

8TH INTERNATIONAL CONGRESS OF COACHING PSYCHOLOGY
'POSITIVE & COACHING PSYCHOLOGY'
Enhancing Resilience, Performance & Health

Poster Presentation Abstracts

Posters will be shown during Day 2 of the conference. Poster presenters will be with their posters during the breaks.

What role does psychology play in a coaching supervision relationship, within an organisational context? Some results and themes, from a systematic literature review

ALAN WINGROVE

Time Travel of Emotions

DOTTIE WOODS

Coaching Character Strengths and Mindfulness for Achieving Flow in Tennis Performance

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Development and Validation of the Growth Orientation Scale

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Vulnerability & Leadership: exploring the influence of gender, environment and psychological processes on leaders' willingness to show vulnerability.

JENNIFER MARTIN

The Effects of Coaching Program on Enhancing Proactive Personality for College Freshmen

JINKOOK TAK

This study was intended to describe the history of coaching psychology movement in Korea

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Health coaching in older adult patients with type 2 diabetes mellitus.

JOANNA SUŁKOWSKA

The Effect of Career Coaching Program on Career Indecision Level and School Adaptation of Potential School Dropout Crisis Adolescents

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Water-Based Intervention Model with Coaching Psychology Approach to Control Anxiety: A Preliminary Study with Brazilian Immigrants in the United States

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A meta-analysis of the relationship between coaching leadership and organizational effectiveness in Korea

MIHWA JANG

Hope for the Seriously Ill: Is Snyder's Hope Theory an effective lens through which to generate hope in coaches with a medical illness?

NICOLA MORGAN

From Transmission to Transformation: how using coaching enabled children's social workers to enhance their practice & fulfil their vocational aspirations during a time of organisational crisis & rupture

SUZANNE TRIGGS

Do coaches need to BE more and DO less in coaching? Interpersonal Synchrony & clients' self-regulation as lynchpins of goal-attainment

TUNDE ERDOS

Digital applications for assessing wellbeing, risk and health factors in teams - tools/technology for leaders coaching initiatives finding solution for change and increasing wellbeing in teams.

ULRIKA HULTGREN

Resilience is the key and psychoeducation is the answer

VICTORIA LEANY

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| Title of Presentation | What role does psychology play in a coaching supervision relationship, within an organisational context? Some results and themes, from a systematic literature review |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Alan Wingrove</u> – Post-graduate research student at University of Portsmouth Dr. Yi-Ling Lai – University of Portsmouth Dr. Stephen Williams – University of Portsmouth Professor Stephen Palmer – Wales Institute for Work Based Learning, University of Wales Trinity Saint David |
| Objective/Aim | To promote the development of evidence based coaching, by investigating common psychological factors in coaching supervision processes, within an organisational context. |
| Design | This is part of the first study to research coaching supervision applying mixed methodology. Following the systematic review, in-depth information will be gathered from the tri-partite involvement within organisations (supervisors, coaches and internal organisers) This will be through interviews and focus groups, followed with a quantitative cross-validation analysis. |

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| Methodology | <p>As the first part of these four key stages, a systematic review is being conducted, investigating existing evidence role psychological factors play in the coaching supervision process, within an organisational context.</p> <p>The agreed inclusion criteria is; peer reviewed papers of primary research published in English between 2003 and 2017</p> <p>The abstracts of an initial 393 papers identified 45 needing reading of the full text. From these, 18 met the agreed inclusion criteria. Analysis of these is revealing themes as shown in the results and findings, below.</p> |
| Results/Findings | <p>There is a difference in responses between ‘doing’ coaching and ‘being’ a coach. Supervision in organisations is not helped by the lack of a definition of ‘coach’.</p> <p>This appears to impact the desired purpose of supervision – whether for skills development, for psychological aspects of ‘being’ a coach or for both</p> <p>The coaching experience of the supervisee may also determine the desired outcome of supervision</p> <p>Negative experiences of supervision are a theme</p> |
| Conclusion | <p>Coaching supervision has been highlighted as an emerging area for the development of evidence-based coaching (Grant, 2012). As the first part of this research, the literature review is helpful in starting to determine the trends in supervision in an organisational context. It helps define the questions for the next research stages; specifically the amount of coaching experience a supervisor should have and the extent of their psychological training / background.</p> <p>The current models of supervision call for an omnicompetent supervisor, whereas Lucas (2017, p. 17) says, “In time, as the number of coach supervisors grows, we may see supervisors specialising in particular areas.”</p> <p>From these early results, ‘in time’ may be sooner rather than later, in order to meet the needs of supervisees and the organisers of coaching in organisations.</p> |

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| Title of Presentation | Time Travel of Emotions |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Dottie Woods</u> Buckinghamshire New University |
| Objective/Aim | To assess and increase my levels of happiness and positive emotions. My aim was then to implement my results into a coaching intervention with my clients. |
| Design | My research was auto ethnographic over a two month period. The research method and conclusions have been documented in an academic poster. |
| Methodology | I used three initial interventions; Positive Emotion Portfolio. Fredrikson, B.L. (2001) Best Possible Self. King, L.A. (2001) Counting Kindness. Otake,K. (2006) |

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| | At the end of the eight week period, my focus changed and I concentrated on 'Zimbardo's Time Perspective Theory' to look at both positive and negative emotions in my lifetime. |
| Results/Findings | I used the 'Positivity Resonance Test' which showed a considerable increase of positive emotions after a two months period |
| Conclusion | <p>I was able to increase my own well-being by using positive interventions. This gives me hope, that it would also be beneficial to my counselling clients in the future.</p> <p>The coaching intervention I have designed is now being based on 'Time Theory' linking the power of both positive and negative emotions in a client's personal time line.</p> |

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| Title of Presentation | Development and Validation of the Growth Orientation Scale |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Eunyoung Seo</u> , Ilsoo Kyung, Hyeoguen Kim, Jinkook Tak, Kwangwoon university |
| Objective/Aim | The purpose of this study was to develop and validate the Growth Orientation Scale(GOS). |
| Design | Study 1 was used to derive preliminary factors and to develop items. In Study 2, the factor structure was analyzed after preliminary surveys based on the result of Study 1, and in Study 3, main surveys were conducted to test the validity of GOS. |
| Methodology | In Study 1, 53 items and 6 factors of the GOS were obtained based on the questionnaire of the experts. In Study 2, 689 persons were tested for reliability and validity after preliminary on-line surveys, and 5 factors and 34 items were derived. In Study 3, data were collected from 986 people using on-line survey. The total group was divided into two sub-groups to test cross-validation of the GOS. |
| Results/Findings | The results of factor analyses with group 1 showed that the 5-factor model with 28 items was appropriate. Also, the results of confirmatory factor analysis with group 2 showed that the 5-factor model fit the data well. Final 5 factors were as follows: 1) intelligent belief 2) process-oriented performance attitude 3) resilience 4) fate belief 5) talent belief. The GOS was significantly correlated with various criteria such as life satisfaction, subjective happiness, self-efficacy, mindsets and learning goal orientation. |
| Conclusion | This study confirmed the reliability and validity (construct and criterion-related) of the GOS. The GOS can be utilized as a basic diagnosis tool in career, life coaching and counseling as well as to examine the effects of various coaching programs. |

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| Title of Presentation | Can Positive Psychology Coaching be a valid tool to enhance Leadership Development? |
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| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Inge Beckers</u> , MAPP Student Bucks New University |
| Objective/Aim | <p>In the last couple of years the field of corporate coaching has become a growing activity aiming at improving individual and organisational performance</p> <p>More specifically, Positive Psychology Coaching (PPC) is a rising approach in which the potential for improvement does not lie in the weaknesses, but in the strengths and talents of employees</p> <p>Corporate coaching has evolved from being a euphemism for helping employees to a means of development in the context of talent management and retention.</p> <p>As leadership is constantly evolving, as well as leadership theories, this study investigates whether PPC is a valid approach to build more effective, flexible leaders that are capable to handle the upcoming challenges in a VUCA (Volatile, Uncertain, Complex, Ambiguous) world.</p> <p>The goal is to establish whether this approach can change the behaviour of leaders in a positive way. The research draws upon books and articles on positive psychology, PPC and leadership development, as well as interviews with some of the leading researchers in PPC.</p> <p>It is clear that executive coaching is currently one of the prevailing methodologies in leadership development, and the research shows there is a rising amount of evidence for the beneficial value of the pp approach, there seems to be little agreement on how to best apply the related theory, research and tools.</p> |
| Design | Theoretical study |
| Methodology | Integrative literature review |
| Results/Findings | |
| Conclusion | |

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| Title of Presentation | The Healing Power of Laughter |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Jane-Claire Dennis</u> , Bucks New Uni |
| Objective/Aim | Autothnographical study to consider the impact of laughter and amusement on the subject and understand laughter as a coping mechanism. |
| Design | |
| Methodology | Design and creation of an ethnoautographical self-report to track and trend various measures of laughter and identify other positive emotions that are consequential to laughter. |
| Results/Findings | <p>Amusement was a significant part of my emotional repertoire, with laughter an impactful physical bi-product – both creating an increase in other positive emotions.</p> <p>Laughter and amusement occurred most in strong, loving relationships rather than at the source of amusement itself.</p> |

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| Conclusion | Laughter and amusement were part of a cycle that solidified trusting and loving relationships through these shared positive emotions and behaviours, and in turn allowed this positivity to thrive through that trust and love. |
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| Title of Presentation | Vulnerability & Leadership: exploring the influence of gender, environment and psychological processes on leaders' willingness to show vulnerability |
| Contributor & Affiliation | <u>Jennifer Martin</u> , Dr. Annalisa Setti, UCC |
| Aims | Explore leaders' perceptions of vulnerability, whether, how and what stops them sharing their vulnerabilities; Investigate the influences of, moderators of, and potential blocks to vulnerability – external and internal – namely Leadership Self Efficacy (LSE), Imposter Phenomenon (IP), Authentic Leadership (AL) and its subscale Relational Transparency (RT); Examine the global role of gender as a moderator in the process of willingness to be vulnerable in the leadership context. |
| Design | Mixed methods including a cross-sectional survey and qualitative interviews. |
| Methodology | Using mixed methodology and convenience sampling, leaders (N =10) participated in semi-structured interviews. Thematic Transcript analysis identified factors which impact willingness to be vulnerable. Further data was derived from a Thematic Analysis of a global leaders' online survey (N=34) about the nature, causes, consequences and factors which influence vulnerability. Additional questions were surveyed by employing the Clance IP Scale, the LSE Scale and the AL Questionnaire including RT subscale. |
| Findings | AL and RT were both found to be significantly related to Vulnerability; LSE and IP were not. Qualitative analysis highlighted importance of external influences of vulnerability, implying that external factors outweigh internal factors in relation to one's willingness to share vulnerability. Gender showed no statistical significance in relation to LSE, IP, AL, RT nor Vulnerability. |
| Conclusion | Despite its relevance and importance for leadership coaching practices, research has neglected to formally examine the relationship between AL and Vulnerability, as well as the external/internal/psychological processes which influence vulnerability. The current study has highlighted the importance of external influences (outweighing internal factors) on leaders' willingness to show vulnerability. Enhancing openness, transparency, trust, performance, productivity and engagement, vulnerability is central to leadership. In order to foster vulnerability, this research provides clear evidence that the coaching emphasis must first focus on creating/nurturing 'vulnerable' environments. |

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| Title of Presentation | The Effects of Coaching Program on Enhancing Proactive Personality for College Freshmen |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Jinkook Tak</u> , Jiyeon Cho, Hyun Jung, Jinsook Cho, Kwangwoon university |
| Objective/Aim | This study was intended to examine the effects of the individual coaching program on enhancing proactive personality for college freshmen |

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| Design | Participants were 88 college freshmen, 46 students for the experiment group and 42 for the control group. Participants were randomly assigned to the experiment group or waitlist control group. Data were collected across four times (pre, post, follow-up 1: one month after post, follow-up 2: three months after post). |
| Methodology | A structured individual coaching program consisting of six sessions was employed. In order to analyze the effectiveness of the coaching program, proactive personality, strengths self-efficacy, self-efficacy, and college adaptation were measured. Also completing the coaching program, in order to examine the continuity of the coaching effects, the experiment group was randomly divided into two groups. The experiment group 1 received text message once every week encouraging to implement action plans from coaches whereas the experiment group 2 did not receive this message. |
| Results/Findings | Results showed that there were significant interaction effects between time interval(pre and post) and groups for all the dependent variables, confirming the effects of the coaching program. For the experiment group all the dependent variables increased whereas for the control group the dependent variables did not increase. Also for the experiment group 1, scores of all the dependent variables were maintained or increased across the follow-up sessions. However for the experiment group 2, these scores were decreased a little across the time period. |
| Conclusion | These findings suggest that the structured proactive personality change coaching program may facilitate personality change as well as adaptation to college. Also, in order to maintain the continuity of the effects of the coaching program, coaches need to continue to contact the coachees and encourage them to implement the action plans after finishing the coaching program. |

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| Title of Presentation | History of Coaching Psychology in Korea |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Jinkook Tak</u> , Kwangwoon university |
| Objective/Aim | This study was intended to describe the history of coaching psychology movement in Korea. |
| Design | No specific experimental design was not applied in this study. |
| Methodology | Review of literature, reports, and manuals as well as personal experiences were involved in this study. |
| Results/Findings | In 2009, Korean Coaching psychology Research Group was established with more than 100 members. In 2011, the Korean Coaching Psychological Association(KCPA) was established under the Korean Psychological Association(KPA). The KCPA became the 14th division of the KPA. From 2015, coaching psychology certificate I, coaching psychology certificate II were granted by the KPA. For graduate programs, in 2009, coaching psychology Master program was offered for the first time in Kwangwoon university. In 2011, coaching psychology PhD program was also offered in Kwangwoon university. The KCPA now has more than 1,000 members. |

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| Conclusion | These descriptions suggest that coaching psychology has been rapidly developed within 10 years in Korea and incorporated into main stream within one of 15 psychology divisions in the KPA. While coaching psychology has bright side for continuous growth in Korea, in order to step up academically more efforts are needed. |
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| Title of Presentation | Health coaching in older adult patients with type 2 diabetes mellitus |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Joanna Sułkowska</u> , Stephen Palmer ² , Iwona Malinowska-Lipień ¹ , Ilona Kuźmicz ¹ , Paweł Kawalec ¹ , Jakub Lickiewicz ¹ , Tomasz Brzostek ¹ ¹ Faculty of Health Sciences, Jagiellonian University Medical College, Kraków, Poland ² Wales Institute for Work Based Learning, University of Wales Trinity St David |
| Objective/Aim | The aim is to prepare the protocol which will be eligible to perform a systematic review related to efficacy of health coaching targeted at older adult patients with type 2 diabetes mellitus. |
| Design | Review of publications providing information on protocol structure as well as an analysis of selected systematic review protocols was performed to collect all relevant information on protocol structure. |
| Methodology | In order to establish protocol structure PROSPERO, the Cochrane Handbook for a Systematic Review and guidelines of Centre for Reviews and Dissemination guidelines was taken into consideration and analysed. Moreover, selected and registered (in the PROSPERO database) protocols regarding health coaching intervention in health-related context were screened. Additionally, consultations with the medical librarian were held to prepare proper search strategy. |
| Results/Findings | Final version of the review protocol includes information providing: eligibility criteria which refer to type of: studies, participants, intervention as well as outcome measures. Search strategy which consists of: keywords, electronical databases and limits was described. Moreover, the information about data collection and analysis regarding: process of study selection and data extraction, assessment of study quality and data synthesis was provided. There were also details considering: research question, the anticipated start and completion date. An eligible protocol based on relevant data found in the Cochrane and the PROSPERO websites and the consultation was prepared. |

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| Title of Presentation | Water-Based Intervention Model with Coaching Psychology Approach to Control Anxiety: A Preliminary Study with Brazilian Immigrants in the United States |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Liliane Lopes Clark</u> , Universitat Jaume I |

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| Objective/Aim | This intervention model aims to provide clients with tools to help handle and control anxiety. |
| Design | An intervention model that involves the principles of coaching psychology and highlights the use of water was created to help control anxiety. |
| Methodology | From June 2015 to June 2018, forty-six individuals were encouraged to try a water-based intervention model along with a coaching psychology approach to help handle anxiety. The participants were Brazilian immigrants and relatives who were suffering from anxiety. The water intervention methodology meant the suggestion of three to four breaks during the day where one should wash his/her hands and face with eyes closed whilst talking in a positive way and/or picturing positive thoughts and memories. It was proposed to mindfully use water and its relaxing properties in similar manner during regular baths as well. Other tools involved the development of self-awareness, positive psychology, practices of mindfulness and the suggestion of exercises. A questionnaire was created to assess the results. |
| Results/Findings | This study has shown promising results. Some participants admitted that they do not follow all the practices, such as exercising, suggested in this intervention model. But water is vital and is used by all of them. They all confirmed that using water in breaks throughout the day leads to a substantial change in their anxiety levels. They stated that this intervention model helped change the way they think and consequently their ability to handle anxiety. Moreover, they indicated that it has prevented them from having panic attacks. |
| Conclusion | This proposed water-based intervention model seems to help control anxiety. This preliminary study may shed light on the topic and help design new guidelines that may be used to defeat anxiety. The information obtained raises the necessity to conduct further research to consolidate the main idea of the proposed approach. |

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| Title of Presentation | A meta-analysis of the relationship between coaching leadership and organizational effectiveness in Korea |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Mihwa Jang</u> , Jinkook Tak Department of Industrial Psychology, Kwangwoon university Korea |
| Objective/Aim | The purpose of this study was to analyze the effects of coaching leadership and behaviors on organizational effectiveness based on a wide variety of coaching related studies published in Korea and to suggest implications for developing and using coaching leadership in organization. |
| Design | Until May 2018, the coaching leadership related papers published in Korea were searched and selected according to the PRISMA flow. Final 65 papers were selected through experts' review and a total of 272 data were confirmed. After conducting meta-analysis, implications based on the results were suggested. |
| Methodology | The CMA program was used to analyze the overall effect sizes of coaching leadership and coaching behaviors on organizational effectiveness. |

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| | Additionally we analyzed differences in effect sizes based on a number of dependent variables, measurement scales, and organization characteristics. |
| Results/Findings | The results showed that , the overall average effect size of coaching leadership and behaviors was large .45. In particular, effects on customer orientation (ES = .63), job satisfaction (ES = .57), job characteristics (ES = .56), organizational commitment (ES = .53), and were relatively large. The results of effect size for measurement scale showed that the effect size was the highest at .85 when the multiple types of scale items were mixed. Among the validated measures, the scales for Heslin 's coaching behavior and Stowell's coaching leadership was relatively large. The moderating effect of the measurement scale was significant. In addition, the effect of coaching leadership was not significant in both public and private companies. |
| Conclusion | These results suggest the need for the development and promotion of coaching leadership and coaching behaviors to improve organizational effectiveness. In addition, the result of different effects in types of scales measuring coaching leadership and behaviors suggests that deep consideration needs to done in deciding to select the scale in the future. |

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| Title of Presentation | Hope for the Seriously Ill: Is Snyder's Hope Theory an effective lens through which to generate hope in coaches with a medical illness? |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Nicola Morgan</u> , Bucks New University |
| Objective/Aim | My aim was to consider whether Snyder's Hope Theory could be used to enhance the lives of those whose life is severely impacted upon by physical medical illness to cultivate wellbeing, a sense of meaning and purpose and achieve a satisfying and hopeful life. Scioli, A. a. (2009). Hope in the Age of Anxiety. Oxford: Oxford University Press. Seligman, M. (2011). Flourish: A Visionary New Understanding of Happiness and Well-being. London: Free Press. Snyder, C. (1994). The Psychology of Hope. New York: Free Press. Snyder, C. (2002). Rainbows in the Mind. Psychological Inquiry, 249-275. |
| Design | This piece of research is being conducted as an autoethnographical study to explore how this approach is experienced as a positive psychology intervention (PPI). Future research could examine whether this Hope PPI could be applied within a one-to-one coaching session with coachees who are experiencing serious health problems or physical illnesses. |
| Methodology | My method involved keeping a reflective journal over a period of 12 months of physical medical illness – recording thoughts, feelings and records of Snyder's hope scale month to month; Creating a diagram based on the journal of the series of events recording major thoughts and decisions; Assessing the utility of Snyder's theory in maintaining and generating hope throughout that time. |
| Results/Findings | The finding was that Snyder's theory is an individualistic, cognitive-based approach which is not always particularly helpful to the shocked, tired and |

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| | <p>incapacitated. The nature of ‘goal-shopping’ particularly suits a person who, free from medical illness, has reasonable control over their future. However, the theory is not without utility provided that coaching support for suitable goals is provided to the individual.</p> |
| Conclusion | <p>The Snyder Model could be developed and used for coachees who are physically ill provided they are given support to provide suitable goals – such as opportunities to pursue ‘flow’ activities or to achieve practical goals such as comfort or to appreciate and cement meaningful relationships.</p> <p>Further research could be done into how coaches can develop this as a PPI for those dealing with physical illness.</p> |

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| Title of Presentation | From Transmission to Transformation: how using coaching enabled children’s social workers to enhance their practice & fulfil their vocational aspirations during a time of organisational crisis & rupture |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Suzanne Triggs</u> , University of Huddersfield |
| Objective/Aim | This research aimed to explore both social workers experience of becoming a professional coach and delivering coaching to a selected sample of service users in a Local Authority Family Support & Child Protection Service in the North of England, and service users experience of receiving coaching from them. |
| Design | <p>The sample consisted of two sets of participants of a population of interest: experienced children’s social workers who had trained together to obtain an accredited coaching qualification, and service users accessing the broad range of services offered by a Local Authority Child Protection and Family Support Service, who volunteered to be coached by some of the trained social workers.</p> <p>Social work coaches attended regular hybrid focus/coaching supervision groups with the researcher for a period of ten months. After coaching was completed one to one, semi-structured interviews were used with social work coaches and service user coachees. Data has now been rigorously interpreted using thematic analysis (Braun and Clarke, 2006).</p> |
| Methodology | This is a qualitative piece of social research. A ‘real world’ multi-method design was constructed in response to the unpredictable role of the social work participants and their and service user’s regular availability to take part. |
| Results/Findings | <p>Social workers re-connected with their vocation and aspirations to ‘make a difference’ through coaching.</p> <p>The experience of being a coach rippled through social workers professional and personal lives.</p> <p>Social workers experienced identity strain and disruption when coaching as they were no longer responsible for ‘fixing’ and taking control.</p> <p>Social workers made time to coach in an environment of extreme time scarcity as it provided a positive re-connection with their values.</p> |

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| Conclusion | Coaching practice enabled social workers to confidently separate from a habitual 'fix it' social work mind set, and flex their identity. This has enhanced how they performed as social workers in an environment experiencing a crisis of resilience. |
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| Title of Presentation | Do coaches need to BE more and DO less in coaching? Interpersonal Synchrony & clients' self-regulation as lynchpins of goal-attainment |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Tünde Erdős</u> , Erik de Haan, Joshua Wilt Vrije Universiteit Amsterdam, NL & Ashridge Centre for Coaching, UK & Case Western Reserve University, US |
| Objective/Aim | Little is known about the mechanisms by which change processes affect clients' self-regulatory competencies for goal attainment. The question when and why coaches should apply which coaching strategies toward strengthening clients' self-regulatory capacities and attitudes as prerequisites of effective change outcomes remains a black box in coaching. This is unfortunate, as it is essentially the clients who are the recipients of coaching and who engage in the changing. Thus, the objective of this study is to explore underlying interpersonal, interactive and client self-regulatory mechanisms by addressing how coaches need to 'be' rather than what they need to 'do' for clients to achieve the goals of coaching sessions. |
| Design | Video recordings measure non-verbal interactions between coach and coachee through whole-body movement in coaching. After each of the six coaching conversations, coachees complete brief questionnaires on affect balance and relational depth in coaching. A post-coaching questionnaire measures coachees' goal-attainment based on interpersonal synchrony beyond coaching engagements. |
| Methodology | This study applies a quantitative approach involving 150 coach-client pairs in a quasi-experimental longitudinal study. |
| Results/Findings | First, we propose that interpersonal synchrony is the means by which clients' self-regulatory capacity relates to goal attainment in coaching. Second, we propose that interpersonal synchrony relates to self-regulation through the beneficial effects of the working alliance. Investigating the moderating effects of the working alliance in the coaching process through interpersonal synchrony and the client's self-regulation capacity may lead to better coaching outcomes. |
| Conclusion | We may gain new insights and perspectives on how coaching works as interpersonal synchrony and working alliance use certain mechanisms that allows coachees to adapt mentally, which will lead them to achieve goals more effectively. So, our study advances the coaching psychology literature by examining how the working alliance moderates the indirect effect of interpersonal synchrony expressed by whole-body movement on coachees' goal attainment in coaching. |

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| Title of Presentation | Digital applications for assessing wellbeing, risk and health factors in teams - tools/technology for leaders coaching initiatives finding solution for change and increasing wellbeing in teams |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Ulrika Hultgren</u> , Stephen Palmer and Siobhain O'Riordan City, University of London. |
| Objective/Aim | This poster presents an ongoing experimental sequential study investigating whether solution focused cognitive behavioural team coaching (SF-CBTC) has a contributory role within systematic workplace psychosocial risk assessments (PS-RA) to increase well-being in teams. Mental health policies are often reactive, driven by staff events or experience, and not proactive and preventative (CIPD, 2016). In any one year, over one in four people in the general population and one in six workers is likely to be suffering from a mental health condition. With over 31 million people in work in the UK, this is equivalent to over five million workers who could be suffering from a mental health condition each year (Office for national statistics, 2002; 2016). |
| Method/Design | The research is being performed in two global technology and manufacturing companies in Sweden. The research groups involve 150 participants consisting of 20 leaders and their teams and a control group, measured at three time points, pre-, post- and 6 months' post coaching. The design involves 6 steps: 1) Education in: Psychosocial safety and 'Leader as a coach' including a SF-CBTC method, PRACTICE (Palmer, 2011; Hultgren, et al., 2013). 2) Assessment: Work Positive Profile (Cousins, et al., 2004, Kerr, et al., 2014), adapted research version, measuring: Well-being, Stress factors, Psychosocial safety, Performance and Climate for innovation. 3) Root cause analysis, leader and team 4) SF-CBTC coaching interventions, 5) measurement 2, when the coaching programme is finalised and 6) post-measurement 3, 6 months' post coaching. |
| Methodology | |
| Results/Findings | |
| Conclusion | The study is expected to show if SF-CBTC and psychological internet communication technology (PICT) potentially could strengthen step 3–5, of the Health and Safety Executives Management Standards risk assessment process or approach (Cousin, et al., 2004) and increase well-being and performance in teams. |

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| Title of Presentation | Coaching Character Strengths and Mindfulness for Achieving Flow in Tennis Performance |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>Dr Ursula Wolski</u> MSC in Applied Positive Psychology, Buckinghamshire New University |

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| | Dissertation Supervisor: Dr Ceri Sims |
| Objective/Aim | The aim of the research was to explore whether an intervention program that develops character strengths and mindfulness during tennis coaching sessions improves the performance of amateur tennis players. Tennis is a game of two parts, the physical game and the mental game which Gallwey (2015) calls the Inner Game of tennis. While most players at club level can deal with the physical game, it is the mental game that can result in a poorer performance and the difference between winning and losing a match. Whilst a lot of research exists within the sports psychology literature and on mindfulness, there is little that examines character strengths and mindfulness in sports performance. One program that does look at strengths and mindfulness is Ryan Niemiec's (2013) Mindfulness-Based Strengths Practice (MBSP). |
| Design | Using the MBSP program and applying it to sport, coaching sessions lasting in 90 minutes duration was carried out by the researcher (who is a qualified tennis coach) with a group of amateur tennis players over the course of 8 weeks between April and May 2018. Incorporated within the program is the VIA Strengths Assessment, which participants were asked to complete at the start of the sessions. Participants were also asked to keep a record of their experiences in a paper/electronic journal. |
| Methodology | Semi-structured interviews were carried out with each participant after the 8 weeks. The data from the interviews was analysed using Thematic Analysis to explore the relationship between strengths and mindfulness practice in playing tennis, as well as to examine the effectiveness of the MBSP program in a sports-based environment. |
| Results/Findings | Results are currently being analysed and will be presented in time for the conference. (The dissertation is due in September). |
| Conclusion | Conclusions will also be presented at the conference once the dissertation is completed in September. |
| References | References Gallwey, T. (2015). The Inner Game of Tennis: The Ultimate Guide to the Mental Side of Peak Performance. London: Pan Books. Niemiec, R.M. (2013). Mindfulness and Character Strengths: A Practical Guide to Flourishing. Hogrefe Publishing. |

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| Title of Presentation | Resilience is the key and psychoeducation is the answer |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | VICTORIA LEANEY – MSc APPLIED POSITIVE PSYCHOLOGY AT BUCKINGHAMSHIRE NEW UNIVERSITY |
| Objective/Aim | Resilience studies have mainly focused on the development of children thus far and so there is room for further investigation into adult resiliency based on positive psychological theories. It is concluded that psychoeducational coaching programmes should be available to everyone as a means of building resilience against potential adversity instead of waiting for a person to reach crisis point. |
| Design | As this study was autoethnographic, I kept a journal whilst I was an inpatient at a private psychiatric hospital, thus allowing me to later link my thoughts to relevant coaching theory. |

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| | <p>Six weeks of the journal were identified as most relevant to the study of positive psychology and were applied to Kolb's (1984) experiential learning theory as a four-stage method of self-reflection. In Kolb's theory, the incentive for the development of new concepts is provided by fresh experiences, as is my case undertaking group coaching in a therapeutic setting.</p> <p>Kolb, D. A. (1984). <i>Experiential learning: Experience as the source of learning and development</i> (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.</p> |
| Methodology | <p>The three waves of resiliency are considered; Resilient Qualities, The Resiliency Process and Innate Resilience (Richardson, 2002) as a basic understanding of the study of positive psychological coaching so far. Third wave therapies are then discussed as a bridge between conventional psychological therapies and coaching as a basis for a practical psychoeducational coaching programme.</p> <p>Richardson, G. E. (2002). The metatheory of resilience and resiliency. <i>Journal of Clinical Psychology</i>, 58(3), 307-321.</p> |
| Results/Findings | <p>The practical elements of group and psychoeducational sessions during my hospital stay have provided me with insight into the benefits of psychological coaching to prevent future relapses.</p> |
| Conclusion | <p>Due to extensive waiting times for access to therapeutic services within the NHS (in one area exceeding 30 weeks (Swale, 2015)), patients are often offered medication when perhaps it would not be necessary if a psychoeducational coaching programme was offered as an alternative.</p> <p>Swale, C. J. (2015). Fair criticism also needs to be based on evidence. <i>Bjpsych Bulletin</i>, 39(5), 261-262.</p> |

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| Title of Presentation | The Effect of Career Coaching Program on Career Indecision Level and School Adaptation of Potential School Dropout Crisis Adolescents |
| Contributor[s] and Affiliation (e.g. Institution or Organisation) | <u>YounHee Lee</u> , Jinkook Tak, Kwangwoon university |
| Objective/Aim | This study was intended to examine the effects of career coaching program for potential school dropout crisis adolescents on their school adjustments and levels of career indecision. |
| Design | Participants were 16 potential school dropout crisis adolescents, 8 for the experiment group and 8 for the control group, who are the 2nd graders at a School, Seoul. |
| Methodology | The career coaching program was conducted on six sessions for 2 hours at one session. Data were collected across three times (pre, post, follow-up). The follow-up test was administered 4 weeks after the post-test. For the dependent variables, school adjustment and career indecision level scales were administered. |
| Results/Findings | The results showed that there were significant interaction effects between time interval and groups only for the lack of career information and external barrier factors among the career indecision variables. Although no significant differences were found for other variables, however, there |

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| | were improvements on career indecision as well as school adjustment after the coaching program. |
| Conclusion | These results are meaningful in that we can help the school adaptation of the potential school dropout crisis adolescents by applying the strength-based coaching program and improving their capability to make career decisions through better understanding of themselves. They are also meaningful in that we can suggest the directions of program development and student guidance to teachers who need to supervise and manage these adolescents in the school environment that is poor both in the theoretical aspect and in the aspect of human resources. |