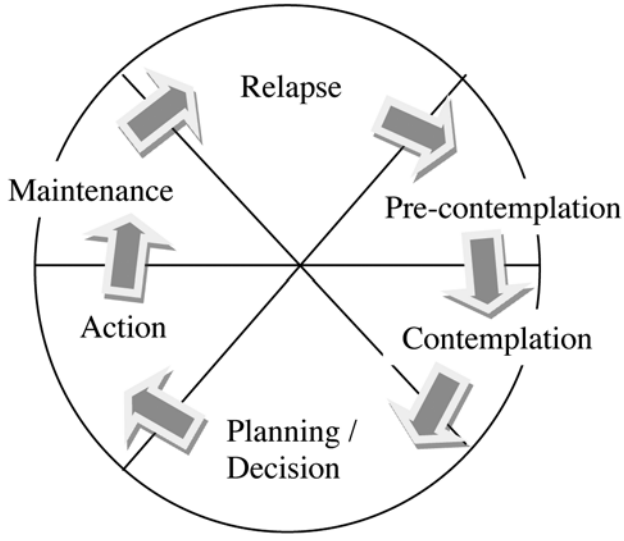
MI draws heavily on the Transtheoretical model (DiClemente & Prochaska, 1998) of behaviour change. The Transtheoretical model describes how people prepare to change through a series of stages from pre-contemplation, through contemplation, planning, action and how successful change is maintained, or how relapse is managed.

In this section I will briefly describe the stages of the Transtheoretical model and the relationship between them. The Transtheoretical model itself is summarised in Figure 1.

The authors argue that people experience different thought patterns at different stages of change. This may start with consciousness raising, where a person learns new facts or ideas that highlight the existence of a problem (pre-contemplation). This leads to reflecting on the issue, the pro and cons of whether a change should or could be made (contemplation stage). This progresses to reflecting on what steps to make (planning), followed by the first steps of change (action stage) (Perz, Diclemente & Carbonari, 1996). A fuller account of the Transtheoretical model and MI's application in coaching is offered in Passmore and Whybrow (2007).

However, the movement through stages is not always a straight path from pre-contemplation to maintenance as suggested by the Transtheoretical model. Relapse is a common problem experienced by many of us when making a change. Relapse can occur at any stage. As a result, it is common for individuals to make progress and slip back. An example is when we commit to a new health plan. As part of this we may buy membership to a fitness gym at the start of a new year. However, we find out that other

Figure 1: Cycle of change.



priorities take over, and we slip back to our old ways. In reviewing our progress at the end of February we may find that we have stopped going to the gym and need to recommit to our fitness plan.

A key concept of MI is the importance of tailoring interventions to meet an individual's stage of change to help individuals from slipping back (Project MATCH, 1997). This includes selecting appropriate interventions including tools and techniques which are useful at specific stages of the change cycle.

Table 1 (overleaf) summarises each of the stages of change and highlights similarities with other approaches, such as humanistic and behavioural. It also suggests useful intentions which the coach could draw on at each stage to help the coachee move forward to the next step in the change cycle.

A common feature, and reason for drawing on MI, is that the coachee demonstrates ambivalence. Ambivalence is when the coachee asks *What's the point of changing?* It is this which can often keep the coachee stuck with old habits and not able to move forward.

A typical response to ambivalence is to offer advice, education or options of action (Rollnick, 1998). Such interventions from the coach are likely to result in resistance from the individual, rather than change. Coachees have usually had advice and instructions of what to do a hundred times before. Repeating these is likely to gets the same result – no change.

To generate change the coaching psychologist needs to recognise and understand ambivalence as a natural part of the change process and to work with it (Passmore, Anstiss & Ward, 2009). In line with MI, a starting point is to recognise which stage of change the individual is at. One way of doing this is to ask the coachee to rate their perceived readiness to change on a scale of 0 to 10, with 10 being that they have already made change, and 0 being not at all interested in changing. A second is to listen closely to what the coachee has to say – do they know they have a problem, have they considered different options for what to do, do they have a plan, has the plan worked?

In MI the coaching psychologist uses their understanding of the stage of the change where the coachee is, to match their interventions (see Table 1). In successive techniques papers I will explore different techniques and tools which the coach can use to enhance the motivation to change.

Conclusion

One source of hope for coachees' from the MI approach, is that there is no 'right way' to change, and if one given plan for change does not work, a coachee is only limited by their creativity as to the number of other approaches that may be tried.

To accompany this hope described in the paragraph above, a word of caution. Human behaviour is difficult to change. The desire to change our behaviour and an actual change are two different things. To succeed the coach needs to be persistent, as does the coachee. However, if the coach is too persistent there is the danger they either become unethical in being overly manipulative in moving their coachee towards a predetermined outcome, or they move into persuasion which in turn leads to resistance. As coaching psychologists we need to understand our role is limited to one of encouraging personal responsibility and developing self awareness.

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Table 1: Using MI and other interventions within a Model of Change.

Change Stage	Intervention model	Most useful interventions
Pre-contemplation	Humanistic/Motivational Interviewing	Create relationship through empathy and rapport Use reflective listening If reluctant to change – encourage gathering of evidence/feedback If lack of belief that can change – offer belief encourage hope If giving reasons for not changing - explore wider values, beliefs and impact of behaviour on others.
Contemplation	Motivational Interviewing/ Cognitive behavioural	Explore the reasons not to change and reasons to change Explore the 'problem' Explore the coachee's most important aspects/ goals of their life Reflect back discrepancy between goals/ values and current behaviour Explore confidence to change Explore barriers to change Reflect back desire to change and confidence statements
Planning	Motivational Interviewing/ Behavioural (GROW)/ Cognitive behavioural	Check for congruence in change communications Explore confidence to change Clarify and refine goals Review options and select chosen options Identify allies to support coachee Use visualisation to build confidence
Action	Motivational Interviewing and Behavioural (GROW)	Monitor and affirm small steps Explore next steps Explore barriers being encountered Plan actions to overcome barriers
Maintenance	Motivational Interviewing and Behavioural	Provide positive feedback on success Plan for coping if slip back Reinforce long term goals fit with values Encourage use of allies to continue positive progress
Relapse		Empathise and normalise Explore reasons for relapse Plan to prevent next time Explore successes and affirm Reflect back positive statements of desire for change Return to contemplation actions

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Does thinking about motivation boost motivation levels?

Joe Gelona

Motivation is key to success and well-being. The achievement of any goal depends in part on peoples' motivation. Of considerable relevance in this context, is the issue of whether people consciously engage with the process of generating and maintaining self-motivation – particularly whether or not individuals are proactive in bringing to mind motivation related cognitions and emotions.

A motivation research study was carried out by the author to investigate peoples' awareness and experiencing of their motivational state. This article explores the extent to which people consider their motivational state, and the effect that thinking about their motivation may have on individuals' ability to exercise motivational self-influence.

Findings from this study suggest that people who tend to think about what motivates them, are likely to perceive themselves as being generally more highly motivated, than individuals who do not tend to think about their self-motivation.

This article discusses the study's research findings, and people's ability to impact on their perceived general level of motivation in life. The use of motivational coaching in facilitating clients' greater self-motivation is also discussed.

Keywords: *motivational; coaching; constructs; self-influencing; level; motives; cognitive; behavioural; learn; habit; performance; achievement; well-being; perceived; general; conscious, goal.*

SINCE THE cognitive revolution of the 1960s and 1970s, psychologists have shown considerable interest in the study of motivation. Research literature has grown, intermittently over the years, and an array of theories and views has accumulated on the subject, bringing many new and interesting directions, and improved understanding – one major area of interest has been to gain a better understanding of what motivates people to achieve. Nevertheless, the study of motivation seems to remain a complex subject with apparent minimal progress towards a unifying theory, and many different definitions and descriptions. A typical way of describing motivation is that it is a force which arises from within the individual, that activates and enables the individual to pursue a particular task, event or goal (Berkenshaw, 2010; McKenna, 2000).

According to Maslow (1954), human beings have an innate tendency to move towards higher levels of fulfilment. Most psychologists would agree that motivation plays a critical role in peoples' achievements, learning, and, as Petersen (2006) points out, in creating desired behaviour change. Hiam (2003) suggests that people are naturally motivated to achieve, and according to Butler and Hope (2007), the mind is considered to be the seat of all motivation. Furthermore, Smith and Spurling (2001), point out that motivation is inherently multi-valued, and Gelona (2008), has found that individuals have multiple potential sources of motivation. It therefore seems that motivation can indeed be considered as a key ingredient for successful pursuit of goals and for attaining desired outcomes and well-being.

Coaching psychology is for enhancing performance and well-being in personal life and work domains (Palmer & Whybrow, 2005). Additionally, Hardy et al. (2007) suggest that motivation is a primary objective during early stages of client engagement. Whiston and Coker (2000) point to the importance of developing clients' motivation for change, and Grant and Stober (2006)

suggest that a focus of coaching is on constructing solutions and goal attainment processes. It thus seems that motivational coaching, '…a collaborative process for enabling clients to better understand how to generate and maintain higher self-motivation for pursuing goals and desired outcomes' (Gelona, 2010), can be considered as a helpful tool in the goal attainment process and a component part of effective coaching.

However, from the coaching practitioner's perspective, there appears to have been minimal progress towards a common understanding of how people can consistently and effectively harness the efficient use of their potential sources of motivational energy. Randell (1990) points to the need to explain the process and cause of individuals' level of motivation. There is also a need to understand what motives exist in relation to specific goals, and how motivation works (Cox, 2006; Zohar & Marshall, 2001). Clearly more research is required, so that a better understanding of these processes may be gained.

The author's research in the area of motivation investigated and examined the following aspects of conscious self-motivation:

a. The extent to which people think about what motivates them and the possible effect on their motivation level.
b. Motivation for goals that individuals choose to pursue in life, at work, in business.
c. How individuals experience episodes of high self-motivation.

However, this article focuses on part (a) of the research and, utilising data from part (a), specifically explores the following research issues:

- To what extent do people tend to consciously consider (i.e. challenge themselves to think about) what motivates them before taking action on an important project or goal.
- To what extent do individuals who often or usually tend to consciously consider what motivates them, perceive their general level of motivation in life, to be different from individuals who seldom or occasionally or sometimes tend to consider what motivates them.

Method

This research study used interviews and a questionnaire to enable participants to express their thoughts, perceptions, values, and meanings, about their experiencing of self-motivation. The study applied quantitative and qualitative methodologies. However, the overall emphasis of the study was distinctly qualitative.

A semi-structured interview was used for gathering data. The main method for gathering quantitative data was a brief questionnaire which the researcher introduced and explained to interviewees before they self-scored their responses. The researcher made particular effort to ensure that interviewees' responses were not influenced through selective attention or interpretations.

Interviews were carried out using the person-centred style, so as to enable a better understanding of interviewees' experience and viewpoint, and to explore meaning.

The research findings that are discussed in the following sections, arise mainly from quantitative data gathered during the study. The data relating to this article (i.e. specifically to the above-mentioned research issues), was gathered on the basis of the following questions which all interviewees were asked to consider:

1. When you are about to start taking action on an important project or goal, how often do you consciously think of the following:
   What motivates me to do this?
   Responses elicited on a five-point Likert-type scale.
2. How do you see your usual, general level of motivation in life?
   Responses on a scale of Low 1 to 10 High.

Participants

Interviewees were obtained by the researcher, through a combination of

directly approaching potential interviewees at business and social events, and subsequent snowballing.

Seventy-six interviews were conducted by the researcher mostly at workplace or business premises, with some being interviewed at home. Interviewees comprised mainly of business owners, leaders/managers and administrative and sales staff. A small number of legal, medical, financial and coaching professionals were included in the sample.

Participants comprised of adult males and females, and spanned a wide range in: age; background; culture; and attained success in life, at work, in business.

Results

During most of the interviews, the researcher became aware that participants found the explanatory information provided helpful.

Each interviewees' scores on the Likert-type scale was given a weighting in accordance with its position on the scale. When all the scores for each position were added up, it was then possible to determine the following categories of information relative to this sample:

- The number of interviewees who 'often or usually' tend to think about what motivates them, when they are about to take action on an important task or goal.
- The number of interviewees who 'seldom or occasionally or sometimes' tend to think about what motivates them, when they are about to take action on an important task or goal.
- The sum total of 'perceived self-motivation level' scored respectively by interviewees:
  a. Who 'often or usually' tend to think about what motivates them.
  b. Who 'seldom or occasionally or sometimes' tend to think about what motivates them.

Each interviewee's self-scored response to the above mentioned questions 1 and 2 (i.e Tendency to think about 'What motivates me to do this?' and 'How do you see your usual, general level of motivation in life?'), was submitted to a Statistical Package for the Social Sciences (SPSS) Correlation Coefficient Analysis using SPSS Statistic 17 (Field, 2009).

The main and relevant data derived from the above mentioned comparisons of categories, and SPSS analyses results are presented below.

Using Kendall's tau, τ (non-parametric) test, the analysis in relation to interviewees responses revealed that the extent to which interviewees think about what will motivate them, was significantly correlated to interviewees' perceived level of motivation, τ=.34, p<.01.

Discussion

The aims of this article (as already mentioned), are to explore the extent to which individuals think about their motivation (before embarking on an important project or goal), and the effect that thinking about motivation may have on perceived levels of motivation.

Correlational analysis outcomes for this sample, show that the tendency to often or usually think about motivation, was highly significantly related to perceived level of motivation, τ=.34, p<.01.

Comparison of interviewees responses (see Table 1), show that 39.5 per cent of interviewees do often or usually think about what will motivate them, and 60.5 per cent do not often or usually think about what will motivate them. This perhaps suggests that most interviewees do not tend to consciously consider what will motivate them prior to embarking on an important project or goal.

Comparisons of results (Table 2) demonstrate that, interviewees who often or usually (consciously) think about what will motivate them, perceived their general level of motivation in life as being 23.8 per cent higher than that of interviewees who only seldom or occasionally or sometimes think about what will motivate them. This could be seen as suggesting that people can influence their

Table 1: Comparison of interviewees' responses on frequency of self-challenges.

Number of interviewees=76	
Percentage of total number of interviewees who 'often or usually' think about: What motivates me to do this?	39.5%
Percentage of total number of interviewees who 'seldom or occasionally or sometimes think about: What motivates me to do this?	60.5%

Table 2. Comparison of average perceived level of motivation by category.

Average of all scores on 'Perceived level of motivation in life' by all interviewees	= 7.2
Average of all scores on 'Perceived level of motivation in life' by interviewees who Seldom or Occasionally or Sometimes think about 'What is my level of motivation'	= 6.7
Average of all scores on 'Perceived level of motivation in life' by people who Often or Usually think about 'What is my level of motivation'	= 8.3
From the above figures on perceived level of motivation in life, it is calculated that: The average perceived level of motivation for those interviewees who Often or Usually think about their motivational state is 23.8 per cent higher than those who Seldom or Occasionally or Sometimes think about their motivational state.	

motivational level by consciously challenging the self to think about what will motivate them. A possible explanation for the 23.8 per cent higher level of perceived self-motivation, may be that by often or usually thinking about what will motivate them, such individuals, trigger more frequent activation of cognitive mechanisms (Bandura, 1997) that in turn, bring to mind such motivation influencing factors as: Beliefs or schemas; Emotionally toned thoughts (Goleman, 2002); Gut level feelings that may arise from recent insights gained (Kegan & Leahy, 2009); Motivational constructs that are readily accessible from memory and have motivational ties (Sorrentino & Higgins, 1986). Each of these factors (if brought to mind), may then impact on the individual's cognitions and consequently on how they feel about events (Edelman, 2006; Seligman, 2006), thus perhaps positively strengthening the individuals perception of self-motivation in life.

However, it is pertinent to mention here that during the interview, a small number of interviewees pointed out that they do not think about motivation much, '…it's automatic for me. It's just there' as one interviewee put it. Thus, perhaps suggesting that the process of generating and maintaining motivation, is mainly sub-conscious for some. Zohar and Marshall (2001), suggest that motivations are a blend of the conscious and the unconscious. Another small number of interviewees, whilst readily acknowledging that they do not always think about their motivational state, and that they are aware of their low level of motivation in certain situations, nevertheless perceive themselves as highly motivated in other situations.

Such expressions from interviewees, seem to illustrate the fact that understanding individuals' motivation can indeed be a complex and difficult task (Editor(s), 2005, Motivating People for Improved Performance).

In summary, this study's results seem to highlight the following three interesting findings of possible practical relevance:

1. That most interviewees do not seem to often or usually, consciously think about what will motivate them when they are about to start taking action on an important project or goal.
2. That there seems to be a high and significant correlation between interviewees tendency to think about what will motivate them, and their perceived level of motivation
3. That interviewees who tend to often or usually consciously think about what will motivate them, seem to perceive their general level of motivation in life to be 23.8 per cent higher than interviewees who seldom, occasionally, or sometimes think about what will motivate them.

Additionally, the following motivation related statements could be considered as appropriately arising from the findings:

- That interviewees seem to be able to exercise conscious self-influence on their level of motivation.
- A multiplicity of questions and issues may be involved/considered in the motivational self-influencing process.
- The motivational self-influencing process may simultaneously involve conscious and subconscious factors.
- Understanding individuals' motivation is complex.

Implications for coaching practice and for motivational research

The study's finding that 'most people do not seem to think about what will motivate them prior to taking action on an important goal', highlights a potential need of clients that could be addressed through motivational coaching. That is, most clients may be in some need of help to enable them to generate and maintain higher self-motivation for pursuing goals and attaining desired outcomes.

Based on learning and experience gained from working with clients, the author believes that motivational coaching may be usefully applied (through coach/client collaboration) to address clients' needs, as appropriate, in such situations as the following:

- Helping clients who may wish to generate and maintain greater self-motivation.
- Helping clients to regain lost motivation so that they may more effectively engage with tasks or events they would like to attend to but may be avoiding.
- Helping clients generate and maintain necessary levels of motivation, in order to initiate and sustain essential goal achieving actions.
- Helping clients strengthen their persistence in pursuit of desired goals.

However, it has to be recognised that there are limitations to this study and its findings. The most obvious potential limiting factors are: interviewees' subjectivity in interpretations of questions in relation to their particular context; the researcher's interpretations of explanatory responses given by interviewee's; the study's sample size. Additionally, whilst it is tempting to suggest that interviewees could be considered as typical coaching clients, their responses may not in-fact always be entirely representative of actual client's responses. More research needs to be done to ascertain the relevance and validity of this study's findings.

Conclusions

Many psychologists seem to agree that motivation is a crucial element for improving performance and for successfully pursuing goals and achieving desired outcomes and well-being. Motivational coaching can be seen as a critical component in the process for helping individuals, teams, and organisations to effectively tap into their potential for generating and maintaining greater motivation for improved performance in life generally, and also in such specific areas as work, business and sport.

This research study's findings are of interest because, they seem to demonstrate that most people do not usually tend to

consciously think about what will motivate them, prior to embarking on an important goal. Also that individuals who often or usually tend to think about what will motivate them, seem to perceive their level of motivation in life as being considerably higher than individuals who only seldom, occasionally or sometimes tend to think about what will motivate them. SPSS analysis outcome results show that interviewees' perceived level of motivation, significantly correlated with the extent to which they think about what will motivate them. Additionally, the study's findings seem to align with many psychologists views about the importance of cognitive, behavioural, and affective processes in motivation, and could be seen as indicative of individuals' potential ability to consciously exercise motivational self-influence through personal challenge.

The findings suggest that potentially, many clients may be in some need of motivational coaching to enable them to generate and maintain higher self-motivation for pursuing goals and attaining desired outcomes. Effective motivational coaching can facilitate motivation enhancing processes that may help clients to address their need. Through collaborative work, coaching can, for example, make productive utilisation of clients' belief of self-efficacy, goal related motivational constructs, values and beliefs that connect with the goal in question; and also develop and establish new cognitive and/or behavioural habits that support goal pursuit and attainment.

It is generally accepted that people in many arenas of life, have to deal with fast changing, complex and stressful environments. They are facing frequent challenging goals, and are everyday having to grapple with important events and objectives, some which they may find exciting and inspiring, others which they may not relish tackling. Motivation is essential to their ability to persist with pursuing their goals and aspirations, especially when faced with difficulties and setbacks. Coaching psychologists, are well placed to facilitate clients' self-influencing processes, and to play an important role in empowering clients to higher levels of motivation.

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Coaching Psychology Techniques section

Motivational Interviewing techniques reflective listening

Jonathan Passmore

This short article focuses on the skill of reflection within Motivational Interviewing (MI). It identifies three different types of reflection – 'simple reflection', 'over-stated reflection' and 'under-stated reflection' and identifies when each has a role in an MI coaching conversation.

Keywords: *listening skills; reflection; motivational interviewing; reflective listening; motivational interviewing skills.*

Motivational Interviewing (MI)

AS NOTED in the main paper within this issue (Passmore, 2011), MI (Miller & Rollnick, 2002) is a sophisticated technique and one best used by advanced practitioners who are already skilled in using the core skills in coaching such as open questions, active listening, summary and basic reflection (Passmore, Anstiss & Ward, 2009). In this sense MI is well suited as a skill for coaching psychologists who already draw upon behavioural, cognitive behavioural and humanistic interventions within their coaching practice. It is, however, different from each of these approaches, while drawing on elements from all three (Anstiss & Passmore, in press).

Reflective listening

Reflective listening is one of the key skills within MI. In popular language 'listening' often means just keeping quiet; waiting for our turn to talk. This level 1 style of listening is unhelpful in even basic coaching, although it is a frequent style of listening used in many every day conversations. Competent coaching psychologists should be aiming to listen at level 3 or 4, with excellent coaches occasionally stepping in to work at an interpretive level and sharing their insights where this is helpful to their coachee.

At level 1 and at level 2 the listener might be drawn into using an intervention which creates road blocks for the speaker, which

Table 1: Five levels of listening (adapted from Hawkins & Smith, 2006).

Level 1: Waiting to speak – at this level we are simply waiting for our turn to talk.
Level 2: Basic listening – at this level the listener focuses on the words being said.
Level 3: Attentive listening – at this level the listener focuses on the words and tone of the communication to understand the true meaning.
Level 4: Active listening – at this level the listener listens to the words, tone and body language of the speaker and is aiming to understand what the speaker is intending to communicate.
Level 5: Interpretive listening – at this level the listener is seeking to move beyond the intended communication, they are interpreting meaning from the whole communication both intended meaning and unintended communications.

stops the speaker moving forward (Gordon, 1970). These responses might include agreeing, reassuring cautioning or labelling, or even asking a question. For the coachee who is stuck in a dilemma and is seeking a way forward, but remains ambivalent about making a change a road block intervention is likely to maintain them in their current position.

In Table 2 the coach uses both a affirming statement ('sounds really bad'), as well as a question to explore in further detail the nature of the behaviours which create the feelings.

The coach, drawing on MI approaches, will try a different approach. The MI coach will try to leverage change through building change talk and thus helping the coachee to become unstuck.

Change talk is simply statements from the coachee which focus on desires or plans for making a change in their behaviour. We will focus on change talk itself in a later techniques paper.

If the coach is to avoid these road blocks what else can the coach say? MI evidence suggests that using a variety of reflection techniques at this stage is more likely to be effective in encouraging the coachee to develop change talk.

Simple reflection

In using 'simple reflection' the coach tries to understand the meaning of the coachee and reflect this back, capturing the words, phrases and critically the meaning of the coachee's communication. Using a reflective statement is less likely to provoke resistance. For example, if the coach asked about the meaning of the statement, this directs the coachee to step back and reflect on whether they really do mean what they have said. To illustrate this point, the coach could ask: 'You're feeling unsure?' This is done through an inflection, with the tone rising towards the end of the sentence. In contrast the coach could use reflective listening to reflect back 'You're feeling unsure'. This involves using a neutral tone throughout the sentence. The reflective statement communicates understanding and becomes a statement of fact. Such statements are more likely to encourage the coachee to talk more about this emotional state. As the coachee talks they think about this state and draw out for themselves the evidence of why they are feeling as they do. This deepens their understanding and the evidence suggests this leads into change talk – statements about wishing or planning to make a change.

Reflective statements can be quite simple and often can involve reflecting back a single word or pair of key words from the coachee's story. The coaches' skill is in listening and selecting the right word or words to reflect back which capture the heart of the message.

A more sophisticated series of options, however, are also available to the coach. These involve over-stating or under-stating the reflection. The use of these and the frequency of application will vary with the coach's skills. Inappropriate use can leave the coachee believing their coach is not listening to them and can undermine the coaching relationship. As a result caution is required along with skill in selecting the words to reflect back.

Table 2: Example of typical coach response.

Coachee: 'I am feeling fed up with my boss.' Coach: 'Sounds really bad, what are they doing?'

Under-stated reflection

This is best used when the coach wishes the coachee to continue exploring an issue and to confirm the strength of feeling they have about an issue. The coach may reflect back a lower level of emotion than that communicated by the coachee. For example, the coachee communicates 'anger', the coach may select to reflect back a lower intensity of 'anger', such as using the word' irritation' or 'annoyed'. This works well with British coachees where under-statement is a feature of British culture. The effect is the coachee is likely to speak further about the true emotion, possibly correcting their coach about the strength of feeling and to dwell on the true power of their feeling.

The key skill is to avoid under-stating to the extent that the coachee feels that the coach has not listened to what has been said. This takes both a high level of listening to the whole communication and a high level of skill in selecting the right word to reflect back – highly articulate coaches thus have less trouble in making word selections than those with a more limited emotional vocabulary.

Over-stated reflection

In contrast if the coach selects to amplify the emotional content and over-state the emotion compared with the coachee's original communication, the likely effect is for the coachee to deny and minimise the emotion.

This is useful, for example, if the coachee was speaking about their dislike for their manager and faults in their manager's working style. The coach may reflect back an over-statement about the manager's 'total incompetence' or how the employee can't stand' their manager. This is likely to have the effect of getting the coachee to recognise some of the positive attributes of their manager and thus begin to build a more evidenced based perspective.

Once again the dangers of the coachee feeling they have not been heard are present and in a British cultural context this is further magnified. As a result the coach needs to be careful and limited in their use of over statement, to avoid danger to the coaching relationship.

Differences between coaching and counselling with MI

These responses can be useful when helping the coachee explore the two sides of an issue. In MI coaching, the coach wishes to help the coachee develop stronger arguments for change and to minimise the arguments in favour of indecision or inaction. This contrasts with MI counselling where a specific outcome is likely to be in the mind of the counsellor, such as helping the client to give up excessive alcohol consumption or illegal drugs. In coaching, there is less likely to be a vested interest (although this varies with the nature of the coaching assignment). The role of the MI coach is thus different and reflects the different circumstances of coaching work, ethical considerations, while also using the full repertoire of skills to encourage the coachee towards a deeper understanding of the issue and towards a decision for action.

Conclusion

Reflection, like coaching, is not a passive process. It is the coach who decides what to reflect on and what aspects to ignore. In this way the coach can direct the attention of the coachee and encourage them to focus on aspects which may help them to reframe the situation and to build a motivation for action.

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Coaching Psychology Techniques section

In-session Behaviour Incompatible with Goals (BIG problems) within coaching

Christine Dunkley & Stephen Palmer

*The concept of **B**ehaviour **I**ncompatible with **G**oals (BIG problems) has been developed for the field of coaching based on Linehan's original work on Therapy-Interfering-Behaviour used within Dialectical Behaviour Therapy. Behaviour Incompatible with Goals can prevent coachees from making progress in coaching. Both the practitioner and coach can have BIG problems. This article covers how to deal with BIG problems that occur in-session.*

Keywords: *Behaviour Incompatible with Goals; BIG; DBT; Dialectical Behaviour Therapy and Coaching; chain-analysis; micro-analysis; supervision.*

THE CONCEPT OF 'Therapy Interfering Behaviour' (TIB) was originated by Marsha Linehan (1993a, 1993b) who developed Dialectical Behaviour Therapy (DBT)[1]. Tackling TIBs is a key component of Linehan's treatment model (Linehan et al., 1991, 1994). TIBs can also include client or therapist behaviours that reduce the therapist's motivation to treat the client, or that prevent the client from accessing or using the therapy, or that prevent the therapist from delivering the therapy (Linehan, 1993a).

Many techniques and approaches have been adapted from the fields of counselling and psychotherapy and applied to coaching and coaching psychology (see Palmer & Whybrow, 2007). Similarly Palmer and Dunkley (2010) adapted TIBs to the field of coaching/coaching psychology with the focus on ***B**ehaviour **I**ncompatible with **G**oals* (BIG problems). Their article specifically focused on how to tackle behaviours which are reported to the coach or coaching psychologist but occur outside of the coaching session. In contrast this paper covers how to apply the same techniques to in-session behaviour. How four steps can be applied to problematic behaviour that occurs when the coach and coachee are in-session together will be explored. Here are some examples of the types of in-session behaviour that might occur.

In-session behaviour
I want you to help me but I 'yes-but' all your suggestions.
I pay to come to sessions then don't appear to be listening to anything you say.
I am committed to working with you, but keep telling you what a great coach I had previously.

The four steps

1. Define the problem behaviourally.
2. Move from 'macro' to 'micro' chain-analysis of the problem behaviour.
3. Identify solutions.
4. Rehearse a more functional behaviour.

Step 1: Define the problem behaviourally

Defining a problem behaviourally can prevent practitioners getting caught up in

[1] Originally DBT was developed to treat women diagnosed with borderline personality disorder. The therapy attempts to reduce suicidal behaviour.

their own interpretations of the behaviour, for example, like a coach who may describe the coachee as 'demotivated'. At this stage it is helpful to remain with a description of what actually occurred. For example, 'He doesn't listen' becomes 'When I begin to give feedback to the coachee he looks at the floor and starts tapping his foot. When I stop speaking he brings up a different topic.'

Supervisor: When you say he's demotivated, what does he actually do?
Coach: He keeps telling me that he hates doing the agreed in-between session tasks.
Supervisor: You know, he might be telling the truth. Maybe he just does hate doing the tasks…
Coach: I suppose that whenever he says that I think he's having a go at me for setting it.
Supervisor: Well, that is possible – you could check that out especially as tasks are normally negotiated. But equally he could just be sharing his experience with you. Would you respond differently if you thought that was the case?
Coach: Yes, I think I could empathise and encourage him through it more than I do. I know how much I hated doing homework myself when I was studying for my course.

Step 2: Move from macro to micro analysis of the problem behaviour

Problems or issues arising in-session give an ideal opportunity for a micro chain-analysis. In the following example the BIG problem is the coachee saying 'yes…but…' to numerous suggestions from the coach. The micro-analysis hones in on a very specific point in time when the problem behaviour first shows up. The coach gets a very detailed picture of what happens in the coachee's internal environment, looking at the sequence of events including thoughts, actions, urges and emotions. The micro-chain looks like this:

Coach: I've noticed that when I've made a suggestion you come up with a number of obstacles, which seems to be getting in the way of us moving forward.
Coachee: But those suggestions are just not going to work.
Coach: Yes, that could be true; lots of suggestions don't actually come to anything. I wondered, though, if we can work out what happens at the point that you make that decision. Let's just think back to a moment ago, when I suggested that you could ask your colleague to cover for you. It seemed reasonable as he has offered in the past. What happened when you heard that suggestion?
Coachee: I started thinking that he's also busy, and that he'd want me to repay the favour and that I can't take on any more.
Coach: So your mind immediately went to the cons of asking?
Coachee: Well there aren't really any pros.
Coach: I'm just curious – when you did that list of cons in your mind – did you go on to mentally do a quick list of pros, or were you assuming there wouldn't be any?
Coachee: Well, I didn't actually list any pros, but I don't think there are any.
Coach: It sounds like doing the cons list first was quite convincing?
Coachee: (Sounds dubious) well… yes… but…
Coach: Did anything else happen when you did the list of cons in your mind?
Coachee: I guess I thought that if I accepted the suggestion I'd be committing to actually asking my colleague, and I'd feel embarrassed asking.
Coach: Did the idea of being embarrassed come before you did the list of cons, or after?
Coachee: Maybe the idea was embarrassing and then I listed the cons.
Coach: What effect did that have?
Coachee: Well I felt stressed when I thought it would be embarrassing, but once I'd listed the cons I realised it was a bad idea anyway, and that I wouldn't have to do it, so I felt better.

Continued

Coach: Ok, that makes sense. So first your mind has a guess at what it might feel like to follow through the suggestion? Then if acting on the suggestion would be uncomfortable it goes on to list the cons and skip the pros? And rejecting the suggestion reduces the stress of committing to action before you're ready?
Coachee: Yes, I guess so.
Coach: Thank you, that's really helpful. Let's just think of some solutions that we could use.

Step 3: Identify solutions
A micro-chain may cover a very short period in time, perhaps even a few seconds. During those crucial seconds a number of internal events take place that are maintaining the behaviour. By breaking the events down this way solutions can be identified.

The coach and coachee attempt to create a solution *for every link* in the chain. Because this is often a complex internal event, it is possible that in the heat of the moment the coachee will only be able to attend to one or two links. Some links will slip by as the coachee may not be consciously aware of the links or the links may appear to merge. Therefore, the coach needs to ensure that whichever link the coachee notices he or she will have a more functional response to use (see Table 1).

The solution-analysis can be conducted verbally but it is often more helpful to do this on paper as a collaborative exercise, with the coachee making suggestions for solutions. It may come as a complete surprise to the coachee that a sequence of internal events occurs over such a short time-frame.

Step 4: Rehearse a more functional behaviour
Insight alone is unlikely to produce a sustained change, and a behavioural approach requires a behavioural rehearsal. This helps ingrain the new behaviour in the coachee's repertoire. The key here is to link the new behaviour with the coachee's goals.

Coach: I'm just wondering whether you ever feel like you're not really getting anywhere, like you're going round in circles?
Coachee: Yes, all the time. It's really frustrating.
Coach: And do you think you are quite quick to see the potential drawbacks of taking action?
Coachee: Yes, I can always see how things could work out badly.
Coach: Do you ever have regrets about not taking actions, maybe consider afterwards that it would have been better after all if you had acted on a particular suggestion?
Coachee: Loads of times!
Coach: Then it might be a good idea if we could find a way to not throw out those good suggestions along with the unhelpful suggestions. We might be able to stop that feeling of constantly being stuck.
Coachee: That would be good.
Coach: We have prepared our list of new behaviours (above) and now I'm going to make some suggestions to you and you can follow the plan, ok? Are you ready to write the list?
Coachee: Yes.
Coach: Ok, here's the first suggestion. You could take your incomplete work home with you and do an extra four hours each night.
Coachee: I need access to all the files!
Coach: Would be helpful just to follow the plan?
Coachee: Oh, right. That suggestion's not possible so I'm not going to put it down.
Coach: Ok. You could ring your colleague at home at the weekend and ask for help.
Coachee: Well I do have his number but I could NEVER do that! Erm, but it is technically possible, so I'll put it down, but it would be a 10 for embarrassment.
Coach: Great, now we've got some data. You could just ask your colleague after your Monday meeting. *Continued*

Table 1.

Links in the Chain	Solution for Each Link
Event: Hears suggestion to ask a colleague for cover.	Remind yourself that our first step is just to look at what's practically possible. Notice the urge to evaluate how it might feel and bring your mind back to whether or not it is possible. Write it on a list of possibilities.
Action: Immediately imagines how embarrassing it would be to carry this out.	Give the embarrassment a discomfort-rating out of 10, where 10 would be the most embarrassing thing you've ever had to do. Add the discomfort-rating next to the item on the list. This is more data.
Thought: If I agree that this is a good idea then I'll have to follow through, and it will be embarrassing.	Label this as an erroneous thought. We are still collecting data about options, which is a separate activity to making an action-commitment.
Emotion: Anxiety (stress).	Relax tense muscles in jaw, shoulders. Remind self that this is just the data-collection phase.
Thoughts: Mentally listing the cons of asking for help.	Recognise that listing cons is helpful as it is data. Then go on to spend some time listing the pros. Remind yourself that thinking about pros is not the same as agreeing to do the activity.
Action Urge: To reject the suggestion.	Notice the urge and act opposite (urge-surfing). Use a grounding phrase like 'I am keeping my options open.'
Action: Saying yes... but…	Notice that a suggestion has just been rejected and write it on the list anyway. If you want to you can list it with an asterisk beside it to remind you that you have reservations about it.
Effect: Anxiety (stress) goes down when the suggestion has been rejected.	Notice that your anxiety has gone down because you have avoided looking at something that ultimately could be helpful. Weigh up the long-term effects of avoidance. Would you be willing to experience some anxiety if it got you closer to your goals?

Coachee: Hmm, possible, and maybe less embarrassing, say an 8. But he has another meeting at 11. He's free at lunchtimes though. I feel a bit anxious but I suppose I'm just 'keeping my options open' at this stage?
Coach: Ok. Let's list some pros and cons and then we can generate some more options.

The coach needs to remind the coachee of the new desired behaviour. If the coachee's motivation slips then the coach can go back to linking to goals.

Sometimes the coachee may not be aware of the consequences of the behaviour.

Coach: It seems like you mention your ex-coach quite a lot. I wonder what you were thinking just then when you brought her up again?
Coachee: I was just remembering how she used to tell me some of those things you said.
Coach: So what I was saying reminded you of her and you wanted to share that with me?
Coachee: I hadn't thought of it like that. I suppose I miss her.
Coach: That's perfectly understandable as you had a very good relationship. The problem is that it can be a bit disconcerting for me and if you want the best out of me as a coach would you agree that I need to be focussed on our work together?
Coachee: Yes, of course.
Coach: I wonder whether you'd like to spend some time now talking about what you miss about her. And then we could look at how you might manage that urge to talk about her with me when it crops up again? It is ok to have those thoughts about her, they are entirely appropriate – it might just be a matter of noticing them without mentioning them to me. Or we could make a regular time especially to talk about her. Perhaps we need to satisfy your need to hang onto those memories, with my need to do the best I can to help you now.

The problem described above may also be one defined as a BIG problem on behalf of the practitioner who might decide to do a micro-analysis on his or her own assumptions and internal responses when the coachee makes reference to the previous coach. This problem could be dealt with in supervision where the coach rehearses new internal responses with the help of the supervisor.

Conclusion

Linehan (1993a, 1993b) suggests that being aware of and acting upon in-session behaviour is a fundamental part of facilitating change by giving the practitioner an ideal opportunity to analyse and alter dysfunctional behaviour[2]. In coaching, BIG problems addressed in-session can often have a positive knock-on effect on out-of session behaviour as the coachee applies the new strategies to other similar situations.

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[2] In therapy sometimes the term 'dysfunctional' is used. However, the description of a behaviour or thought as 'dysfunctional' can be perceived as a pejorative term by some clients and coachees. Care is needed with the adaptation of therapeutic techniques or approaches to the field of coaching. In coaching the term 'goal-blocking' or 'performance interfering' are preferred as they are less pejorative than dysfunctional.

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The Special Group in Coaching Psychology
Events Programme

We are pleased to present some of our forthcoming events for 2011.

The events will offer opportunities for further exploration, experiential learning and discussion on topical subjects. They have been carefully selected, through feedback from our members, to support your development in the area of coaching psychology. All workshops combine a blend of theoretical underpinnings with opportunities to experiment with different approaches.

We look forward to welcoming you soon.

27 June: Lucy Ryan will be running a Strengths Based Coaching Masterclass.

Autumn: Professional Practice Day. Details to be announced so do look out for them on the SGCP website.

13 & 14 December: 3rd European Coaching Psychology Conference – look out for details on the SGCP website.

SGCP Peer Practice Groups are located around the UK – there is also a group located in Canada.

We also intend to hold more **evening networking events** during 2011 so watch the website for more details about these and our **peer practice groups**.

Events are regularly advertised through our **website, forum** and **email list**.
If you are not signed up for these, find the details of how to do so at: **www.sgcp.org.uk/join.cfm**

Further details and information will soon be announced on the 'News Page' of the SGCP website on: **www.sgcp.org.uk**.

For booking information please contact: **sgcpevents@bps.org.uk**

Reports section

The Ethics Column

Julie Allan

WE'RE SURROUNDED daily by challenges to our ethical compass. Somewhere or other, you decide where you draw your line.

Scenario: your child is desperate that their birthday gift is the latest plastic-based triumph of marketing. Do you try distraction (Yes, I can see why you'd like that… now, about that visit to the park?), education (You remember darling when you came home from school talking about the horrid raft of plastic in the ocean…?), unadulterated misery (You have to be kidding, it's complete tat, how come I've raised a monster…), or get the gift (no shortage of post hoc rationalisations available for that one). Other choices, as they say, are also available.

What you make of this situation as you read it may depend on factors including whether you are a parent, and your interest or otherwise in what we do with our oil reserves. What you would actually *do* in this situation, which doesn't need you to be a psychologist to appreciate, has a lot to do with emotional responses. Psychology has shown, for example, that initial judgements we make based on something of salience to us will impact our broader view subsequently. This translates into the 'halo' and 'horns' effects in selection, and interesting experiments in which people are shown to appraise a politician's actions based on the politician's affiliation (even if it was made up randomly), and the taste of chicken meat based on what they were told, not necessarily truthfully, about its 'naturally raised' provenance (Huang & Raghunathan, 2011). We back-up our emotionally-based choice with appropriate logical arguments afterwards – usually giving the logical items as the reason for the choice.

It's nice to hope that we're edging towards developing a more rounded capability in discernment, perhaps assisted by psychology's exploration of the value and mechanisms of things we may label as intuition, gut feel, sense, feeling and so forth… and one of the reasons to be cheerful about this is the encouragement to exercise our 'just a minute' muscle. I'm sure the research has other terms for it, but the 'just a minute' muscle, also known as the 'is it just me, or…?' response, is that first inkling of discomfort you can feel when an ethical dilemma is emerging. Stick with it.

If the situations in which you find yourself coaching are not always supportive of this, help is at hand via some of the oldest technology in the book: getting together and testing it out. Individual and group supervision are ways, and so are professional and peer practice groups.

If you haven't tapped in to the peer practice groups yet, give it a go. Derek Ross is the co-ordinator of this nationwide network of peer practice groups, and in December the skill session he offered at December's 1st International Congress of Coaching Psychology was well received. It included discussing a range of topics, many taken from real-life experiences, including client confidentiality, inappropriate use of influencing skills, coaching within our competencies, setting boundaries within the coaching term and conflicts of interest.

The format for doing this is straightforward and something you could do with a group local to you. Do get in touch via the contact given at the end of this article, and check out who is already offering a group in your area – or you could start one. Not only will you and your group benefit, but you can opt in to benefiting the wider community

through taking part in associated research. This research aims to collate themes that emerge as people identify and take remedial action over ethical dilemmas, summarise these, and appropriately develop a knowledge base on dilemmas coaches experience and ways to approach their resolution.

In the meantime, here's a dilemma to think about, from one of the Peer Practice Group leaders. The right answer, as ever, is not stated as this is just the starting point for exploration. However, drawing inspiration from the Inklings Club of days gone by, when Tolkein and contemporaries read aloud and shared their works in progress, let's pay due attention to inklings. If we refine our capacity to work with them, our processes will be more transparent and our coaching the richer.

What would you do if…

You are coaching a senior manager, Peter, in a coaching series arranged through the HR department. The reason he has been offered coaching and you were engaged is that his role has changed (and expanded) significantly following a merger between two organisations, and this is seen as a good way of helping him adjust to the new landscape and set priorities – as well as deal with an increased workload.

You have seen him for three sessions so far. In the most recent one he referred to big arguments with his wife (but didn't want to elaborate) and that he was having trouble sleeping. Most of the session focused on work-related issues.

His immediate line manager, a director of the company, has contacted you. She is concerned about Peter and told you that he has started behaving out of character: ignoring staff in his team; upsetting a client and turning his telephone off for prolonged periods when out of the office.

This director wants to meet you to talk this through, 'particularly as you're a psychologist and all of this has started since you started coaching him.' You think you detect a note of accusation in her voice although she says she wants to work with you to help Peter. What will you do?

Considerations might include:

- What inklings are you aware of? What are you options for testing them?
- What form of contracting took place at the outset?
- What might you say to Peter? To the line manager? To HR?
- How will you use supervision?
- How do you decide if/when to refer to a more clinical or therapeutic practitioner? If you did decide that, how would you do it?

Thanks to Sarah Dale, CPsychol, for this example. It is a provocation for reflective practice and does not constitute advice. Sarah leads the Nottingham-based Peer Practice Group and can be contacted via sarah@creatingfocus.org

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Reference

Huang, S. & Raghunathan, R. (2011). *Too hot to handle: Why denying that feelings matter in decision-making exacerbates instability in preferences. Preliminary draft.* McCombs School of Business, Austin, Texas.

Reports section

The Research Officer's Report

Emma Short

ONE OF THE SGCP's core aims from the very beginning has been to encourage, promote and support the research and study of coaching psychology in diverse personal, organisational and training contexts. As part of this development we have created 'points of entry' for early career researchers and practitioners who are yet to publish their work. One of these is the 'Coaching Psychology in Action' section featured in this publication. We are pleased to publish for the first time two new research outlines from SGCP members. News of a UK Coaching Survey is also presented.

As the SGCP continues to move towards the scientist-practitioner model in order to maximise the credibility of Coaching in psychology and wider social communities we are following the same path trodden by other separate disciplines in psychology – such as organisational and clinical psychologists, in order to do this we need to demonstrate with some rigor how our interventions work and the impact they have.

The SGCP would like to invite you to get involved by expanding the group of coaching psychologists who contribute to this publication and explore how we can help to increase the credibility of our profession through the sharing of scientific and enquiry based practice.

Access to research resources

In order to 'do' good research, there are necessary conditions such as access to literature, historical development and contemporary publications. These can all be offered by electronic journal resources. This is where academics certainly have the advantage with institutional memberships. Do you have access to the resources you need to do research? There may other resources that practitioners are not able to access, whether it be training, networks or memberships. We would be very interested to hear your opinions on this. Please email emma.short@beds.ac.uk if you would like to share your views on whether you have the resources you need to prepare research worthy of publication. We would also welcome your suggestions on how the SGCP could offer help in facilitating access in these areas.

Coaching Psychology in Action

The purpose of the Coaching Psychology in Action section is to encourage practitioners to embrace a scientist practitioner model and to support them in developing their work for publication. The submission form can be found on the SGCP research webpage and is intended to allow you to outline the current development of your research in practice and/or state an interest in sharing progress with the membership. It is also a way of communicating your research intentions and to make a request for collaboration.

The submissions included in this issue include communication from two practitioners conducting doctoral research and the initial research findings in a UK-based coaching survey.

The Coaching Relationship

The primary objective of this research study is to explore the extent of coach agreement to statements on aspects important in forming the coaching relationship, and how the coaching relationship relates to coaching outcome.

The questionnaire will be administered to a proportional stratified sample of approximately 200 coach participants through the media of the SGCP announcement list and the Association for Coaching membership list.

This research forms the quantitative second phase of a mixed-method sequential exploratory study, using a self-administered cross-sectional internet-based questionnaire created for the purpose of the study. The questionnaire, on forming the coaching relationship, is based on themes derived using content analysis of repertory grid interviews conducted with coachees and coaches in the first qualitative phase).

Descriptive analysis, as well as Factor analysis to establish the primary factors important in forming the coaching relationship; and discriminant analysis to examine any key similarities and differences in psychologist and non-psychologist coach groups.

This study seeks to establish whether the primary themes found in phase one of the research of: (i) bond and engagement; (ii) collaboration; and (iii) coach attitudes and characteristics will be supported and expanded in a multivariate sample.

Implications for mutual and individual (particularly coach) responsibilities and roles in the coaching relationship will be discussed.

If you are subscribed to the SGCP email announcement list you will have received an invitation to participate in my research study through the SGCP announcement list earlier this year. However if you were unable to participate then, and would like to now, the link to the research questionnaire is available on my City University webpage http://student.city.ac.uk?~abcn404/

Thank you for your interest in this research study.

Alanna O'Broin
Email: aobroin@btinternet.com.

Understanding of the differences between coaching and counselling

My name is Sarah Baker and I am a PhD student at the University of Bedfordshire researching practitioner's perceptions of the boundaries between counselling and coaching.

My current research study aims to gain a greater understanding of newly-trained coach's awareness and application of the boundaries between coaching and counselling. The information gathered will hopefully offer important insights into current ethical dilemmas experienced by practitioners and may be used in the future to make recommendations for training and best practice.

The study is in two parts. The first part involves completion of a simple questionnaire about the similarities and differences between coaching and counselling. The questionnaire takes approximately 15 to 20 minutes to complete.

If you are interested in participating in the first part of the study, the questionnaire can be accessed at online at: www.surveymonkey.com/s/WDK29QD/thecoachingpsychologist.

The second part of the study entails semi-structured interviews with newly qualified coaches, to gain an in-depth understanding of their beliefs and attitudes towards implementing the boundary between coaching and counselling with clients. The interviews will take up to 30 minutes.

If you are interested in being interviewed for the second part of the study, or would like further details about the research, please contact me at sarah.baker@beds.ac.uk or telephone: 07929 466384.

Thank you for your consideration.

UK Coaching Survey

Finally we would like to report on the coaching census, carried out at the end of 2010. The survey aimed to provide an overview of coaching in the UK in 2010–2011. Dr Jonathan Passmore, University of East London Dr Emma Short, Bedfordshire University and Prof. Stephen Palmer, City University were involved in this project.

We have now completed the data gathering stage and are currently undertaking data analysis. Some of the initial findings follow.

Areas of coaching activity

Health Psychology appears to be a growing area of practice for coaches with 27 per cent of respondents telling us that they would describe themselves as health coaches. However, 56 per cent of respondents told us that they engage in health coaching on occasion.

Qualification, highest level applicable to coaching

Respondents were asked what their highest level qualification was that was relevant to their coaching practice. 10.6 per cent responded that they are Society chartered psychologists, with 9.8 per cent accredited to the HPC or the Society. 60.8 per cent are coaches otherwise accredited. Chartered human resource professional (CIPD) made up 24 per cent of the sample.

Preferred practice model

The responses showed the diversity of practice in the UK, with no particular model adopted by a majority of coaches.

	Per cent
Behavioural	6.9
Cognitive	8.2
Eclectic	16.7
Facilitation	7.3
Goal focused	16.3
Humanistic	4.9
Instructional	.4
Motivational Interviewing	.4
NLP	7.3
Person-centred	20.8
Problem-focused	1.2
Solution-focused	9.0

Medium of coaching delivery

Face-to-face coaching remains the most popular, followed by telephone work. In terms of electronic communication about half of respondents have sometimes used video conferencing, webchat or email.

THE SPECIAL GROUP IN COACHING PSYCHOLOGY

3rd European Coaching Psychology Conference
13th and 14th December 2011

At: City University

The conference showcasing the latest research and developments in Coaching Psychology.

Research Award

Fourth annual research award to recognise the completion of a distinguished research project in Coaching Psychology.

Do you know someone who has made an outstanding contribution to Coaching Psychology?

Have you completed a research project that is worthy of being launched to Coaching Psychologists throughout Europe?

Not only is there the chance to win a £200 prize but more importantly is the recognition of your work in this prestigious arena.

The evidence base underpinning Coaching Psychology practice is growing significantly. The importance that we place on research as a key element informing coaching psychology and coaching practice is reinforced by the creation of our research award. Individuals can nominate themselves to be considered for this award.

Distinguished Contribution Award

Fifth annual lifetime achievement award in recognition of distinguished contribution to Coaching Psychology.

This year we will be considering nominations for this award, which can be made by any member of the SGCP. However, people cannot nominate themselves for this award.

Go to www.sgcp.org.uk NOW to make a nomination.
Deadline for nominations 1st November 2011

For further information about the conference, details about the awards process, and details of previous winners, please see the SGCP website: www.sgcp.org.uk/conference/conference_home.cfm
or email: **sgcpcon@bps.org.uk**.

The 2011 membership fee to join SGCP is £8.50. SGCP membership benefits include membership rates at our events and free copies of the *International Coaching Psychology Review* and *The Coaching Psychologist*. Join now and obtain the discounted conference fee.

Reports section

SGCP Conference Report: Bringing together the coaching psychology community

Jennifer Liston-Smith

A report on the 1st International Congress of Coaching Psychology: SGCP UK Event, 14 and 15 December 2010, hosted by the British Psychological Society Special Group in Coaching Psychology and held at City University, London.

THE British Psychological Society Special Group in Coaching Psychology hosted 280 delegates in London in December, to launch the 1st International Congress of Coaching Psychology, which continues around the world during 2011 and 2012.

The congress arose from collaborations between global coaching psychology bodies in the UK, Australia, Denmark, Ireland, Israel, New Zealand, South Africa, Spain, Sweden and Switzerland.

Further planned events are due to take place globally: May 2011 South Africa/ Southern Hemisphere event; June 2011 Ireland; September 2011 Sweden; October 2011 Spain. 2012 dates to be confirmed include Netherlands – January 2012; Australia & New Zealand – February 2012; Italy – May 2012. Israel and also the Nordic countries are also planning events with dates to be confirmed. Details of on-going international events can be found at: www.coaching-psychologycongress.org

UK event

The UK event covered wide-ranging themes in coaching psychology, including working with complexity and change; wisdom; adult development; leadership; health, well-being, happiness and motivation; diversity and sustainability; coaching psychology models and psychometrics; supervision and corporate case studies.

An award for Distinguished Contribution to Coaching Psychology was presented to Dr Siobhain O'Riordan, with special commendations to Dr Tatiana Bachkirova and Dr Jonathan Passmore.

Keen readers of *The Coaching Psychologist* will know that my report on previous events hosted by the SGCP at this time of year (such as the 1st and 2nd European Coaching Psychology conferences), usually aim to give a detailed overview and make an attempt to draw out some central themes.

I have taken a different approach this time. We seem to live in increasingly complex as well as interconnected times and this event presented a vista of coaching psychology more diverse and certainly more global even than those of the last few years. It would be presumptuous to attempt to 'sum it up'.

Other factors pointed to my different approach: for those who attended, ***delegate access to speaker presentations is now available through the Congress website*** (under UK Presentations in the left-hand menu). Delegates can obtain a reminder of the log-in details from the conference team by emailing: sgcpcon@bps.org.uk.

Also ***filmed sessions from the UK event will appear on the SGCP website during the coming months, where you can already find abstracts of the presentations that will be highlighted:*** www.sgcp.org.uk/sgcp/events/1st-international-congress-of-coaching-psychology-2011$.cfm

There is also a brief video clip capturing impressions from a range of international delegates captured at the end of the conference:
www.youtube.com/watch?v=XIKNY8a-_BQ

In the spirit of hearing it through the voices of others, I have kept out of the way in my report this time. Having invited a number of contacts to submit a paragraph or two with a suggested format on sessions of their choice, I am bringing together here all the responses I received, which follow after the list of contributors.

Keynotes

Dr David Drake: *Attachment theory and coaching: Working at the intersection of neuroscience and narrative.*

Prof. Stephen Palmer: *Health, Wellness and stress coaching: Is it hype or does it work?*

Dr Jonathan Passmore: *Leadership coaching: The state of play and the future to come.*

Dr Alison Whybrow: *Dressing mutton as lamb: Dangers and alternatives.*

Dr Ho Law: *Coaching psychology for diversity.*

Julie Allan: *Important but uncertain matters: (How) Would we coach for wisdom?*

Prof. Alex P. Linley: *Looking forward, looking back: A decade of coaching psychology and positive psychology.*

Peter Zarris: *State of play of coaching and coaching psychology in Australasia.*

Dr Siobhain O'Riordan: *Where are we now? Placing coaching psychology within an international context.*

Prof. David Lane & Dr Michael Cavanagh: *Coaching psychology coming of age – how can we manage in the messy world of complexity?*

Half-day Masterclasses

Peter Zarris & Dr Jo Palermo: *There's more than meets the eye to motivation: Implications for coaching psychology.*

Dr Almuth McDowall: *Adding value or adding jargon? The use of psychometrics in coaching.*

Prof. Robert Bor: *Setting up and developing your coaching practice.*

Dr David Drake: *Four phases of change from an attachment theory perspective.*

Pauline Willis: *Driving organisational success with team coaching.*

Andrew Armatas: *Suggestive techniques in coaching and coaching psychology.*

Prof. David Lane & Dr Michael Cavanagh: *Does your model of coaching psychology meet the demands of complex times within organisations? Some questions to ask yourself to extend your practice.*

Dr Jonathan Passmore & Dr Tim Anstiss: *Integrated coaching: Using motivational interview in your coaching practice.*

Dr Caroline Horner & Dr Alison Whybrow: *The regulation of the coaching industry starts with you and your practice: A framework building masterclass.*

Prof. Alex P. Linley: *The secrets of strengths in goal setting, goal progress, and goal attainment.*

Invited speakers

Anders Myszak: *Coaching psychology: Brainless or not?*

Dr Kristina Gyllensten: *Cognitive coaching: A qualitative investigation.*

Vicky Ellam-Dyson: *Improving employee engagement with rational emotive behaviour coaching for leaders.*

Elouise Leonard Cross: *Developing psychological mindedness in organisational coaches.*

Dr Lisbeth Hurni: *Career coaching in research and practice: The potential of developmental approach.*

Alanna O'Broin: *Exploring qualities and behaviours key to the formation of effective coaching relationships.*

Aletta Odendaal & Anna-Rosa Le Roux: *Towards the development of coaching psychology in South Africa: A stakeholder analysis.*

Sharon Peake: *Telling stories about chaos: A framework for working with career transitions.*

Invited papers

Dr Almuth McDowall: *Magic mirror on the wall, what's the best way to understand feedback of them all?*

Paul O. Olson: *Big Five and group psychology in top teams.*

Case study symposium
Chaired by Dr. Alison Whybrow: *How are organisations using coaching principles and coaching interventions to bring about change?*
Paper 1: Ian Paterson – Ernst and Young.
Paper 2: Rebecca Grace – BSkyB.

Skills workshops
Jennifer Liston Smith: *Highlighting the psychology in corporate maternity coaching: What difference does it make?*
Dr John Rowan: *Personification: The dialogical self in coaching.*
Derek Ross: *A peer practice group experience.*
Nick Edgerton: *Using the SPACE model in cognitive behavioural coaching.*
Dr Indrani Choudhury: *Pacing guided learning in the coaching psychology context using Bloom's taxonomy.*
Bryan McCrae: *How to improve the sales and marketing of your psychology coaching services.*
Dr Tatiana Bachkirova: *Towards being a developmentally-minded coaching supervisor.*
Prof. Stephen Palmer: *Health coaching: A cognitive behavioural approach to health goal achievement.*
Dr Max Blumberg: *Do you know why your clients love you? Using simple measures to find your coaching niche.*
Hugh O'Donovan: *Applying the CRAIC model to the secret life of groups.*

Focused papers sessions:
1. Dr Ole Michael Spaten: *Impact of cognitive coaching psychology on novice psychology student's stress, anxiety and well-being. Introduction.*
2. Lillith Loekken: *Coaching psychology – understanding of design and mixed-method in a Danish study of novice student's outcome and experience with coaching intervention.*
3. Anna Imer: *Impact of coaching psychology on novice psychology student's stress, anxiety and well-being, research results.*

1. Arthur M. Freedman: *The evolution of team coaching methods.*
2. Eric Sandelands: *Action learning: A disciplined approach to team coaching.*
3. H. Skipton Leonard: *The evidence for action learning as a team coaching intervention.*

1. Kieran Duignan: *Coaching about Risks of Enabling at Work (CREW): A case study.*
2. Justine Lutterodt: *The ethical leadership dilemma.*
3. Rachel Ellison: *Seeking to explore and understand self-coaching and its potential impact from an individual client perspective.*

1. Dr Jo Palermo: *What motivates coachees? The role of autonomy support and self determination in the coaching process.*
2. Dr Sharon Toker & Ofer Atad: *Unfolding the intention-behaviour gap: Applying the Health Action Process Approach model to coaching psychology.*
3. Sarah Dale & Haley Lancaster: *Peer evaluation in a coaching setting.*

1. Sally Gritten: *Human systems dynamics as it applies to coaching.*
2. Gillian Hyde: *Does your dark side fit? An analysis of differential dark sides across industry sectors; findings from 10 years of data and their implications for coaching.*

1. Alan Bond & Dr Nicola Naughton: *The role of coaching in leadership transitions in organisations.*
2. Dr Laura Crawshaw: *Coaching abrasive leaders: An emerging and essential speciality.*
3. Helen Parker: *The impact of personality on managers' leadership performance, perspective taking and well-being during a longitudinal coaching intervention study.*

1. Dr Dasha Grajfoner: *Using evidence-based cognitive behavioural coaching to facilitate successful gender transition: Goal setting and pre- and post-intervention measures of mental well-being.*
2. Mongezi Makhalima: *Experiences in executive coach/coachee matching – a South African case study.*
3. Nikki DiGiovanni & Dr Ho Law: *Macro coaching – empowering sustainable relevant transpersonal change.*

1. Dr Emma Short & Sarah Baker: *Using peer coaching to enhance resilience: Promoting well-being and lifelong learning in students.*
2. Dr Catherine Steele & Jane Arthur: *Teaching coaching psychology to undergraduates – benefits and challenges.*
3. Ana Elisa Segato Silveira & Jose Carlos Zanelli: *Competences required in the training of executive coaches.*

1. Dr Ho Law: *The story of narrative coaching psychology – its development and practice.*
2. Prof. Dr Reinhard Stelter: *Narrative collaborative group coaching – intervention and first results from both a randomised control and qualitative study.*
3. Emma Donaldson-Feilder: *Coaches and the 'third wave' of cognitive approaches – are we keeping up?*

1. Dr Simon Lutterbie: *Happiness in the time of recession: Coaching happiness helps employees weather difficult times.*
2. Ebbe Lavendt: *Positive psychology coaching – using research in coaching practice.*
3. Ulrika Hultgren: *Can cognitive behavioural coaching and online computerised solution-focused coaching reduce or prevent stress, anxiety, depression and increase satisfaction with life and well-being?*

1.Karen Moore: *The three effectiveness factor model in coaching: How does emotional intelligence relate?*
2. Dr Rainer Kurz: *Coaching with Saville Consulting Wave: Balancing dark and bright sides.*

World Café

Interactive session with group discussions and panel debates, supported by Dr Siobhain O'Riordan, Dr Alison Whybrow and Haley Lancaster.

Poster presentations

Guidelines for the industrial and organisational psychologist in the practice of organisational coaching
Dr. Silvana Dini, Coach Psychologist, Freelance Senior Consultant, Italy.
Dr Grazia Paolino Geiger, PCC Certified Coach Psychologist, Senior freelance Consultant, Italy.
Dr A. Rosicarelli, Psychologist, HR Specialist at Merck Serono, Italy.
Dr Ida Sirolli, Psychologist, HR Senior Professional at Telecom Italia, Italy.

Executive Coaching (EC) – studies in the Portuguese and English organisational context
Mara Correia, C.Psychol, University of Évora; Prof. Nuno Santos, University of Évora; Dr Jonathan Passmore, University of East London.

Animal-assisted coaching: A new area of animal-assisted interventions
Dr Dasha Grajfoner, C.Psychol MSCP Accred, Lecturer in Psychology, Edinburgh Napier University, Edinburgh; Honorary Lecturer in Coaching Psychology at Heriot Watt University, Edinburgh; Visiting Lecturer in Psychology at the University of Maribor, Slovenia.

Coaching for learning: Exploring coaching psychology in enquiry-based learning and development of positive learning dispositions.
Qing Wang, PhD, MPhil, Graduate School of Education, University of Bristol.

Focuses of coaching for Russian CEOs.
Elena Mandrikova, PhD, Higher School of Economics, Moscow, Russia

Loneliness in leadership. A personal way towards coaching.
Simone Cheli, C.Psychol & Francesco Velicogna, Institute of Constructivist Psychology, Padua, Italy.

Project Icon: Integrative coaching inside organisational networks.
Simone Cheli, C.Psychol; Massimo Giliberto, Institute of Constructivist Psychology, Padua, Italy; Giuseppe Nisi, SIT Consulting, Rome, Italy.

A study into the efficacy of using a cognitive behavioural coaching programme to facilitate healthy lifestyle changes in participants with hypertension.
Stuart Rose, C.Psychol Supervisors: Prof. S. Palmer, PhD C.Psychol, Dr S. O'Riordan C.Psychol; Coaching Psychology Unit, City University, London.

Job coaching at the Swedish Public Employment Service.
Dr Gunne Grankvist, Assoc Prof. Psychology, University West, Sweden.

How HR professionals perceive executive coaching – an exploratory study in Romania.
Lucia Ratiu, PhD student & Prof. Adrianna Baban, Babes-Bolyai University, Romania.

Values and internal coaches' belief in coaching.
Roger Holmberg & Gunne Grankvist; University West, Sweden.

After-dinner speaker
Tomas Chamorro-Premuzic: *Can we coach entrepreneurship?*

The delegate experience
Sarah Dale:
David Drake's keynote presentation, *Attachment theory and coaching: working at the intersection of neuroscience and narrative*, was a fascinating look at how both we and our clients may be influenced by our early experiences – and how we tell the story of those early experiences. Recognising that often strong emotions such as fear or love drive our behaviour more than we might like to admit (especially in corporate environments), he outlined a model mapping our model of self against our model of other people. This was used to explore how we might acknowledge and work with our own default strategies (especially when we are under stress) in our work with clients. Amongst wry nods of recognition in the audience as we considered our own family situations, the presentation was a reassuring one overall – given none of us grow up in a vacuum, our awareness of how our experiences (and stories) might affect us can help us to be better coaches for others.

Philippa Hain:
Peter Zarris and Dr Jo Palermo, *There's more than meets the eye to motivation: Implications for coaching psychology*, was an interactive masterclass which explored why we pursue goals and the motivation we have and explored both current research and some practical examples to bring this to life.

Josephine drew on both self-determination theory and regulatory focus theory to bring to life the examples of how we are motivated and the implications for coaching psychology. Research is currently being conducted by CALM at Deakin University which is showing that those coaches who are more adaptive (and aware of how people regulate themselves and how they are motivated) can help coachees increase their determination and intrinsic motivation. Peter gave us two case studies to contemplate at the end which were both good examples of differently motivated and driven individuals where we could try and match some of the learning.

Yvonne McAdam:
Prof. Robert Bor: *Setting up and developing your coaching practice.* Robert gave an engaging and highly informative presentation on the setting up and development of a coaching business. Despite being focused on those in the early stages of setting up a private practice, Robert's thorough run through of considerations served as a reassuring 'check list' to those of us who have been set up for a while and gave a few pointers on important subject areas such as the legal implications of the data protection act.

Dr Jonathan Passmore and Dr Tim Anstiss: *Integrated coaching: Using motivational interview in your coaching practice.* Unfortunately Jonathan Passmore was unable to co-present. Tim gave a clear and in-depth exploration into motivational interview and its uses. Delegates were particularly interested in examples of motivational interview being used in practice both on a film clip and live with one of the delegates. Although motivational interview is currently used successfully in some settings, it was felt its potential is as yet un-tapped in many areas of business and personal life.

Sarah Dale:

Prof. David Lane and Dr Michael Cavanagh: *Does your model of coaching psychology meet the demands of complex times within organisations? Some questions to ask yourself to extend your practice.* David Lane and Michael Cavanagh's masterclass on *The Reflective Practitioner: Building a compelling coaching model for a complex world* was music to my ears. Recognising that as coaches and psychologists we operate (as do our clients) in complex times and situations means that there is no 'quick fix' or 'right' model to coach by and the engaging facilitators made a point of saying that they were not going to tell us how to coach. By interesting and imaginative exercises, we explored our own purpose as coaching psychologists and looked at our underlying perspectives: personal, interpersonal and systemic. This gave a framework for some deep reflection on my own coaching approach and plenty of pointers to ideas and references to follow up later. It also meant that we were able to go beyond the rhetoric of 'a focus on quality conversations' to explore what this really meant in our own coaching practice. David and Michael's experience and expertise came through in a relaxed and thoughtful way and with plenty of humour. Inspiring stuff!

Alanna O'Broin:

Dr Caroline Horner and Dr Alison Whybrow: *The regulation of the coaching industry starts with you and your practice: A framework building masterclass.* With a background of increasing use of internal coaching resources, and in the belief that who we are is how we coach, this masterclass, led by Dr Alison Whybrow and Dr Caroline Horner, encouraged us as coaching psychologists and coaches to both define and communicate to coachees and coaching buyers what good coaching looks like.

Delegates were able to explore and re-evaluate their personal coaching model, using practical pair and group exercises facilitating sharing and reflection on personal values and philosophies of coaching and life, and reviewing how effectively these translate across to our personal definitions of coaching and coaching framework.

Philippa Hain:

Prof. Alex P. Linley: *The secrets of strengths in goal setting, goal progress, and goal attainment.* Alex ran a very informative and practical masterclass on day two of the Congress in which we explored how to use both realised and unrealised strengths in the setting and achievement of goals.

Alex drew on research which is being done both within CAPP (Centre for Applied Positive Psychology) and in other areas which showed that we are now gaining a common language in which to be able to talk about strengths with clients and organisations and how when clients are using strengths in goal attainment they can achieve very productive results. Alex introduced us to the 4M model of Development from the Realise2 programme and covered how to:

- Maximise unrealised strengths.
- Marshall realised strengths.
- Minimise weaknesses.
- Moderate learned behaviours.

Everyone attending the masterclass was given the opportunity to work through this process on a common goal and see the

power of exploring getting what we want though using our strengths.

Alex gave us some useful questions to think about and respond to and the audience involvement was high – each person went away having had the opportunity to have considered their own goals, coached other members of the group and given a pledge to do something following the programme.

Judit Varkonyi-Sepp:
Jennifer Liston-Smith: *Highlighting the psychology in corporate maternity coaching: What difference does it make?* The session facilitated a very interesting and engaging discussion on maternity and paternity coaching, on how organisations perceive this transition in the lives of their workforce and the different organisational practices in parental coaching. This is a very timely debate area in the lights of legislative changes for working parents (length of maternity leave, paternity leave, flexible working). Interesting points were also to acknowledge identity change of new fathers and that several periods of family life, for example, starting school, having teenagers or children leaving home present similar major transitions in the individual's roles and identity as becoming a new parent. Acknowledging these changes and providing work-place support, employers may harvest the benefit of these enriching life experiences of their staff.

Derek Ross: *A peer practice group experience.* Derek is the co-ordinator of the SGCP nationwide network of peer practice groups and provided a practical experience skill session to illustrate a possible group meeting focusing on ethical dilemmas coaching psychologists might face in their practice. Many practical questions emerged that the audience immediately related to and feedback on the session's direct benefit on informing their practices was very motivating. We also discussed how Society members can join the peer practice groups, a selection of the peer practice group working methods and the vision for how the network will grow and support its members in the future.

Tatiana Bachkirova: *Towards being a developmentally minded coaching supervisor.* This session presented the coaching relationship from the developmental aspect of both the coach and the coachee. Although the theory sprang from Tatiana's work in supervision, the same approach is applicable to the coaching relationship. It builds on the individual's developmental stage and recognises that there are different needs in each of these stages. Consequently, coaching methods, the focus of the coaching work, the challenges and dilemmas are also different. I find it very important to recognise this and to evaluate both the coach's and the coachee's developmental stage in the early phase of the coaching relationship to form a more informed collaboration. Such an assessment of both parties in this relationship could provide a developmentally tailored approach and might lead to increased success in goal achievement, attainment and facilitating individual development within the frames of the coaching partnership.

Nigel Sargent:
Focused paper session: Arthur M. Freedman: *The evolution of team coaching methods*; Eric Sandelands: *Action learning: A disciplined approach to team coaching*; H. Skipton Leonard: *The evidence for action learning as a team coaching intervention.*
Three speakers from The World Institute of Action Learning came together to give a highly practical presentation on how to apply this evidence-based process when coaching teams.

Dr Arthur Freedman started the session by presenting the evolution of team coaching methods. He traced the innovation in team development processes and explained how Action Learning has transformed team-building interventions. He was followed by Dr Eric Sandelands speaking on

a disciplined approach to team coaching using Action Learning. Eric's discussion on the six elements of the disciplined model of Action Learning gave depth and insight to the presentation.

Dr Skipton Leonard concluded the session by presenting the evidence of Action Learning as a team coaching intervention. The paper drew upon results from 21 different articles, theses and dissertations, quantitatively and qualitatively measuring the impacts of Action Learning on team coaching.

As a relative novice to Action Learning, I came away with a clear vision on how I can introduce it into my practice. I was encouraged by this explanation from Dr Skipton Leonard: 'The core thing is to get people asking great questions. It's really very simple – statements follow questions and the coach intervenes when there's an opportunity to learn.

Your response

How does all this strike you? A really desirable outcome to your reading this (from the SGCP's point of view) would be that you start a discussion on the SGCP LinkedIn Group or Facebook page, drawing on the conference themes or with ideas for future events.

And, of course, that you engage with all the online material on the SCGP and Congress sites notes in the introduction above, to discover more about the session that were not covered here in detail.

By all means also let me know how you responded to this report. Did you miss my usual attempt to flesh it out? Were you relieved that I didn't?

Please note: The comments in this report represent the views and experience of the author and those volunteers who assisted by making notes. Much other valuable learning and contribution took place. Specific conference papers are expected to appear in *The Coaching Psychologist* or in the *International Coaching Psychology Review* in the future. If there are contributors to this conference who have not currently made plans to offer a paper to *The Coaching Psychologist*, they are invited to contact the Editor.

Acknowledgment

The following people enabled this report to happen by submitting reports on some of the conference sessions they attended. I am very grateful for their spirit of generosity and professionalism: Sarah Dale, Philippa Hain, Yvonne McAdam, Alanna O'Broin, Nigel Sargent and Judit Varkonyi-Sepp.

Feedback on this report would be welcome to: jennifer@liston-smith.com

Jennifer Liston-Smith, MA(Oxon), MSc, FRSA.
SGCP Conference & Event Reporting Editor, Co-Chair SGCP Publications & Communications Sub-Committee.

Special Group in Coaching Psychology

The British Psychological Society

SGCP 3rd European Coaching Psychology Conference

13th and 14th December 2011

City University, London, UK

In the spirit of continuing to bring together the growing coaching psychology community, to enable sharing and learning from each other, the SGCP is delighted to announce the 3rd European Coaching Psychology Conference.

The theme of the conference is ***Innovation in Coaching Psychology***. Thus encompassing opportunities for us to consider how this discipline can develop, be introduced to new approaches, evaluate novel ideas for ways in which to use current approaches and models, and reflect on how it can be shaped for practitioners and clients. We will also have the opportunity to hear from different organisations as they share their stories of using coaching psychology in house

This is an event for those that are interested in or currently using coaching psychology in their practice, and those who wish to learn more about how they can benefit from coaching psychology for themselves or their organisations.

For details of the conference programme and how to register visit the SGCP Conference website.

www.sgcp.org.uk

Reports section

World Café discussion

Alison Whybrow, Siobhain O'Riordan, Haley Lancaster

A report of a discussion which took place at the 1st International Congress of Coaching Psychology, City University London, on 15 December 2010.

INTENDED to stimulate debate about Coaching Psychology at a global level, a world café style session was held on the second day of the 1st International Congress of Coaching Psychology in London. Five invited panel members offered a brief provocation to an international audience on the topic of the development of coaching psychology across the globe. About 30 participants debated, discussed and shared their responses. The invited panel members included Peter Zarris, Siobhain O'Riordan, Aletta Odendaal, Arthur M. Freedman and Per-Olof Eriksson.

Peter Zarris is the National Convener of the Interest Group in Coaching Psychology which is part of the Australian Psychological Society. In Australia, coaching and coaching psychology has become increasingly important in the personal and professional lives of people throughout the country. Peter holds a strong belief that moving coaching psychology to the realm of a profession is paramount.

Siobhain O'Riordan is the Chair of the Society for Coaching Psychology (SCP). The SCP is an international professional membership body that encourages the theory, research and practice in coaching psychology and supports coaching psychologists in their work around the globe. Well connected to existing, and emerging coaching psychology bodies, Siobhain has a good view of global developments.

Aletta Odendall, based in South Africa, is the co-convener of the South African Steering Committee who are hosting the 1st International Congress of Coaching Psychology in Johannesburg in May 2011. A past President of the Society for Industrial and Organisational Psychology of South Africa (SIOPSA), Aletta has made a strong professional contribution to the field, as well as being an experienced practitioner.

Arthur Freedman is an organisation development and change scholar-practitioner. In his capacity as a consulting organisational psychologist, Dr Freedman has consulted with government, non-profit, and commercial organisations throughout North America as well as Estonia, Latvia, Lithuania, Sweden, Germany, Russia, Vietnam, Singapore, Nigeria and Zimbabwe. He is a Fellow in the Society of Consulting Psychology (Division 13, American Psychological Association) and a Fellow of International Psychology (Division 52, American Psychological Association). He is also a Past President of the Society of Psychologists in Management.

Per-Olof Eriksson initiated Sweden's first academic course in coaching in co-operation with Stockholm University. Parallel to this he was a teacher and a tutor at the Department of Psychology, The Nordic Retail College and The Karolinska Institute. He is also a well known columnist and conference speaker. In recent years he has been more and more involved in establishing coaching psychology in Sweden. He has initiated the Swedish group Coaching Psychologist and has been busy establishing contact with fellow practitioners, researchers and other coaching psychology bodies throughout the world. He is also on the steering committee of 1st International Congress of Coaching Psychology.

The shape of the entire International Congress event emerged from a desire to promote dialogue and debate about coaching psychology at a global level. The development of coaching psychology as an area of research and professional practice has been growing since 2001 with the set up of the Interest Group in Coaching Psychology and there has been a strongly collaborative and inclusive approach.

In moving forward, there are some fundamental questions that might be asked, for example:

- **Why is it important to promote coaching psychology across the world?** What is the purpose, what is the need and what is the benefit of doing so, not only for coaching psychology but for the recipients and users of the theory and research base of Coaching psychology, and importantly, the recipients of Coaching Psychology in practice.
- **What is the global view of coaching psychology?** Different national professional bodies have linked, but are there different aims, objectives and an understanding of coaching psychology? What is the global picture, what are the areas of difference, how are the different bodies similar?
- **What do we need to do as individuals and as a profession?** Given this context and understanding, how can we move forward as individual practitioners and as individual professional bodies? What steps are best taken together at a global level (if any)?

Becoming more aware of what we are doing now will provide us with more choice about how we move from this point. The world café event was aimed at starting the discussion with a view to continuing the discussion as an ongoing dialogue around the globe that all could contribute to. Each Congress event provides a focus for drawing together the threads of the discussion, adding to, and continued dialogue and sharing.

The questions

Each speaker was given a few minutes to introduce their views and provocation, which took the form of a question to the audience.

- What is required for us being leaders in a global context?
- How do we stop 'wild west' coaching?
- How do legitimate coaches establish legitimacy and credibility?
- How do we ensure accreditation is standard across the globe?
- What is our greatest strength as a global coaching psychology community?

The café

Table groups were each given a question and asked to discuss it at the table, with marker pens and a paper table cloth available for recording their conversation. There were five groups arranged around five tables. Round 1 of the conversation was followed by Round 2, in which a host remained at their original table and other members travelled to continue a conversation at another table. Timing permitted just two rounds of the conversation, following which groups summarised in plenary what has been discussed at each table. The invited panel members were integrated into the tables, however, they were required to share in the debate of a different question to the one that they personally had raised.

The Appendix gives a summary of table cloth comments for each question. Here we have synthesised the table responses.

How do we ensure accreditation is standard across the globe? Well, you have to start somewhere (draw a line in the sand?). There is a difference between clinical psychology and business psychology between the ideas of pathology and a positive/flourishing view in relation to standards. Drawing a line in the sand may exclude non-psychologists. Look upon things from a global perspective… now we already have: Registered; Chartered; Certification; Coaching Psychology Competences; Core Standards –

all of which to build from. What attention do we need to pay to cultural anthropology? Which parts translate globally? Which parts remain culturally specific? 'think globally, act locally'. Some concerns were raised to be wary of, including that coaching psychology could get caught in a spiral of introspection, creating more standards, to look better. It was important not to become over professionalised. A major thrust around accreditation is required acknowledging the value of coaching psychology.

What is required for us being leaders in a global context? Bringing the global context to the fore, creating standards for research, publications, education and collaboration. Co-operation between international bodies is important. The development of a Global Leadership Model was suggested, outlining key issues to focus on – who is engaging? Getting the message out there, communicating, marketing, education – what is our visibility, some don't know we're there. What is the value proposition? What are the issues we agree on? As part of this table discussion, the importance of defining a meaningful level of global accreditation was raised and the importance of good research, publishing and education was emphasised. Perhaps a role for in international steering group once the 1st Congress event had drawn to a close.

How do we stop 'wild west' coaching? Why bother and do we have to stop it? Are we being arrogant assuming it's our role to stop it? Is there a risk of being too restrictive, perhaps too much professionalism? What is the value in the open market? Would an approved code from 'government' help? How can professional bodies play a role in educating clients what good looks like and what to avoid? What are the standards of competence needed?

How do legitimate coaches establish credibility and visibility? Through our personal credibility, we are experienced in the specific context, we have qualifications and membership of a professional body. Psychologists practice is underpinned by research. From another perspective, does the term 'psychologist' undermine credibility? Who do we want to be credible to? Are we seen as commercial? How visible are we? What marketing and PR is needed to create visibility? Does 'psychologist' undermine or are psychologists seen as legitimate players?

What is our greatest strength as a global coaching psychology community? Working together is a great strength that we have – this 1st Congress is evidence of that. The rigor and evidence base that we build our practice on. That there is an emerging tertiary education based coaching psychology platform (university-based coaching psychology units now exist in the UK, Australia and Denmark with others in development). We have the *International Coaching Psychology Review* – a peer-reviewed publication that is growing, this can be used to inform global practice. We set very high professional standards. We have the *Handbook of Coaching Psychology*, outlining some core ideas. Our practice is underpinned by ethics and professional standards/conduct. We are developing international levels of accreditation with the Society for Coaching Psychology. The capability of our more established partners and professional bodies is being used to break open coaching psychology in emerging regions. We are developing the international exchange of ideas.

Looking across these responses, some themes emerge. Perhaps one of the first things that stands out is that we have a lot of strengths to build upon. There are some core areas of common concern, research, theoretical underpinnings and standards of practice. An aspect raised in relation to standards was that we could become introspective and the importance of the marketing, PR and developing a credible voice for coaching psychology was equally important. As things emerge, an important balance is to

be managed to lead this important area of psychological practice forward.

Thank you all who participated.

The themes from this conversation will continue through the 1st International Congress of Coaching Psychology with the next meeting place in South Africa on the 26 and 27 May 2011.

The Congress itself will continue to be hosted in a number of locations throughout 2011 with the key aim of bringing the coaching psychology community together around the globe.

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Appendix: Summary of table cloth comments for each question

The frame for the world café discussion was:

- Why is it important to promote CP across the world?
- What is the global view of CP?
- What do we need to do as individuals and as a profession?

The panel provided a brief introduction to their view of these questions and then posed a question of their own for discussion:

1. What is required for us being leaders in a global context?

- Co-operation between international bodies
  Bringing various bodies up to an agreed standard
  International Steering Group
- Global leadership engagement model
  Communication Strategy
  Marketing/PR/Educational Information
  Value prop
  Agreed issues
  Who are we engaging with?
- Global Accreditation
  SOC/SCP?
- Research; Publish; Educate (distance learning/multimedia)

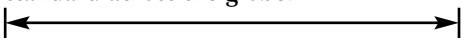
2. How do we stop 'wild west' coaching?

- Why bother?
  Do we have to stop it?
  Arrogance?
  Risk of being too restrictive
  Risk of too much professionalisation?
  Open market
- An approved code from government
- Educate client to look for certain things
- Standards of competence

3. How do legitimate coaches establish credibility and visibility?

- Credibility
  Context specific experience
  Qualification
  Research (evidence informed)
  Membership of professional body
  Field
  Organisation
  To Coachee
  Does 'psychologist' undermine?
- Visibility
  PR
  Marketing
  = commercial

4. **How do we ensure that accreditation is standard across the globe?**



You have to start somewhere (draw a line in the sand?)
Clinical vs. business
Pathology Positive/Flourish

Are we in danger of excluding non-psychologists?

Look upon things from a global perspective … now!
Registered; Chartered; Certification; Competences; Core Standards

Cultural Anthropology

- Which parts translate globally?
- Which parts remain culturally specific? 'think globally, act locally'

5. **What is our greatest strength as a global coaching psychology community?**

- Working together (1st Congress!)
- Rigour and evidence
- University-based coaching psychology units (UK, Australia, Denmark)
- *International Coaching Psychology Review* – peer-reviewed and growing – can inform global practice
- Set very high professional standards
- *Handbook of Coaching Psychology*
- Underpinned by ethics and professional standards/conduct
- International accreditation with SCP
- Using the capability of our more established partners to break open coaching psychology in emerging regions
- International exchange of ideas
- One global voice … Zeina … cross cultural work.

In sum, all questions ended in a similar vain – let's work together across the globe now to lead the field in professional standards and for our clients/coachees.

Book Review

Developmental Coaching: Life Transitions and Generational Perspectives
Stephen Palmer & Sheila Panchal (Eds.)
Routledge, Essential Coaching Skills and Knowledge Series.
240 pages, paperback. ISBN: 978-0-415-47359-0. £16.99

Reviewed by Dr Dasha Grajfoner

THE BOOK *Developmental Coaching*, edited by Stephen Palmer and Sheila Panchal, addresses coaching within a developmental context focusing on change, transitions, generational issues, strength coaching (Park et al., 2004) and positive psychology (Seligman et al., 2005). Erikson's developmental theory (Erikson, 1950, 1959), together with cognitive behavioural coaching techniques, to varying degrees underpin most chapters.

The book is divided into two parts: Transitions and turning points, and Themes and applications. The first part consists of six chapters addressing generational cohorts and life transition in educational and work environments. Each chapter opens with an evidence-based literature review, followed by case studies and concluding with discussion points or questions. The second part is divided into two chapters on the application of positive psychology, and generational theory in the workplace.

The opening chapter, by Stephen Palmer and Sheila Panchal, introduces the area and discusses generational and social factors. The values of the contemporary consumer society favour 'having' rather than 'being'. The authors argue that coaching and positive psychology (Linley et al., 2006) help with refocusing on more existential issues of identity (who am I?) and purpose (why am I?). These questions are approached differently depending upon the stage of life transition. The chapter provides a good introduction to the topic, however, existentialism and personal construct theory (Kelly, 1955) could also be drawn upon for a more integrative argument.

Chapter 2, by Jenny Fox Eades, is a refreshing article on coaching school children utilising psychodynamic theory, positive psychology, anthropology and story telling. The author describes her own project on working with children to cope with life changes. She suggests rituals (p.32) and story telling: strength-based, uplifting and positive psychology related tools that will prime children for their future behaviour. The author also suggests introducing school coaches to schools. This new role would represent an additional positive support. An interesting proposition, which would benefit from discussion on the role of the school coach and the educational psychologist. Additional research evidence from social learning theory would further enhance this promising work.

In Chapter 3, Angela Puri concentrates upon physical changes; and a stronger sense of identity and purpose in life, as some of issues relevant to coaching teenagers. To deal with these transitional and adaptational issues she suggests that cognitive behavioural therapy and coaching prevent the occurrence of anxiety and depression. It would be interesting to get more information on evaluation of using cognitive behavioural approach. Coaching and mentoring via online social networking are suggested as valuable interactive channels for teenagers. Further discussion on social media paired with explicit connection between teenage issues, self identity and coaching would also be an interesting addition to this chapter.

Sheila Panchal writes a well-structured chapter on transitions during one's 20s and 30s. The chapter is well supported with

research evidence, focused and relevant to the title of the book. The author describes change, challenge and choice as a potential source of stress in generation 'y'. While transitional issues for individuals in their 20s concern mostly job and career changes, people in their 30s refocus on existential work-related questions: 'Is this good or satisfactory for me'. In one's early 20s relationships are being re-evaluated. Transitions from well-structured educational environments to organisational work environments require establishing new relationships. Panchal recommends problem solving coaching and the combination of psychometrics, positive psychology and goal setting with the purpose of raising self awareness, gaining perspective and embracing the changes. The case studies demonstrate individual and group coaching.

In Chapter 5, Jennifer Liston-Smith describes the role of coaching in transition to parenthood: before and after giving birth, and on returning to work. Becoming a parent modifies values and self-identity and has transferable personal development benefits: increased community awareness, multitasking and empathy. Cognitive behavioural coaching and elements of positive psychology have been used to address perfectionism on returning to work and staying goal focused. This chapter provides useful information on parenthood, however, it would benefit from a clear demonstration of the correlation between coaching issues and the chosen coaching approach (CBC). It would also be interesting to include information on parental coaching within a cross-cultural context and with non-traditional families.

Chapter 6, by Emma Donaldson-Feilder and Sheila Panchal on coaching in modern midlife, stands out for its clarity, coherent structure, relevance to coaching and informative literature review. It offers a good overview of work and personal issues in midlife: deep identity questioning and abandoning collective identity; and relationship and circumstantial changes. Facilitating achievement, personal growth, exploration of values and health coaching are just some of coaching interventions at this life stage, which can normalise transitions and changes.

In Chapter 7, Siobhain O'Riordan presents a well structured, academically strong article on retirement coaching with a comprehensive overview and balance of theories and practice. Retirement is described as an event bringing about profound personal, psychosocial and economic changes. Factors described as relevant for transition into retirement are: relationships and family, health, finances, work, career and physical changes. Suggested coaching methods are: cognitive behavioural approach, positive psychology, motivation, goal setting and solution focused.

In Chapter 8, Alex P. Linley, Robert Biswas-Diener and Emma Trenier describe the role of positive psychology and strength coaching in transition through redundancy. Raising awareness, self-identity and hope is crucial for overcoming the anxieties about the future. Thinking about the future, however, is not a unique human capacity, as the authors would suggest (Griffin, 1992). The chapter goes on to describe life transitions, strengths identifications and pathways mapping as three stages of transition coaching. The main goals of the coaching interventions are, therefore, to focus on options (pathways) or self-confidence/efficacy (agency) (Bandura & Locke, 2003; Bandura, 1991; Anderson et al., 2008). Coaching strategies include depersonalisation, happiness mosaic, work-life narrative, focus on control, gratitude and strength identification. The methods integrate into tools for rebuilding of self-identity. An interesting chapter that could benefit from further exploration of the relationship between values and strengths.

Ben Green and Helen Williams, in Chapter 9, adopt a generational perspective to discuss four generational categories within the workplace: veterans, baby boomers, generations x and y. The authors

provide comprehensive description of differences in values, motivational factors and communication/interactive preferences within and between these generational cohorts. This informative chapter would further benefit from exploring potential coaching issues specific to described cohorts and discussion on generational vs. individual differences within an organisation.

To summarise, the nine chapters of the book explore three facets of developmental coaching: life transitions, generational perspectives and positive growth (p.3).

Most of the limitations are acknowledged by the editors in their Final Reflections: inconsistencies in available research evidence, limitations of generational approach, disregard of individual differences and the absence of reporting cross-cultural work. Furthermore, the book helps to identify unexplored areas: motivation in developmental coaching, equality and diversity in life transitions and generational theory. Finally, including other theoretical frameworks, for example, phenomenological and constructivist models would add to the integrity of the book.

In conclusion, with its good structure, interesting theoretical and practical information and thought-provoking discussion points, the book provides guidance and reference points for practitioners and academics interested in career and executive developmental coaching.

Dr Dasha Grajfoner

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Notes for Contributors

The Coaching Psychologist

Contributions on all aspects of research, theory, practice and case studies in the arena of coaching psychology are welcome. Manuscripts of approximately 3000 words excluding references, which may be extended with the permission of the Editor, should be typewritten and include the author's name, address and contact details. All submissions must include an abstract and keywords. Included should also be a statement stipulating that the paper is not under consideration elsewhere. Please note, contributors will be required to complete an assignment of copyright form. All submissions, including book reviews should be mailed to the Editor, siobhain.oriordan@btinternet.com.

- Authors of all submissions should follow the British PsychologicalSociety's guidelines for the use of non-sexist language and all references must be presented in APA style (see the *Code of Conduct, Ethical Principles and Guidelines*, and the *Style Guide*, both available from the British Psychological Society).

- Articles will generally be read by the Editor and independently reviewed by two independent referees. In addition, the Editor and the Consulting Editors reserve the right to reject submissions that are deemed as unsuitable for *The Coaching Psychologist*.

- Graphs, diagrams, etc., should be in camera-ready form and must have titles. Written permission should be obtained by the author for the reproduction of tables, diagrams, etc., taken from other sources.

- Proofs of papers will be sent to authors for correction of typesetting errors, and will need to be returned promptly.

- Deadlines for all submissions:

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