

7TH INTERNATIONAL CONGRESS OF COACHING PSYCHOLOGY *'POSITIVE & COACHING PSYCHOLOGY'*

SESSION ABSTRACTS AND SPEAKER BIOGRAPHIES

KEYNOTE

Positive psychology, mindfulness and neuroscience: appraising the evidence to guide best practice.

DR GISELE DIAS PHD CPsYCHOL

For many decades, psychology and neuroscience have focused on negative emotions and psychopathology. In recent years however, both fields have been inspired by a shift towards the understanding of optimal functioning and the role that positive emotions play in wellbeing and flourishing. Coaching psychology approaches, including positive psychology coaching, and third-wave cognitive-behavioural perspectives, such as mindfulness-based coaching, have been increasingly interested in practical tools to help people be at their best. However, what do we know with regards to brain functioning and neural changes that can be used to inform these practices in an evidence-based manner? This keynote aims to discuss some basic concepts involved in neural plasticity – the remarkable ability of our brain to change in response to stimuli - and the neurobiology of positive emotions and mindfulness. Furthermore, some of the recent evidence supporting the idea that positive experiences and mindfulness-based practices can enhance performance, resilience and wellbeing, through changes at the neural level will be explored.

Gisele Dias PhD CPsychol MISCP

Gisele is a neuroscientist and coaching psychologist. She is Director of the Coaching Psychology Unit and member of the Integrative Unit for the Research of Cognitive-Behavioural Psychotherapies (UFRJ, Rio de Janeiro). She is currently Senior Teaching Fellow in the MSc Psychology & Neuroscience of Mental Health (King's College London).

INVITED PAPERS & MINI-WORKSHOPS

What do Coaching Psychologists and Coaches really do? Results from two international surveys

PROF STEPHEN PALMER & DR ALISON WHYBROW

Objectives This paper is designed to illustrate the current landscape of coaching and coaching psychology practice and provide some insight as to the shifts and changes that have taken place in the intervening decade since we last explored this topic in depth.

Design Two surveys were created based on earlier work (see Whybrow & Palmer, 2006). One survey covered aspects of coaching psychology practice, qualifications and approach; and a second covered aspects of coaching practice, qualifications and approach.

Method Each survey was distributed widely across the globe through a number of professional coaching and coaching psychology bodies.

Results At the time of writing, a sample of 250 coaching psychologists and a sample of 175 coaches had responded. This sample is sufficient to highlight some interesting trends in coaching and coaching psychology practice.

Conclusions We are in the process of analyzing the results and look forward to sharing our insights and exploring what this might mean for practitioners, professional bodies, researchers and trainers.

Reference

Whybrow, A., & Palmer, S. (2006). Taking stock: A survey of Coaching Psychologists' practices and perspectives. *International Coaching Psychology Review*, 1, 1, 56- 70.

Prof Stephen Palmer PhD

Stephen is an award winning coaching and counselling psychologist. He is the Coordinating Director of the ISCP International Centre for Coaching Psychology Research, and Founder Director of the Centre for Coaching, London. He is the Honorary President of the International Stress Management Association and the International Society for Coaching Psychology. He is an Adjunct Professor of Coaching Psychology at Aalborg University and Visiting Professor of Work Based Learning and Stress Management at the Institute for Work Based Learning, Middlesex University. He has written or edited over 50 books including the Handbook of Coaching Psychology (with Whybrow) and has published over 225 articles.

Dr Alison Whybrow PhD

An award winning Chartered Psychologist, Alison is an Honorary Research Fellow at the ISCP International Centre for Coaching Psychology Research. In the recent years she has specialised in leadership coaching, senior team development and system

change; she enjoys finding simple ways through complex challenges, working with wicked problems, and building strong foundations for action with leaders and teams. Alison's clients appreciate her strategic perspective and depth, her energy and challenge. She was a research fellow and lecturer at the Institute of Work Psychology (Sheffield University) before moving full time into a role in industry. She has spoken at international conference events, in-house leadership summits, and published numerous articles, book chapters and two books. Her contributions are in the field of executive coaching, coaching psychology and organisational effectiveness.

How coaching psychology can support internal coaches to overcome ethical issues they encounter in their practice.

FILOMILA PAPAKONSTANTINO

This paper explores the ethical issues internal coaches face and the resources available to coaches on how to best deal with the issues. The issues that internal and external coaches face fall into similar categories but present differently. This paper focuses on how the issues present for internal coaches and how coaching psychology specifically can help coaches make effective and timely decisions in resolving them. The broad ethical categories we will explore include contracting, confidentiality, conflicts of interest and misrepresentation. We will look at these categories through illustrative case studies, touching upon mental health issues as well.

Filomila Papakonstantinou

Filomila is a business coach and L&D Consultant in the Financial Ombudsman Service. She practices Solution-focused and cognitive behavioural coaching. She holds certificates in Coaching Psychology from the Centre for Coaching and is a member of the Association for Coaching, the ISCP and the ILM. She specialises in management and leadership development. She published an article on internal coaching in the Coaching Psychology International in 2016 and spoke at the 2017 conference of Health and Wellbeing at Work. She can be contacted at: filomilap@gmail.com or through LinkedIn.

Building positive coaching alliances: Potential contributions from positive psychology of relationships

DR ALANNA O'BROIN

Research studies are steadily accumulating affirming a key role for the coaching alliance as an Active Ingredient in coaching and coaching outcomes. With these findings, increasing attention has been paid by Coaching Psychologists to the interpersonal dynamics in the coaching dyad. Many of these studies have drawn from metrics, research strategies, and principles from practice in allied domains, of counselling and psychotherapy, and sport psychology. Concurrently, Positive Psychologists are placing more emphasis on the interpersonal context in peoples' lives, with the burgeoning of a research literature on the positive psychology of relationships.

How might a positive approach contribute to building optimal coaching alliances with our coachees? This paper addresses this question. Positive psychology of relationship concepts and approaches, including appetitive/aversive factors, capitalization (sharing positive events), working with the coachee to create more positive emotion, responsiveness to positive events, and perceived partner responsiveness will be examined for their applicability in the coaching alliance context.

Dr Alanna O'Broin PhD CPsychol MISCP is a Chartered Psychologist.

Alanna's doctoral research was on coachee and coach experiences of forming the coaching relationship and how the coach may adapt to the coachee. She has co-authored and authored several book chapters, and a number of peer-reviewed articles on the coaching relationship and related topics, including parallels between coaching psychology and sport psychology.

Previously an investment analyst and Fund Manager for leading international investment manager 3i Group, Alanna is a practising coaching psychologist, working primarily with executives in achieving their developmental and performance goals.

Alanna was Co-Editor of *Coaching: An International Journal of Theory, Research and Practice* between 2013 and January 2016, is a Consulting Editor of *The Coaching Psychologist*, and is a member of the Editorial Board of the Annual Review of High Performance Coaching and Consulting.

Increasing psychological flexibility in coaching

RACHAEL SKEWS

This session will look at the benefits of psychological flexibility and how we can increase it in coaching. Evidence shows a robust link between psychological flexibility and wellbeing, mindfulness and goals. This session will introduce concepts and exercises from contextual behavioural coaching, but will also aim to make links with other approaches.

Rachael Skews

Rachael is a lecturer in occupational psychology at the Institute of Management Studies at Goldsmiths, University of London. Rachael's research focuses on contextual behavioural science in coaching interventions. This includes investigating the effectiveness of coaching interventions in changing behaviour, the mechanisms of change in coaching and the role of psychological flexibility in behaviour change. Before joining the Institute, Rachael was a business consultant for UK and international organisations, working with clients from a range of industries and sectors. Her consultancy experience encompasses talent development, assessment, leadership development, coaching, career management, stress management and wellbeing in the workplace. She is a member of the British Psychological Society's Special Group for Coaching Psychology, and the Association for Business Psychology. Rachael is the Honorary Secretary of the International Society for Coaching Psychology.

What does coaching psychology research evidence from the past decade tell us about the future coaching training trends?

DR YI-LING LAI

Evidence-based coaching practice, a topic and methodology which have been discussed, studied and promoted by coaching scholars since the beginning of 21st century. Yes, a couple of meta-analyses (Jones, Woods & Guillaume, 2016; Sonesh, Coultas, Lacerenza, Marlow & Salas, 2015; Theeboom, Beersma, & van Vianen, 2014) on coaching confirmed the effectiveness of coaching, however some important questions has not been answered in terms of the principle coaching knowledge and approaches to forward standard coaching qualification. Unlike prior reviews and meta-analyses on coaching, this systematic review particularly focuses on psychological perspectives on existing coaching evidence and how these studies can be applied to coaching training design.

Dr Yi-Ling Lai CPsychol

Yi-Ling is currently lecturing in Organisation Studies and HRM at Portsmouth Business School. Coaching psychology is one research topic she is always passionate about. The coaching research projects she is conducting include reviewing coaching psychology evidence through meta-analysis and identifying active ingredients for effective coaching relationship.

Tackling Psychological Barriers at Work: Managing Transitions

SHEILA PANCHAL & DR SIOBHAIN O'RIORDAN

Supporting people to successfully navigate psychological barriers in the workplace can be a key element in the coaching process, particularly when negotiating transition and change. Such barriers can include lack of confidence, procrastination and/or perfectionist tendencies when negotiating challenges and milestones. When coaching positively towards the successful management of transition, it can be important to focus our work around the coachees perception and unhelpful thinking.

This workshop aims to explore key themes relating to helping coachees tackle their psychological barriers at work. We will introduce positive psychology, solution focused and cognitive behavioural coaching approaches and techniques to help inform your coaching practice when working in this context.

Sheila Panchal CPsychol

Sheila is a business psychologist with a focus on positive psychology and transitions. She is co-author of 'Turning 30: How to get the life you really want' (with Jackson, 2005) and co-editor of 'Developmental Coaching: Life transitions and generational perspectives' (with Palmer, 2011).

Dr Siobhain O'Riordan PhD

Siobhain is a Chartered Psychologist and a Chartered Scientist. She is a Fellow and Accredited Supervisor of the International Society for Coaching Psychology, a Principle Practitioner of the Association for Business Psychology, a member of the International Stress Management Association.

Siobhain focuses her professional activities and interests within the arenas of executive, health, wellbeing and developmental coaching. She is also an experienced trainer, examiner and supervisor on graduate/postgraduate coaching and coaching psychology programmes. She is currently Editor of *Coaching Psychology International* and Co-Editor of the *European Journal of Applied Positive Psychology* and the *International Journal of Stress Prevention and Wellbeing*.

Excellence is not optional

VICKI DE PRAZER

It is not always about reducing pressure and expectation to promote resilience and wellbeing. Excellence is worth aspiring too; and coaching psychology needs to facilitate this pursuit, positively.

A 3 stage model of performance utilized to transition university students from their identity as student to professional through their internships, will be examined from a coaching psychology perspective.

Learning skills to maintain and enhance performance under pressure is critical. Reframing timeframes, feedback, and competition can be exciting components in the journey from novice to expert.

Excelling, while striving and thriving is essential and exciting.

Vicki de Prazer

Vicki is highly regarded as an expert in performance psychology, with a comprehensive career across the private and public sectors, in a variety of context.

Vicki is committed to integrating evidence based Clinical, Coaching and Performance Psychology perspectives, in the pursuit of optimism and drive and ultimately the opportunity to excel.

Her skills, knowledge and unique personal style have contributed to three Australian Olympic Games campaigns and a very successful National and International consultancy.

Innovative and inspirational; with a collaborative approach, Vicki is particularly interested in the areas of information acquisition and processing and its impact in the decision-making process and sees this as key to performance excellence.

The obstacles and opportunities for Coaching Psychology in Hungary

VINCE SZEKELY & ZSÓFIA ANNA UTRY

Hungary became represented by two related coaching psychology professional bodies in the ISCP last year. According to the OECD Better Life Index Hungary ranks below average in social connections, civic engagements and health amongst other socio-economic indicators. Its subjective well-being was rated 1.7 while the UK was rated 6.

The Hungarian Association for Coaching Psychology was founded in 2008 by Vince Székely. In the 2016 Summer issue of the Coaching Psychology International the

major milestones are outlined (Székely and Utry, 2016). In this session Zsófia Anna Utry presents the developments since, including the research group's experiences with the adjudicated case study method. Zsófia invites the founder and president of the two bodies to share his reflections on what prompted him to start a course on coaching psychology in 2005, what has been like to be in these roles and on the factors influencing the development of coaching psychology in Hungary.

Vince Székely PhD

Vince is the founder and president of the Hungarian Psychological Association Coaching Psychology Section and the Hungarian Association for Coaching Psychology. Vince is an assistant professor at Faculty of Education and Psychology of Eötvös University where he teaches coaching psychology and psychology of leadership. In his independent practice he provides leadership and team coaching to business clients.

Zsófia Anna Utry MSc

Zsófia is an AssocMISCP and Hon VP representing the Hungarian Association for Coaching Psychology in the ISCP. She is involved in the development of a pluralistic approach to coaching and also coordinates the research group in the HACP. Her current interest is focused on the adaptation of the adjudicated case study method to coaching research.

Embracing the 'Bright' and 'Dark' sides of people in using Positive Psychology within Coaching practises.

DR CERI SIMMS

The science of Positive Psychology (PP) has provided valuable interventions, procedures and measures that coaches can use with clients. The fundamental philosophy underpinning PP is focusing on the positive for the experience of growth and flourishing. PP asks about what is right with people, where 'business as usual' psychology had emphasised what is wrong with people. Thus, PP coaching predominantly involves harnessing positive emotions such as joy and gratitude, encouraging individual strengths awareness, emphasising positive traits such as hope and courage and developing positive thoughts and attitudes in achieving desirable personal, social and work goals.

Recently, PP has moved into a second wave where the emphasis has been on embracing the whole individual through appreciating the dynamic and complimentary relationship between both the dark sides as well as the bright sides of individuals. Indeed, clients often come to coaching with a number of problems, and they harbour a range of anxieties, distresses, and discomforts stemming from their experiences of challenging and difficult events in their lives. It is important that PP coaches are able to address the complexity of individuals and to appreciate that

for meaning, resilience and growth, there needs to be a development of coaching methods that engage with the balanced use of strengths and weaknesses, complex emotions and supporting clients in confronting personal challenges and changes experienced at different phases of their lives.

The discussion emphasises that, with the advent of PP '2.0' comes the requirement for evidence-based coaching interventions that allow clients to engage with and understand the value of the challenging aspects of their lives as well as increasing their focus on positive qualities and outcomes. It is argued that these new interventions must be included in any scientific toolkit of PP coaching practices.

Dr Ceri Sims

Ceri is a Coaching Psychologist, a BPS Chartered Psychologist, a member of the BPS Special Group in Coaching Psychology and on the BPS register of Coaching Psychologists. She is also a member of the ISCP and is on the International Advisory Board for the ISCP International Centre for Coaching Psychology Research. Ceri is a Senior Lecturer at Buckinghamshire New University and leads modules on the Masters programme in Applied Positive Psychology (MAPP). She also runs University validated Coaching courses, including a new course at University College Aylesbury Vale called 'Positive Psychology in Coaching' and she is external examiner for the MA in Applied Psychology (Positive and Coaching Psychology) at University College Cork, Ireland. As a researcher, Ceri has published in peer-reviewed journals and books and presented at International conferences on topics ranging from Coaching, Atypical Developments, Personality. Memory and Leadership. She supervises doctoral students and coaches as well as reviewing articles for journals and is an International Editorial Adviser for the ISCP's European Journal of Applied Positive Psychology.

Coaching Psychology, Therapy and Coaching

OLE MICHAEL SPATEN

The presentation will provide an overview to the therapy, coaching and coaching psychology interface. Therapy and coaching are often underpinned by similar theories, models and frameworks. Both the distinctions and overlap between the terms and practices of therapy, coaching and coaching psychology will be addressed in this paper. What lessons could be learned from the practice of coaching psychology?

Ole Michael Spaten PhD MA MISCPAccred Supervisor Head of Psychology Master Program University of Aalborg, Denmark

Ole is Director of the Coaching Psychology Unit, Aalborg University. A leading pioneer in Danish Coaching Psychology research, he conducted the first Randomized Control Trial in Scandinavia evaluating the effectiveness of brief cognitive behavioral

coaching. The founding editor-in-chief of the Danish Journal of Coaching Psychology. Ole's research interests and publications relate to self and identity, social learning and coaching psychology.

Relational Psychology

KEVIN LADEGAARD & OLE MICHAEL SPATEN

Research repeatedly demonstrates the basic developmental importance of relationships, which is why more and more professionals become engaged in trying to qualify their ability to form strong, developing supportive relationships. Relational Psychology proves to be an effective, in-depth and humanistic approach to the relational work across professions. The development of the **RARRT*** principles is groundbreaking, because they are directed at the personal and practical learning of relational psychology, thus making it possible for individuals to transform the theory and the humanity of relational psychology into action competence in professional practice.

** RARRT: Relations Appreciation Resources Reflection Theory*

Derived from the same meaning as the Danish word "Hygge", RARRT is another unpronounceable Danish word, which helps to keep a positive balance in life. It translates into: nice, good, pleasant or to be cosy. It is in the ambiguity of the word that the concept of RARRT or hygge is defined by non-native speakers outside Scandinavia as a sense of feeling and doing well or being cosy.

R Relations

A Appreciation

R Resources

R Reflection

T Theory

Kevin Milter Ladegaard, B.Sc., Dept. of Psychology, Coaching Psychology Unit, University of Aalborg, Aalborg, Denmark

Kevin is currently a student teacher under Professor Ole Michael Spaten in the Coaching Psychology Master programme and employed by Aalborg University. Previously he has served with the Royal Army Engineers and as a sales manager in retail. He has just finished his internship at The Institute of Relational Psychology in Denmark and is pursuing a career in research and education following his master thesis next year.

Ole Michael Spaten PhD MA MISCPAccred Supervisor Head of Psychology Master Program

Please see above.