SGCP Annual Conference 2012

Putting coaching psychology into practice: An evidence based approach

6–7 December 2012, Lakeside Centre, Aston University, Birmingham

Programme & Abstracts

Follow us on Twitter: @SGCP #sgcpconf

www.bps.org.uk/sgcp2012
We are delighted to present our research awards at this year’s Annual Coaching Psychology Conference. We will announce the winners of our two research-based awards, who will be invited to present their papers to the conference on 7 December.

The Research Award: Awarded for the completion of a distinguished research project in coaching psychology, the decision to award is made by an independent panel of academic and practitioner judges. Rigour, innovation and overall contribution to the field are considered.

The Student Project Award: This is awarded for recognition of completion of a distinguished student research project in Coaching Psychology. Of those submissions that reach a required standard, an independent panel is put together to assess the project that makes the most valuable contribution to the field.

Research is a fundamental pillar to the profession and practice of Coaching Psychology. Recognition of excellent research contributions to the field of Coaching Psychology are designed to reward and encourage excellent research.

If you would like to nominate or be considered for an award, please see the details and required criteria for inclusion at:
www.sgcp.org.uk/sgcp/research/research_home.cfm
Dear Delegate

A very warm welcome to the SGCP’s Annual Conference of Coaching Psychology, at the Lakeside Centre, Aston University, Birmingham.

This event has been organised with coaching psychologists, psychologists who coach, and coaches who apply psychology in mind. We have brought together the latest evidence coming from the field of coaching psychology to inform our evidence-based practice on four levels: academic research, practitioner experience, self-knowledge and reflection, and the coaching context and environment.

We have some great speakers lined up and we hope that you enjoy this opportunity to hear from these practitioners, academics and researchers alike about their findings from research and practice to apply to your own practice as a coach, to learn new skills and to share ideas with others as you network throughout the conference.

As you will have noticed the conference has had a ‘make-over’ this year. Acting in line with what SGCP members have told us what they want from events such as the conference we felt the time was right to try things differently. To this end we have changed location (outside London), moved the date (not so close to Christmas) and revisited the format (less streams and pre-conference workshops with more time and opportunity to network), but we have kept the intimate feel to the conference that our delegates enjoy. We are keen to hear your experience of the conference in this format and will be seeking your views through a post-conference questionnaire.

This conference has been brought together by a team of enthusiastic individuals and organisations without whom the conference would not happen:

- Behind the scenes, the conference team, the scientific board, and the SGCP committee have given their time freely throughout the year to organise this event. We are truly indebted to them for their commitment, professionalism, resilience and team spirit. It was a great pleasure to work with such an exceptional team.

- We are also grateful to the Society’s Conference and Events team and Member Network Services, and to Conference Works and the event management team here at Aston Conferences who have provided their services to ensure the smooth running and organisation of the conference.

- Our great thanks go to our main sponsors, the Centre for Coaching and Coaching at Work, and all our exhibitors.

We also extend our thanks to our speakers and to you, for making this event a forum to share our knowledge, get together and have fun!

On behalf of everyone involved in the conference, we hope that you will find this conference stimulating, exciting and enjoyable.

Haley Lancaster & Judit Varkonyi-Sepp
Conference Co-chairs

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**Evening Meal**

**Thursday 6 December, 8.00 p.m.**

We will be going to a city centre restaurant for dinner following the AGM.
If you would like to join us please see the Registration Desk for details of the restaurant and reservations. Delegates will be required to pay for their own meal and drinks.
Badges
(sponsored by the Centre for Coaching)
All delegates must have their conference badge visible at all times at the event. Your badge should be collected from the Registration Desk at the beginning of the event. Your badge will assist with security whilst on campus and will also identify fellow delegates. You can help the environment by recycling it at the end of the conference – boxes will be situated on the Registration Desk.

Bank Facilities
There are two cashpoints onsite, situated outside the Student Guild, and there are banking facilities five minutes’ walk from the conference venue.

Catering and Amenities
Refreshment Breaks – Ground floor foyer, Exhibition room and 1st floor foyer.
Lunch – Exhibition room, Ground floor.

Conference Team & SGCP Committee
During the conference the Conference Team and SGCP committee members are here for you. You can identify them by the purple stripe on their badges and their photographs in this programme.

Disabled Access
All areas being used for the conference are wheelchair accessible. There is a lift to both floors and each floor has a disabled toilet.

Enquiries/Information
If you have any enquiries or require any information about the conference please direct these to the Registration Desk located on the Ground floor foyer.

Internet Access
Wi-Fi is available and is free of charge on site. You will need a username and password to login. Please visit the Registration Desk for further information.

Medical
Please inform the Registration Desk or the Lakeside Centre reception in case of medical queries/emergencies.

Messages and Programme Changes
A message board will be situated next to the Registration Desk.

Mobile Telephones
We respectfully request that all mobile telephones are turned off or turned to silent mode whilst you are in any of the conference sessions.

Presenters
Each room is equipped with a PC or laptop, LCD projector, and projection screen. If you did not pre-load your presentation via the Society’s Conference Team then please visit your session room at the nearest break point to the start of your session to load and test your material.
Recycling
We are aware that conferences produce a lot of paper and other waste, and encourage you to help us to try to reduce this as much as possible. Any paper materials that you do not need please put in the box by the Registration Desk. Badges and holders: please give them to a steward at your last session, or return them to the Registration Desk. Bags: the conference bags are reusable for a variety of purposes! If you don’t want to keep yours, please return it to the Registration Desk.

Registration
All delegates attending the conference must report to the Registration Desk on the ground floor foyer on their arrival to collect their badge and delegate pack. Registration will be open at the following times and will remain open throughout the day.

- Thursday 6 December 11:00 a.m.
- Friday 7 September 08:00 a.m.

Travel
New Street, Snow Hill and Moor Street train stations are all within 20 minutes’ walk of the venue or a five-minute taxi journey.

Taxis
There is a free telephone in both the Lakeside Centre reception and Aston Business School reception to call local black taxis. Local taxi service number: TOA Taxis – 0121 427 8888.

Venue Layout
British Psychological Society Registration Desk
Ground floor foyer, Lakeside Centre.

Posters, Exhibition and Lunch
Exhibition room, Ground floor.

Conference sessions
All sessions are held in the Lakeside Centre — please refer to timetable for session times and rooms.

Meeting, Milling & Mulling Networking Event
Thursday 6 December, 6.00 p.m. – sponsored by Coaching at Work
Come and join us for some milling and mulling
On the evening of 6 December there will be an opportunity to network with other delegates in a relaxed and informal setting. To maximise your opportunities for networking with new people you will have the chance to engage in some ‘speed mingling’ games. Following this there will be plenty of time for continuing conversations with new acquaintances and catching up with current comrades. Our wish is that you will enjoy developing new and stronger connections with other delegates throughout the rest of the conference and beyond.
We would like to thank all the new and returning sponsors and exhibitors for their support of our event. Our sponsors and exhibitors are chosen for the relevance to the field of coaching and coaching psychology practice. Please look in your delegate packs to make sure you have the opportunity to enjoy all the sponsored items and take time to browse the exhibitor stands during the breaks.

**SPONSORS**

**Centre for Coaching** *(name badges)*

The Centre for Coaching has pioneered the development of Cognitive Behavioural Coaching over 10 years and it forms the foundation of all our coaching and coaching psychology programmes. Our courses can be taken individually or as part of a Diploma programme accredited by Middlesex University; for example, our Certificate in Coaching Psychology, for psychologists only, is a five-day course accredited at level 7 (20 credits).

Our courses are approved by the BPS Learning Centre for the purposes of continuing professional development and we have achieved the International Society for Coaching Psychology Approved Centre Status. We are also an Institute of Leadership and Management approved development programme provider and a founding member of the Association for Coaching, which recognises our certificate courses.

**Website:** [www.centreforcoaching.com](http://www.centreforcoaching.com)  **E-mail:** cope@iafpd.com  **Tel:** 0845 680 2075  **International calls:** +44 (0) 20 8318 4448

**Coaching at Work** *(Meeting, Milling & Mulling Networking Event)*

Coaching at Work is an independent magazine, events organiser and dedicated website for the coaching and mentoring profession. It publishes six magazines each year, 12 to 15 newsletters and additional content on the website. Subscription also includes registration on the global Coaching at Work Coach List, membership of a 11,000-strong global LinkedIn group, and discounts on Coaching at Work’s sell-out events. The magazine is available in digital as well as printed format. Liz Hall, the editor, is an award-winning journalist, trained coach and winner of the Association for Coaching Award for Impacting (Leadership/External Focus) Service to the Wider Community for 2010–2011. Members of the SGCP are entitled to a 20 per cent discount on a magazine subscription (quote the code SGCP2010), [www.coaching-at-work.com](http://www.coaching-at-work.com).

**EXHIBITORS**

**Association for Business Psychologists (ABP)**

The ABP is an organisation of Occupational Psychologists run by and for Occupational Psychologists. Its aim is: ‘To be the leading professional body representing business psychology by actively championing the benefits of the use of psychology in the workplace and by bringing together a community of practitioners and academics’.

**Association for Coaching**

The Association for Coaching is a leading, independent and not-for-profit body, dedicated to promoting best practice and raising the awareness and standards of coaching worldwide. Our purpose is to inspire and champion coaching excellence, to advance the coaching profession, and make a sustainable difference to individuals, organisations and, in turn, society.
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Hogrefe
Hogrefe assessment and development tools provide powerful starting points for coaching conversations. This year at the SGCP conference we will feature our recently developed Leadership Coaching Report which combines the predictive power of the NEO Personality Inventory with the Primary Colours Model of Leadership (Pendleton & Furnham, 2012). The report enables in-depth and objective exploration of how aspects of personality may operate as enablers or barriers to effectiveness across the seven leadership tasks and three broad leadership domains proposed by the model.

Visit us at Stand 12 to find out more and sign up for a free trial.

International Society for Coaching Psychology
The International Society for Coaching Psychology (ISCP) is a professional membership body established to further the discipline and profession of coaching psychology.

With the growing interest in coaching psychology around the world, the ISCP hopes to encourage the development of the theory, research and practice in coaching psychology and support coaching psychologists in their work.
Open University Press McGraw-Hill

The Open University Press publishes a range of bestselling introductory and higher level textbooks for Psychology students. Titles out this year include a new edition of Jane Ogden’s popular text *Health Psychology*, a brand new book from Carla Willig, *Qualitative Interpretation and Analysis in Psychology*, and a new edition of Ilona Boniwell’s book *Positive Psychology in a Nutshell*, which presents an engaging overview of the science of optimal functioning and well-being.

We also have a range of books to aid Psychologists undertaking research projects, with Julie Pallant’s successful *SPSS Survival Manual* providing a life-saver to many and new titles such as Nollaig Frost’s *Qualitative Research Methods in Psychology* offering new guidance.

We are actively commissioning new Psychology projects. Please contact Monika Lee – monika_lee@mcgraw-hill.com – to discuss any proposals you may have.

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Oxford Brookes University Business School

We provide programmes for practitioners working across a range of settings, including business, industry, education and health care.

Our International Centre for Coaching and Leadership Development (ICCLD) also offers coaching supervision and accreditation, postgraduate coaching/mentoring programmes (MA and DCM), customised short courses, coaching consultancy, executive and business coaching and coaching and mentoring evaluation.

We are active within the coaching and mentoring community, hosting the *International Journal of Evidence Based Coaching and Mentoring*, the Annual Coaching and Mentoring Research Conference, a forum for disseminating postgraduate and doctoral research, and also the International Coaching Supervision Conference which showcases research in this growing professional field.

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Routledge

Routledge Mental Health works alongside the Psychology Press as part of the Behavioural Sciences Division of Taylor & Francis. With offices in Hove and New York, our publishing programme is truly global. Routledge Mental Health publishes leading books for professional psychologists, including psychotherapists, counsellors, psychoanalysts and analytical psychologists. Please visit our stand today to receive 20 per cent discount on all titles.

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The Thinking Partnership

People follow people. Imagine a world where everyone understood the unique strengths of character and intelligence which shape our current leadership impact and predict our future potential. And not only understood, but could develop those strengths of character and intelligence.

At The Thinking Partnership, we have created a powerful tool and framework, ‘CharacterScope’ which allows you to capture, evaluate and develop that insight. It offers a rich framework for leadership assessment, development and coaching.

We want to share ‘CharacterScope’ with you, and give you the opportunity to use it with your clients too. ‘CharacterScope’ will be available to trial, alongside a detailed overview of the framework and a chance to discuss how it could work in your practice.
SGCP Annual Conference Scientific Board 2012

Co-Chairs
Dr Almuth McDowall, PhD, CPsychol
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Co-convenor of the Congress International Steering Group, Special Group in Coaching Psychology
Director: Coaching Psychology Unit, Department of Psychology, City University, London EC1V 0HB, UK.

Honorary Secretary
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Scientific Board Administrator
Tracy White
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www.virtuallyorganised.com

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Principal, Insight Management Consulting.
Convenor, Interest Group in Coaching Psychology, Australian Psychological Society.

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Jens Boris Larson
Danish Psychological Association.
Society of Evidence-based Coaching.

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Professor P. Alex Linley, PhD, CPsychol
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Sheila Panchal, CPsychol
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MOP Coaching & Consulting
London, UK.

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Professor Dr Dusan Stojnov
Psychology Department, Faculty of Philosophy, CikaLjubina 18–20 11000 Beograd, YU, Serbia.

Dr Alison Whybrow, PhD, CPsychol
i-coach academy Ltd, 56 Queen Anne Street, London W1G 8LA, UK.

Ex-Officio Member
Haley Lancaster, CPsychol
HCPC Registered Occupational Psychologist, Nottingham.

Social Media at the Conference
Please use our hashtag #sgcpcconf when tweeting about the conference.
Follow us on twitter @SGCP
Find us on Facebook www.facebook.com/sgcuk
Feel free to Retweet and share our official updates. Spread the word :)
We, the Conference Team, are not just a bunch of pretty faces… we would like you to know a bit more about us. So we have answered four questions that we thought you might ask us:

- What are your responsibilities in the SGCP conference team?
- What is your day job?
- Why did you join the SGCP conference team?
- And one interesting fact about yourself.

**CO-CHAIRS**

**Haley Lancaster**

As conference organising team co-chair, I work with a great team of people passionate about putting on a great conference for all our delegates. In my day job I am an occupational psychologist and coach (and on the register of coaching psychology!) and am passionate about enabling people to bring their best contribution to what they do.

I love all things conference as a way to broaden my mind and knowledge, catch up with old friends and colleagues and meet new people. For many years I have benefited from others’ hard work, so three years ago a call went out for support for the SGCP conference I jumped at the opportunity to get involved.

Something interesting… I have a sports team for the countries I have lived in – the All Blacks (who need no introduction); Oranje (the colour of the Dutch football shirts); and the England cricket team (holders of the Ashes).

**Judit Varkonyi-Sepp**

I am the conference co-chair with my wonderful colleague, Haley Lancaster.

In my day job, my specialist field is clinical research where I am working with organisations as a coaching and business psychologist. In my free time I am doing *pro bono* transition coaching and, of course, involved in all things coaching psychology, being co-chair to the SGCP Publications and Communications Committee and host to the Winchester Peer Practice Group.

Coaching psychology is encapsulating everything that in my long and diverse career really mattered to me. So when a few years ago the opportunity came up to join the conference team I could not have been happier to become part of this excellent community giving up their free time to deliver superb quality events to all with interest in coaching psychology.

I used to be a professional contemporary dancer and choreographer.

**Roxana Cardos**

My responsibility within the SGCP committee is within the marketing team, but also helping out the other senior members whenever needed. As an ambitious young professional I am currently practicing my skills at Kenexa within the assessments division. I volunteered as a steward last year and I really enjoyed the dynamic of the team and the opportunity to get inspired by such big names in the industry.

I was born in Transylvania and I’m slightly addicted to yoga and chocolate.
Dr Claire Collins
My responsibilities for the conference are to ensure smooth running of the delegates’ experience on the conference days. These include registration, guiding delegates to the correct places and ensuring they have the information that they need. My day job is Director of the DBA Programme, Research Fellow and Subject Lead for Leadership & Change at Henley Business School.

I joined the SGCP conference team because I want to play an active part in disseminating robust coaching knowledge to those who have a real interest in developing their own coaching and building up the profession for others. An interesting thing? I love to sing classical music both solo and in the choir I have been a member for 11 years.

Dr Vicky Ellam Dyson
I don’t have a specific role for the conference this year – I will be providing general support for delegates at the networking event and the rest of the conference. I am a visiting lecture and research supervisor at City University, a visiting tutor at Cass Business School, and a self-employed coaching psychologist. I have worked as part of the SGCP conference team for seven years. I enjoy the team spirit as we work hard together to bring our members a rewarding and enjoyable event each year. I like to spend my spare time being an armchair sleuth. My favourite TV detective is Columbo, my cat is called Mrs Columbo.

Alanna O’Broin
I am Honorary Secretary of the SGCP Annual Conference Scientific Board 2012 and will be a Conference Committee Helper, as well as a presenter at the Annual Conference.

I have consistently performed executive, publication and event organising roles for SGCP since its inception in 2004 and I enjoy contributing to the promotion and development of coaching and coaching psychology through the involvement with SGCP conferences, and my writing.

I am a practicing Coaching Psychologist, and I am researching and have published several co-authored articles and chapters on the coaching relationship. I am a Consulting Editor of *The Coaching Psychologist*, and am an International Editorial Board Member of *Coaching: An International Journal of Theory, Research and Practice*.

My hobbies include researching and collecting Art Deco furniture.

Siobhain O’Riordan
I am Editor of *The Coaching Psychologist* within which myself and Professor Stephen Palmer have undertaken Keynote Speaker/Workshop Facilitator interviews. I am an Independent Coaching Psychologist and Academic Psychologist I have been involved in the SGCP conference activities for a number of years.

I originally joined because I felt the conference offers an important forum to support and promote the research and practice of coaching psychology in the UK and beyond. My main personal interest is equestrianism and indeed anything horse-related.
Professor Stephen Palmer

I am the Co-chair of the Conference Scientific Board. I am Director of the Coaching Psychology Unit at City University London and also Director of the Centre for Coaching, London. I am the UK Co-ordinating Editor of the British Psychological Society’s SGCP peer-reviewed publication, International Coaching Psychology Review.

I’m involved with the team as I believe that our conferences are important for the development of the coaching psychology profession. It’s exciting learning about new theories and research.

My interests include jazz.

Mary-Ellen Saha

I’m running the Facebook and Twitter pages at the conference. I’m a Positive Psychology Coach. I help individuals, teams, families and couples cultivate happiness through one-on-one coaching and workshops.

I was asked by Stephen Palmer, whom I met on Twitter, to join the SGCP conference team. An interesting fact about me is that I have undressed and redressed the Kings of Leon!

Dr Alison Whybrow

I’m representing the main SGCP committee as Research Officer. I am conference ex co-chair and advisor to the conference team. I work as a coaching psychologist and have a thriving coaching practice focused on senior executives in addition to pro bono coaching with two diverse organisations that further stretches my learning as a coach.

I joined the Conference Team when the SGCP was formed and have always been part of it, it’s always been at the heart of SGCP activity – perhaps it is now time to move on.

If I won the lottery, I would spend my time with my family, horseriding, skiing and walking my dog. But I don’t ever buy a ticket, so no danger that that will happen.

… not forgetting our other committee members

Nancy Doyle    Almuth McDowall    Peter Ralph    Susan Watsham

Book Launch – Solution Focused Coaching in Practice

During the Meeting, Milling & Mulling Networking Event, sponsored by Coaching at Work, an exciting new book will be launched, Solution Focused Coaching in Practice by Bill O’Connell, Stephen Palmer and Helen Williams, published by Routledge.

It’s a practical ‘how-to’ guide that provides an invaluable overview of Solution Focused Coaching skills and techniques. Reflecting upon published research on the solution focused approach, the authors bring their own experiences of Solution Focused Coaching together with others in the field to cover topics such as:

● the coach-coachee relationship;
● the role of technology in coaching;
● inclusive coaching;
● group and team coaching;
● practical issues and skills.
### SGCP Committee Members 2012

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<th>Chair</th>
<th>Chair Elect</th>
<th>Past Chair</th>
<th>Hon. Treasurer</th>
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<td>Mary Watts</td>
<td>Sarah Corrie</td>
<td>Angela Hetherington</td>
<td>Professor Stephen Palmer</td>
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<td>Julie Allan</td>
<td>Zorica Patel</td>
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<td>Ethics Officer</td>
<td>Events Team Co-Chair</td>
<td>Honorary Secretary</td>
<td>Editor, The Coaching Psychologist</td>
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### Ordinary Members

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<th>Conf Co-Chair</th>
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<th>Pubs &amp; Comms Sub-Committee Co-Chair</th>
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### Ex-Officio Members

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<th>Research Officer</th>
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### Co-Chairs

- Haley Lancaster: Conference Co-Chair
- Claire Townsend: Pubs & Comms Sub-Committee Co-Chair
- Judit Varkonyi-Sepp: Conf Co-Chair, Pubs & Comms Sub-Cttee Co-Chair
- Anthony Fusco
- Lisa Mathewman
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- Anthony Fusco
- Lisa Mathewman
- Margaret Macafee
The Special Group in Coaching Psychology supports coaching psychologists, coaches, individual clients and organisations who are interested in learning more about coaching psychology and coaching services. Our aim is to promote the development of coaching psychology as a professional activity and clarify the benefits of psychological approaches within coaching practice.

The SGCP stand is located in the exhibition and refreshment area. If you need any information about the conference event, there will be someone who can help you.

You will be able to find out more about the SGCP and the benefits of joining, if you are not already a member. You can chat with the SGCP committee members about the work of the SGCP over the last year and our plans for the coming years. You can also pick up a copy of our publications, find out about upcoming events, and hear about the national peer practice groups in coaching psychology which are hosted by SGCP members.

As a membership organisation, we are really keen to hear your ideas for how the SGCP can better support you to research this area of psychology and develop your practice as a coaching psychologist.

For more information please visit our website:
www.sgcp.org.uk

The Register of Coaching Psychologists

The Register of Coaching Psychologists provides a means for Society members who have specialist expertise in the field of Coaching Psychology to achieve recognition of their expertise and to differentiate their services. It is also a key resource for anyone wishing to access the services of, or check the credentials of a Coaching Psychologist.

The Register is open to Chartered Psychologists who are also members of the Special Group in Coaching Psychology (SGCP).

Applicants are required to confirm that they meet the knowledge and experiential framework for the Register of Coaching Psychologists and to provide evidence of ongoing supervision of their coaching psychology practice.

Please visit our dedicated Register stand, located in the exhibition and refreshment area.

Here you will be able to ask a SGCP committee member any questions you may have and pick-up an application form for the Register.
Crossing the Threshold: (Re) integrating our stories, strengths and shadows in coaching

Dr David Drake, PhD

In this workshop, we will explore the role of narrative thresholds in how clients learn and develop. You will get an introduction to four theoretical constructs that underpin this framework and learn some techniques for working with thresholds in coaching sessions.

In particular, we will take a deeper look at the nature of ‘strengths’ and how working with narrative thresholds may enable us to better understand, develop and apply them. We will look at the role of narrative disintegration and reintegration in maturing our strengths. This approach offers a more integral view of development that is well-suited for helping clients (and ourselves) grapple with the complexities and demands of the 21st century.

The theoretical constructs that inform this work with narrative thresholds are: (1) the impact of pre-verbal attachment patterns on our working models (Bowlby & Ainsworth); (2) the influence of the shadow in shaping our strengths and our stories (Jung); (3) the role of the field and a strong holding environment in working with thresholds (Winnicott); and (4) the use of narrative material in zones of proximal development (Vygotsky).

Drawing from our Narrative Design Lab programme, you will learn how to help people to prepare for, cross and benefit from their developmental thresholds in order to move through transitions and make decisions. There will be opportunities to practice the process, both as you would in coaching others and as a resource for your own mastery as a practitioner.

The most dangerous moments in coaching

Nic Eddy

A practitioner-orientated exploration in three parts.

Part 1: The most dangerous moments in coaching

A premise to start: that sometimes there are simple, quite subtle moments in the coaching process that can introduce unrealised limitations on the experience and outcome for the coachee – the most dangerous moments in coaching.

If the practice of coaching psychology is as valuable as we believe it to be, then this implies being better equipped at identifying and avoiding some of the common assumptions and methodological constraints that many coaches either introduce inadvertently into their coaching practice or encounter as a result of adopting less rigorously based processes and frameworks.

Leading to, Part 2: An exploration of how psychology enriches the practice of coaching

What can we conclude on how this evidence-based, scientific discipline we call coaching psychology improves the probability of our clients achieving meaningful outcomes and change: change that is measurable, defensible and valued in personal as well as commercial terms – and – arguably, contributes to the probability of clients achieving substantial even transformational change?

Which in turn helps us improve our answer to, Part 3: The fundamental marketing client-focused question,

‘Why would I use a coaching psychologist as opposed to all the other coaches who proudly promote their services?’

In a world where coaching is deregulated and ‘sales’ words are cheap, if we want to stay in
business, we need to be able to answer this question convincingly and express in commercial marketing terms the contribution psychology brings to the practice of coaching. In short, what is our unique value proposition (UVP)?

I will be asking workshop participants to bring their war stories, observations, questions as data for our exploration.

**Self as key instrument in the executive coaching process: Assessment and improvement**

**Dr Vicki V. Vandaveer, PhD**

Premise: An individual who facilitates the development of another individual through one-on-one coaching is him- or her-self a key factor in the coaching/development process, that is, an ‘instrument’ for facilitating another’s development – therefore, needing to be ‘fit for purpose’ and continually sharpened.

This one-day workshop focuses on that concept and includes self-assessment – using self-assessment tools, peer consultations, and group discussion – and culminating in each participant’s drafting a personal development plan. A key feature of the workshop is pre-work consisting of: (a) feedback from a few key clients; and (b) brief questionnaire participant survey – completed and submitted prior to the workshop – summarised results presented in the master class.

**Growing the ‘I’ and the ‘WE’ in transformational leadership: A vision for coaching psychology**

**Professor Mary Watts, PhD**

‘If your actions inspire others to dream more, learn more, do more and become more, you are a leader’ (John Quincy Adams quoted in The Positivity Blog 2012)

‘My dream is that inspirational and transformational leadership be used to bring hearts, minds and skills together in creative, humane and fun ways to change and improve both large and small aspects of our world.’

‘My vision is that coaching psychologists take a leading role in creating and implementing collaborative ways of changing many of the current approaches to leadership and leadership development.’

Leadership is for all, not just a select few. Learning how to ‘grow’ it both in ourselves and in others can be fun and productive. This workshop focuses on how we can do this. The first part builds the foundation for this using the LEAD LEARN and GROW Model, drawing particular attention to the ‘I’ – ‘WE’ dynamics. The second part builds on this by integrating personal insights, psychological theory and research with the model and the wider application of this in multiple contexts. The workshop is highly interactive and contains a number of recurring themes but one of the key messages is that although there is considerable work to be done in the leadership area, coaching psychologists are in an ideal position to use their knowledge and skills, in a collaborative manner, to bring about change.

Part 1 – Suggests that leadership is for everyone, that we all need to learn how to engage with it and that we are not born as leadership experts. Social and cultural factors, among others, play a large part in our experience of leadership and our ability to practice it. It also suggests that before we can lead others we must know what it means to lead ourselves, to take responsibility for our learning and have the skills and confidence to do this. Leadership and learning, it suggests, go hand in hand and leadership without inspiration produces stasis.

Attention is drawn to the importance of the ‘WE’ in leadership. For example, ‘WE’ have succeeded not ‘I’ have succeeded. The paper posits, however, that the ‘I’ is also very impor-
tant and requires focus and development. The relationship between the ‘I’ and the ‘WE’ is a critical reciprocal relationship and can have both desired and undesired consequences.

‘The LEAD, LEARN and GROW Model’, designed to support and enhance leadership and its development, is outlined together with examples of its use. This model is visualised as two stools. Seated on one is ‘I’ and on the other ‘WE’. Each has three legs named respectively as ‘I LEAD’, ‘I LEARN’ and ‘I GROW’. Supporting the legs are the cross sectional and strongly supportive bars of ‘THE’, representing ‘Tracking’, ‘Hindsight’ and ‘Evaluation’. These are essential to leadership and its growth into transformational leadership. To develop requires that each of the legs grows and also that the ‘THE’ supports strengthen in line with the growth.

The interesting and critical thing for the coaching psychologist in terms of leadership development is how best to facilitate this growth whilst maintaining a constructive and dynamic relationship between the ‘I’ and the ‘WE’, for in the real world ‘I’ relates to multiple ‘WEs’ and vice versa.

Part 1 concludes with broader thoughts on roles for coaching psychologists in achieving the dream and vision stated at the outset. It stresses the importance of collaborative working both with other psychologists and those from other disciplines and areas of practice.

Finally, the models do not tell us what to do but they provide a framework for thinking through, hypothesising and testing out constructive ways of moving forward.

Part 2 focuses on implementation and translating the vision into reality.

‘Leadership is the capacity to translate vision into reality’
(Warren Bennis, sources of insight.com 10 February 2012)

‘Leadership and learning are indispensable to each other’
(John F. Kennedy, sources of insight.com. 10 February 2012)

Part 2 is a natural progression from part 1, which presents a vision for coaching and coaching psychology. This section focuses on the translation of that vision into reality, namely transforming many of the current approaches to leadership and leadership development. The workshop draws upon the ‘I’/‘WE’ and ‘THE LEAD, LEARN and GROW’ models presented earlier. These provide a framework for action – however, creative and skilled use of psychology and coaching is required in implementation.

The workshop is collaborative and participants work together to generate visionary approaches to leadership and leadership development. Emphasis is given to drawing upon the diverse knowledge, skills and psychological approaches participants bring with them. These will add richness to the workshop’s generative approach.

By the end of the workshop participants will have insight into a framework that can be creatively and flexibly applied to enhancing leadership and leadership development and they will have personalised it by integrating with it their own knowledge and experience.

All that is necessary to bring to this workshop is an open, flexible and curious mind, a willingness to share ideas, to listen to those of others and to learn.

References


Nature of evidence, quality of research and self-deception in coaching and coaching psychology

Dr Tatiana Bachkirova, MEd, MSc, PhD, CPsychol, AFBPsS

The aim of science is not to open the door to infinite wisdom, but to set a limit to infinite error. Bertolt Brecht

For the last decade at least we have spoken about the need to enhance the knowledge base for coaching that is still estimated in many publications as far thinner than in other, more established disciplines. Coaching psychology on the other hand is usually presented in this regard, even by its own definition, in a much better position. Notwithstanding I would like to discuss in this talk where we are in the process of developing a knowledge base for coaching. I will invite us to look at this issue from several levels, starting from the very highest, such as the role of the dominant paradigm in knowledge generation for coaching to the very individual role of our own needs and values as coaching practitioners in knowledge application and enhancement.

There seems to be many sides of the story in relation to the knowledge base in coaching at each of these levels. For example, in comparison to our sister field of counselling and psychotherapy, we are not experiencing a battle or a significant divide between the multitudes of practitioners on one side and scientists who advocate evidence-based models of treatment on the other. This may seem like an advantage for coaches, but with some reservations. I will offer a potential explanation for this situation and discuss the implications of it for knowledge generation in coaching.

On a more personal level for us as coaches and coaching psychologists, I will draw attention to many strong assets that can contribute to the knowledge base in coaching, such as pragmatism and commitment to development. At the same time, there is a good reason to also highlight potential obstacles to our development and development of knowledge that may come from self-deception. I will share some findings from my recent research to substantiate the above concern and offer some ideas of how to minimise the effect of this elusive phenomenon.

Evidence-based coaching psychology: What would it look like and how close are we?

Professor Rob Briner

All psychology practitioners claim to be evidence-based and, to some extent and in different ways, all psychology practitioners are evidence-based. However, the notion of evidence-based practice is rarely examined closely within coaching psychology and many questions about the nature and role of evidence remain only partially addressed. This analysis will ask and attempt to answer some of these questions.

First, what does evidence-based practice mean? And to what extent is coaching evidence-based? Originating most recently in medicine and now widely applied across a range of rather different disciplines including architecture, education and policy-making, it is clear that while the principles are similar across all disciplines they need to be adapted to fit different disciplines. Many contextual factors such as the state of evidence, its availability, the employment arrangements of the practitioners involved, demand from clients and professional bodies (such as SGCP and BPS) will shape the extent to which and how evidence-based practice is adopted across disciplines and practitioners. So what would full-blown evidence-based coaching psychology look like?
like? What would be happening that isn’t happening now? How close are we?

Second, what is the nature of the current evidence-base for coaching? While there is a small body of research about coaching and related practices very little of it answers fundamental questions about whether coaching actually works, compared to doing nothing or something else. Equally fundamental is the question of what ‘works’ means in the context of coaching. Most research considers only relatively short-term perceptual ‘feel-good’ coachee’ ratings rather than consider other broader and longer-term outcomes related to effectiveness.

The third question is what can be done as individual coaches, in coaching businesses and within professional bodies to move closer towards and evidence-based approach to coaching. In short, this entails embedding evidence-based thinking and practices in education and training, in working with individual and organizational clients, in the design and structure of coaching businesses and the coaching role and in the principles and ethics of professional bodies.

Of course, such changes are not easy or necessarily welcomed. So the last question concerns the factors inhibiting and facilitating the move towards evidence-based coaching psychology. A major inhibitor of developing evidence-based practice in many fields is the (often justified) concern that a close examination of the evidence supporting a practice will be of poor quality and limited in quantity. A second is that individual coaches as well as client organisations do not require strong evidence: If our customers and clients don’t want evidence for what we do, why do we need to use it? A third inhibitor arises from a misinterpretation of evidence-based practice. It does not mean acting and practicing only on the basis of certain forms of evidence – rather it refers to making a concerted and conscientious effort to gather and use the best available evidence from a variety of sources in everyday practice and an on-going commitment to developing the evidence-base. At the same time there are many factors facilitating the move towards evidence-based practice. Not least are issues around ethics. But perhaps most importantly if the future of coaching is not evidence-based what kind of future does it have?

Debut of Coaching Psychology in the US: Practice, science, quagmires and practicalities
Dr Vicki V. Vandaveer, PhD

‘What are some of the key issues you wish to convey in your keynote speech at the conference?’

- Experiences, issues and learning’s from SCP’s and SIOP’s work to develop the practice and science of executive coaching

- Identified differences in definitions of ‘coaching psychology’ – and the relevant history and resulting nuances

- What we have learned from our SGCP colleagues – through our recent affiliation with ISCP; and what we hope to contribute.
Improving the effectiveness of coaching psychology peer supervision groups

Emma Donaldson-Feilder, Affinity Coaching and Supervision
Joan Staples, Psychological Services

As a peer supervision group of coaching psychologists, we reflected on the length of time it had taken us to appreciate each other’s depth of experience and breadth of knowledge. Unless coaching case studies and discussions at supervision meetings touched on these areas, the rich array of group members’ potential contributions was not evident. We decided to undertake a profiling process aiming to: improve the effectiveness of our own supervision group; and establish an evidence base to support development of effective coaching psychology peer supervision groups.

The aims of this workshop are to:
1. Provide an overview of our experience of using a profiling process and the results we achieved; and
2. Allow delegates to explore the profiling questionnaire and its uses through a series of interactive exercises.

1. Overview of the profiling process

This was a collaborative qualitative questionnaire-based profiling process, followed by group exploration of the information, and creation of an evidence base for wider application.

Method: Drawing on Drake’s (2007) model of four domains of knowledge for coaching mastery (professional knowledge, contextual knowledge, foundational knowledge and self knowledge) we designed a profiling questionnaire to help explore and share the evidence base brought to the group by members. During 2012, we trialled this questionnaire to see whether it informed and stimulated conversations around these domains. We aimed to make it an interactive experience, mirroring the coaching experience with all its opportunities for sharing, learning and achieving not entirely predictable outcomes, but guided by principles of good coaching practice. We also compared the wisdom and experience available in the group with the 13 knowledge areas of the SGCP Coaching Psychology Knowledge and Experience Framework (SGCP, 2011).

Results: The results of this process will be presented at the conference. We intend that the outcomes should provide an evidence base on how to develop effective coaching psychology peer supervision groups.

Conclusion: Creating an effective coaching psychology peer supervision group can take a considerable length of time. Using a profiling process to speed up sharing of knowledge and experience could help achieve effectiveness faster.

2. Interactive exercises to allow delegates to explore the profiling questionnaire and its uses

- Individual reflection: the opportunity to fill in the profiling questionnaire yourself and reflect on when and where you could use it in your own practice and/or supervision.
- Small group discussion: sharing experience and perspectives with other delegates on what works and does not work in supervision groups, how to improve their effectiveness and whether a profiling process could help.
- Plenary discussion: debating the benefits of using this profiling process for coaching psychology peer supervision group development, when it might be useful and when not, potential pitfalls and how to overcome them.

Copies of the profiling questionnaire will be provided for delegates to take away and use in their own practice if they wish.
Coaching high quality, high quantity writing

**Maria Gardiner, BA (Hons) MPsych (Clinical) MAPS**

Coaching has been used for many purposes, and the research supports its use in improving performance and well-being. However, to date, there has been no specific focus on coaching as a tool to increase the quality and quantity of writing in adult writers. Writing is a significant component in many professional people’s working life (e.g. academics or PhD students), and as such, success in this area can have a major impact on career progression. In this skill development workshop there will be a focus on the aspects of writing most likely to give rise to unhelpful beliefs and consequences.

The workshop will show how using evidence from the scholarly literature on writing, inaccurate beliefs can be disputed and more effective behaviours substituted. There is much to be gained from coaches having a specific understanding of the psychology of writing, as successful writing may make the difference between coachees’ (and coaches!) careers flourishing or stagnating. This workshop does not deal with the nuts and bolts of writing (there will be no reference to split infinitives!), It is purely about the psychology of high quality, prolific writing. The basis of the work presented in this workshop was published in the scholarly journal *Nature* as an invited commentary.

Active ingredients in coaching effectiveness

**Professor Erik de Haan, PhD**

After a short overview of coaching outcome studies, I will talk through the factors that have been demonstrated to have an impact on coaching effectiveness, and how they have been found and researched. I will take three of those factors (matching, motivation and relationship) and explore them more in depth. How can we improve our own practice and effectiveness in terms of these three factors? What are specific changes that we need to achieve in our skills and approach during sessions?

I will also talk about the future of coaching outcome research and how we might get a better grip on these active ingredients – and potential other key variables in coaching outcomes – by doing more collaborative research.

Participants can benefit also by contributing to a large-scale outcome research project into active ingredients, by going to www.ashridge.org.uk/centreforcoaching. It will give them a head start during the workshop, and it will give them some feedback on their practice as well, particularly if they can ask 10 of their clients to complete the short questionnaire. This project is a collaboration between three universities/business schools (Ashridge, Amsterdam, Sydney) and over 1100 client-coach relationships have already been researched, so it is the largest ever coaching research project. Joining the research does not take much time and gives everyone some experience of the kind of research into effectiveness that I will be talking about, so as to get more out of the session.

Refining the art of decision-making in coaching psychology practice

**Professor David Lane**

**Professor Sarah Corrie**

Working with a client in order to bring about change involves a constant stream of decisions. But how exactly do you decide? What influences your choices and how can you be sure that you are making the right ones? This masterclass examines some of the factors that are involved in making good decisions, considers the range of skills that are needed to make effective choices in coaching practice and explores some of the factors that can prevent coaches from making sound decisions in their work with clients. As decision-making in the ‘real world’ becomes increasingly complex and is now widely regarded as a
discipline in its own right, this workshop offers a model that can help you make effective choices with your clients regardless of context and setting.

Through attending this workshop you will:

● be able to improve how you think about your clients’ needs;
● develop specific skills in decision-making that can assist you in the development of different aspects of your practice;
● be able to identify factors that are shaping your professional judgement, in order to capitalise on helpful sources of influence and minimise unhelpful ones;
● make your decision-making more transparent (to yourself and others, including your clients) and so more open to critique and refinement.

‘If I were you…’ Working with awareness that we bring our whole selves, and our personal hopes, to our coaching

Jennifer Liston-Smith, Coaching & Consultancy and My Family Care
Kathy Cotter

Do you have a lot in common with your coachees? Are you passionate about your niche area of work? Are your coachees achieving your goals?

This workshop provides space, structure and research-based insights to discuss and explore how our good intentions for our coachees may steer their goals and how the boundaries between coaching and mentoring become blurred when we coach in an area of shared personal experience. Add to this the fine line we tread when balancing the corporate agenda with coachee’s personal goals and we have a heady mix.

In line with the conference emphasis on evidence-based approaches, we take as a starting point some new research by Kathy Cotter with maternity coaches, which raises these and other questions.

This leads into a highly interactive workshop and dialogue using case study material and personal experience to explore what goes on within ourselves, between ourselves and the coachee and then the other dimensions we would take to supervision when coaching in an area of shared personal experience.

This workshop will appeal to:

● Coaches and coaching psychologists working with maternity, with transitions more broadly, and others who want to address the broader themes of this session.
● Those who would like to explore experientially the impact of our own experience and good intentions on our coaching.
● People commissioning or researching coaching in organisations.

Improving evidence-based coaching psychology with action research, living educational theories and multi-media narratives

Professor Jack Whitehead, Liverpool Hope University

This workshop will focus on improving evidence-based coaching psychology by using action research, living theories and multi-media narratives.

The use of action-reflection cycles to improve practice includes expressions of concern about what one wishes to improve; the creation of action plans; acting and gathering data to make a judgment about the effectiveness of the actions; evaluating the effectiveness of the actions; modifying concerns, action plans and actions in the light of the evaluations. It includes the production of a validated explanation of the coaching psychologist’s educational influence in their own learning, in the learning of others and in the learning of the
social formations in which they live and work. Evidence from validated explanations will be drawn from recently completed doctoral research programmes into questions of the kind, ‘How do I improve what I am doing?’ These explanations include a recently completed enquiry by a senior educational psychologist working in a local authority. The explanations are freely available on the web from http://www.actionresearch.net/living/living.shtml.

These validated explanations are called living-theories. The importance of the values-base, in sustaining motivation for improving practice, will focus on the values used by coaches to give meaning and purpose to their lives in their professional practice. The workshop will focus on the practicalities of beginning with what the practitioner wishes to improve and of the importance of working with practitioners in the creation and sharing of their narratives of learning as they work to improve their practice and to contribute to the knowledge-base of coaching psychology. The significance of sharing validated explanations of influence will be emphasised with resources freely available from http://www.actionresearch.net.

The inclusion of visual data with digital technology in explanations of influences in learning is now becoming more common in stories of improving practice and generating knowledge. The workshop will include details of how to include visual narratives in explanations of influences in learning in ways that overcome limitations in the meanings that can be communicated through written text alone. Many psychologists understand the importance of expressions of energy-flowing values in sustaining motivation in improving practice. Yet, text-based stories of improving practice are limited in the meanings that can be communicated using visual data. The workshop will explore the possibilities for transforming psychological understandings related to improving practice that are being offered by digitalised visual data.
Why would anyone be coached by you?

Dr Claire Collins, PhD, MBA, CSci, FIBMS, MCIM

The coaching relationship is at the heart of the perceived success of coaching in many different ways. Many scholars and research studies are focusing on aspects of the coaching relationship in order to understand how it contributes to the quality of the coaching intervention. This session concentrates on the progress of the coaching relationship from its formation and development, through to its maturity and eventual completion. The presentation is based on research that was conducted using a case study approach and focusing on the coaching relationship from the perspective of the participants. The study was longitudinal and used a multiple-narrative design to collect reflections from a number of volunteers in their coaching relationships from ‘before the beginning to after the end’. The outcomes of the research suggest that a number of stages or phases are apparent and that by attending to the critical factors in each phase, the quality of the coaching relationship can be enhanced thus improving the coaching experience. There are many implications and possibilities for practitioners to utilise these outcomes in order to build, develop and participate in high quality coaching relationships.

Using coaching to improve dyslexia and dyspraxia in the workplace

Nancy Doyle, CPsychol, AFBPsS

Most people think of dyslexia and dyspraxia as being limited to reading and writing difficulties. However, they are in fact part of a broad spectrum of cognitive strengths and weaknesses. Notably in dyslexia, this is usually a weakness in processing sounds and a strength in processing images. It is the poor phonological processing which leads to literacy difficulties but this not all dyslexics struggle to read or spell. Neither is the impact limited to literacy. Poor phonological processing also affects concentration, tracking verbal information in meetings and taking messages/instructions verbally. In the workplace, these issues often result in poor productivity and performance management issues. They can also be interpreted as personal defects or a lack of motivation by managers and other professionals. Dyspraxics may struggle with fine motor control and poor organisational skills, including time management.

However, dyslexic brains are often visually advanced. Julie Logan of the Cass Business School discovered in 2009 that whilst only one per cent of corporate managers are dyslexic, between 20 and 35 per cent of entrepreneurs are. This is due to the perceptual reasoning, comprehension and big picture thinking skills that an enhanced visual processing of which the dyslexic brain is capable. Dyspraxic brains are also capable of outstanding talents in verbal comprehension.

Unlike teaching children, where the literature and resources are focused entirely on deficits and developing literacy, coaching adults with dyslexia and dyspraxia involves a wide range of skills and talents. Our coaching team incorporates several psychologists and professional workplace coaches, and we cover topics which will be familiar to many coaches such as time management; organisational skills; improving short-term memory and making the most of your talents.

In the workshop I will provide:

- An overview of how dyslexia and dyspraxia affects people in the workplace;
- Discussion of the results that can be achieved through coaching and their implications;
- An interactive exercise to demonstrate some of the coaching methods;
- A group plenary of the implications for further research and evaluation;
- Where to signpost dyslexic and dyspraxic clients for specialist support.
Slow development: The art of mastering our craft as professionals

Dr David Drake, PhD

In this presentation, I will offer three recent pieces of work from my on-going study of narrative frames for coaching. Each one is currently being used in our Narrative Design Lab project to help coaches develop greater mastery through integration and innovation. For each piece, I will offer the core model, a relevant narrative strategy, and an example of how it can be used in teaching and practice.

SLOW: The first is an introduction to the international slow movement and how a narrative frame helps coaches to apply the slow philosophy in their practice. In doing so, coaches can learn to create slow experiences with clients that are richer yet often yield better results. This approach is consistent with the research on mindfulness and the value of deliberate and reflective practices.

KNOW: The second is an overview of the Mastery Window as a framework that coaches can use to increase their mastery of the craft. The framework builds on both the slow and narrative movements to expand our traditional notions of knowledge and evidence, and it offers a way to assess ourselves as coaches in a more holistic manner. This approach is consistent with the research on the stages of expertise development.

GROW: The third builds on work by Proctor (1986) and Kadushian (1976) in supervision and looks at four roles coaches can play with clients. In doing so, we will connect each role to one of the four principles of the slow food movement. In using this frame, coaches can learn how to be proactive in supporting client growth. This approach is consistent with the research on the centrality of narrative identity in professional transitions and development.

The presentation closes with a guiding metaphor that captures the essence of the slow movement and the narrative approach as well as some lessons learned about mastery from teaching advanced coaching skills for the 10 years and reflections on my own journey.

Animal Assisted Coaching in practice: Areas, techniques and developing a programme

Dr Dasha Grajfoner, CPsychol, CSci, AFBPsS

In this talk we will introduce and contextualise Animal Assisted Coaching (AAC) as a part of Animal Assisted Interventions (AAI). Benefits of those interventions often correspond with the core purpose of coaching psychology: enhancing life experience, increasing well-being, self awareness and personal development. We will specify the areas and benefits of AAC and present practical techniques, examples and outcomes of AAC. We will also present some of the existing animal assisted intervention programmes and discuss how to develop an animal assisted coaching programme. At the end of the talk ethical issues related to AAC will be discussed.

AAI can be classified as Animal Assisted Psychological Therapy (AAT), Animal Assisted Physical Therapy (AAPT), Animal Assisted Learning or Education (AAL), Animal Assisted Activities (AAA) and more recently in the area we are introducing – Animal Assisted Coaching (AAC) (Grajfoner, 2012). There are other definitions and phrases used, for example, Horse Assisted Personal Development, Equine leadership coaching, etc. For the purpose of defining the AAC practice, we will first present the areas of AAC, supported with examples, programmes outcomes and evaluation of those interventions. Practitioners psychologists have included animals as a part of intervention when dealing with a variety of issues to enhance life experience and psychological well-being by raising awareness of one’s behaviour, emotions, thinking and relating to others. For example: learning communication and interaction skills, trust (Yorke et al., 2008), team building, leadership, empathy (Thompson & Gullone, 2008), low self esteem and self-control. It has a motivational role
**Thursday 6 December – Pre-Conference Workshops**

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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>12.15 – 12.30</td>
<td>Welcome from Mary Watts – 2012 Chair of SGCP</td>
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| 12.30 – 17.30| **Suite 5**<br>Professor Mary Watts<br>Growing the ‘T’ and the ‘WE’ in transformational leadership: A vision for coaching psychology  
**Suite 6**<br>Dr Vicki V. Vandaveer<br>Self as key instrument in the executive coaching process: Assessment and improvement  
**Suite 4**<br>Nic Eddy<br>The most dangerous moments in coaching  
**Suite 1**<br>Dr David Drake<br>Re integrating our stories, strengths and shadows in coaching |
| 18.00 – 19.30| Meeting, Milling & Mulling                                              |
| 19.00 – 19.30| SGCP Annual General Meeting                                             |

**Key to colours**

- General events & social events
- Keynote speaker
- Practitioner sessions
- Research papers
- Workshops
# Friday 7 December – Conference Sessions

Research posters will be shown throughout the day and the researchers will be with their posters during the breaks in the exhibition/refreshment area.

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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9.15 – 9.30</td>
<td>Welcome from Sarah Corrie – 2013 Chair of SGCP</td>
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<td>9.30 – 10.15</td>
<td><strong>Keynote Speaker: Dr Tatiana Bachkirova</strong>&lt;br&gt;Nature of evidence, quality of research and self-deception in coaching and coaching psychology</td>
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<td>10.20 – 11.05</td>
<td>Suite 5</td>
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<td><strong>Professor Stephen Palmer</strong>&lt;br&gt;Enhancing Resilience using Cognitive Behavioural Coaching</td>
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<td>11.05 – 11.30</td>
<td>Morning Tea and Coffee</td>
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<td>11.30 – 12.15</td>
<td>Suite 5</td>
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<td><strong>Professor Erik de Haan</strong>&lt;br&gt;Active ingredients in coaching effectiveness</td>
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<td>12.15 – 13.00</td>
<td><strong>Dr Dasha Grajfoner</strong>&lt;br&gt;Animal assisted coaching in practice: Areas, techniques and developing a programme</td>
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<td>13.00 – 13.45</td>
<td>Lunch</td>
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<td>13.45 – 14.30</td>
<td><strong>Keynote Speaker: Dr Vicki V. Vandaveer</strong>&lt;br&gt;Debut of coaching psychology in the US: Practice, science, quagmires and practicalities</td>
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<tr>
<td>14.30 – 14.35</td>
<td><strong>SGCP Research Awards 2012 – Presentation</strong></td>
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</tbody>
</table>
### Friday December 7 – Afternoon Conference Session continued

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 5</th>
<th>Session 1</th>
<th>Session 4a</th>
<th>Session 4b</th>
</tr>
</thead>
</table>
| 14.35 – 14.55  | **Alanna O’Broin**  
The coaching relationship: actively working together to realise shared goals, and a role for the coach in adapting responsively to their coachee | **Maria Gardiner & Hugh Kearns**  
The effectiveness of cognitive behavioural coaching in improving the wellbeing and retention of rural GPs | **Dr Mike Young MBE**  
‘Coaching Leadership’: How leadership can benefit from the application of coaching psychology | **Griff Griffiths**  
Can positivity be used as a metric to measure the overall impact of a change program underpinned by coaching? |
| 15.00 – 15.20  | **Dr Silvana Dini**  
Taking the temperature of supervision in Coaching/Coaching Psychology: SCP Italy’s first survey | **Nicky Schlatter**  
Mining emotional intelligence (EI): Can EI assessments be the route to cognitive behavioural coaching (CBC)? | **Dr Ho Law & Ruth Fitzgerald**  
Coaching psychology in education - Evaluation of coaching training in Bahrain | **Dr Barbara Green**  
Coaching for collaborative success |
| 15.20 – 15.45  | **Afternoon tea and coffee** | | | |
| 15.45 – 16.30  | **Professor David Lane & Professor Sarah Corrie**  
Refining the art of decision-making in coaching psychology practice | **Jennifer Liston-Smith & Kathy Cotter**  
‘If I were you…’  
Working with awareness that we bring our whole selves, and our personal hopes, to our coaching | **Professor Jack Whitehead**  
Improving evidence-based coaching psychology with action research, living educational theories and multi-media narratives | **Nancy Doyle**  
Using coaching to improve dyslexia and dyspraxia in the workplace |
| 16.30 – 17.15  | | | | **Rebecca Jones**  
A critical evaluation of the outcome research dominating the field of executive coaching |
| 17.15 – 18.00  | | | | **Dr Angelina Bennet**  
Linking the Myers-Briggs to the client’s stage of development |
| 18.00 – 18.15  | | | | **Keynote Speaker: Professor Rob Briner**  
Evidence-based coaching psychology: What would it look like and how close are we? |
|             | | | | **Conference Close – SGCP Chairs** |
by addressing anti-social behaviour, increasing empathy and improving social interactions, (Ellingsen et al., 2010)

Those interventions are reported to decrease loneliness (Banks & Banks, 2002) and increase positive social interaction (Breitenbach et al., 2009). The clients also reported feeling more self-supportive, living fully in the present and being less focused on fears, regrets and guilt (Klontza et al., 2007).

In the second part of the talk we will present a number of techniques and tools which practitioners who wish to include animal assisted coaching can use in their practice and then focus on how to develop an animal assisted coaching programme. This can be relevant in working with individual clients or groups in organisational and private setting.

Finally we discuss the welfare and ethical implications of AAC. Situations in which the AAC is not appropriate, how to select the right animals and how to sustain the high well-being of animals by assessing their behaviour and welfare. Issues like limitation of freedom and choice, instrumentalisation of animals, participation vs. use vs. exploitation will also be addressed.

Coaching Psychology and the NHS Transformation: Case Study – How effective was the introduction of coaching in an NHS Trust in sustaining, developing the organisations development, while at the same time increasing workplace satisfaction?

Speakers: Lisa Gresty & Dr Caroline Horner

Chair: Dr Alison Whybrow

In this session, we are delighted to bring you an in-depth case study from the NHS which explores the introduction, development and use of coaching practices and principles in Mid-Cheshire Hospitals NHS Foundation Trust (MCHFT) since March 2010. The NHS is rarely out of the news, and government initiatives to change the way the NHS operates, especially over the last two decades, have been a subject of fierce debate and controversy. While the national level debate about the approach to take is on-going, the components of the NHS have to continue operating and work out how to manage the rapid pace of change, often imposed on them, before the previous change programme has had time to work through.

MCHFT has used a coaching approach as an anchor of its organisational development and workforce programme with the aim of developing a coaching culture across the Trust. The desired outcome has been to support individuals and teams to improve their outcomes and effectiveness, believing that this will increase staff satisfaction and, therefore, improve the quality of the patient experience.

With considerable public scrutiny of the NHS and extensive interest in how, where and why it operates in the way it does, this case study provides an insight into how one element of the NHS has sought to transform its ways of working to leverage the maximum benefit for patients and markedly increase staff satisfaction and well-being.

We have an opportunity to hear from two of the key people in this case study, and their approach to developing and delivering a fit for purpose organisation wide programme.

Focus on your practice as Coaching Psychology and Coaching Practitioners

At the end of the case study, there will an opportunity to enquire more fully into the learning from the case study and reflect on your own work with your organisational clients, whether you are working with individual coaching clients in an organisational system; engaged at a strategic level with organisation clients; or looking to develop a stronger strategic partnership with one of your organisational clients.
Enhancing resilience using Cognitive Behavioural Coaching

Professor Stephen Palmer, PhD CPsychol FAC MISCP Accred

Enhancing employee resilience is becoming a popular topic since the downturn in the economy. This paper will consider the resilience construct and will identify the characteristics commonly associated with resilience. It will highlight recent research which indicates the percentage of coaching psychologists reporting that they undertake resilience coaching within their practice.

A cognitive behavioural coaching approach to enhance resilience will be discussed which includes a range of techniques and strategies. Eliciting Resilience Undermining Thoughts (RUTs) and developing Resilience Enhancing Thoughts (RETs) will be included. There will be an opportunity for delegates to quickly identify their own key RUTs. Specific items covered in this paper include:

- What is resilience?
- The key characteristics associated with resilience.
- The three C’s of Hardiness.
- The cognitive behavioural coaching approach.
- Resilience Undermining Thoughts (RUTs) and thinking errors.
- Resilience Enhancing Thoughts (RETs).
- The ABCDEF cognitive behavioural model and techniques used in coaching to enhance resilience in work or personal domains using the five-column RET coaching worksheets.
- How imagery techniques can be used to enhance resilience.
- A brief overview of some of the resilience measurement scales.

Putting the Psychology into Coaching

Dr Catherine Steele

Psychology has been defined as the study of mind and behaviour so perhaps it’s not surprising that the subject has a lot to offer to practicing coaches. Strongly embedding psychology into your practice is a way to distinguish yourself within a flooded marketplace. It also provides you with a framework to underpin your discussions with clients.

Within many areas of applied psychology a research/practice divide has been discussed. At this practitioner session effective ways to combine research and practice within coaching psychology will be considered. The practitioner session has been designed for coaches with or without a psychology background and aims to examine how psychological research can enhance your work.

It will introduce classical and contemporary psychological literature and consider what it means for you and your clients. For example, during the practitioner session we will look at how you can access and use research to provide an evidence base for your work. We will also consider how to explain to clients what coaching is, how it relates to psychology and how it can work for them. Finally we will consider how to use this evidence-based approach to evaluate your own practice.

The practitioner session will be interactive and allow participants the time to digest summaries of research and discuss in small groups how you can use it to advance your practice. Delegates will be provided with materials to take away with them to enable them to continue reading about and integrating research and practice.
Linking the Myers-Briggs to the client’s stage of development

Dr ANGELINA BENNET, CPsychol

Objective: Although the Myers-Briggs is the most frequently used psychometric in coaching (McDowall & Smewing, 2009), research by the author indicates that the model could be applied more effectively when it is set in the context of the client’s stage of development. This presentation will focus on one of the potential uses of the results for practitioners.

Design: As part of a Professional Doctorate thesis, a focus group, a rep-grid study and a quantitative study were employed to explore the use of Myers-Briggs in coaching practice.

Method: Coaches, who were also qualifying trainers of Myers Briggs and, therefore, had advanced type theory knowledge \( (N=8) \), were invited to a focus group to explore the use of the Myers-Briggs in coaching practice. Thematic analysis indicated that some measure of ‘effectiveness’ of type use would enhance the use of Myers-Briggs in coaching. Rep-grid interviews with the same group were carried out to define ‘effectiveness’, and a high degree of consistency between interviewees was found. The resulting definitions closely resembled individual differences related to Loevinger’s theory of Ego Development. Using the definition derived from the rep-grid study, a web survey sample of coaches \( (N=126) \) were asked to rate their perceptions of an ‘effective’ and ‘non-effective’ individual on items related to ego development.

Results: ‘Effectiveness’ was, broadly speaking, defined as having self-awareness, interpersonal skills, a degree of mindfulness and a broad perspective; similar to Loevinger’s theory of ego development. The results of the quantitative study were analysed using logistic regression, found that perceptions of effectiveness were related to ego development.

Conclusion: The outcomes of these studies suggest that understanding the client’s level of ego development would enhance coaches’ use of the Myers-Briggs. This research has been used to connect both theories and create developmentally levelled descriptions of the 16 types, and practical applications of this combined approach have been developed.

Taking the temperature of supervision in Coaching/Coaching Psychology: SCP Italy’s first survey

Dr SILVANA DINI, CPsychol, MISCP & SCP Italy Accred
Dr E. Del Pianto, W & O Psychol and Coach, MISCP & SCP Italy Accred
Dr C. Rizzo, CPsychol & SCP Italy Accred
Dr A. Soyez, CPsychol & SCP Italy Member

Objective: Supervision (from here on Metavision) is a fundamental asset for CPD and the objective is to explore to what extent coaches’ direct experience, main expectations and needs to provide SCP Italy members with Coaching Metavision services. According to SCP Italy Metavision is a regulated process in which the coach is in an equal level relationship with the Supervisor (from here Metavisor) during the process.

Design: SCP Italy assumes that Metavision processes have a pivotal role in assuring the quality of coaching services, in developing and sustaining coaches in CPD and contributing to a sustainable coaching culture (Hawkins & Schwenk, 2006). A team of experienced Coaching Psychologists, namely the authors of the present research, defined operational guidelines and developed a specific approach to Metavision. The team later designed a first
online survey which was sent to a large sample of coaches both psychologists and non-psychologists. The last step will be to provide services according to clients’ expectations emerging from the survey.

**Method:** Steps: Analysis of existing literature; identification of five key areas to be explored; construction of an online questionnaire containing 38 items; identification of targets and survey deployment; collection and processing of 150 completed questionnaires. The data analysis is quantitative/qualitative since the questionnaire is based on closed, multiple-choice and open questions. Data will be analysed through frequency distribution and tabulation of qualitative data. The research will be longitudinal and performed on a yearly basis.

**Results:** Analysis is still on-going and will later be presented.

**Conclusion:** Authors aim at gaining insight on: which benefits are expected from Metavision services, which characteristics are most valued and which criteria are used in the choice of a Metavisor; which is the perceived importance of supervision in the professional practice of coaching and which are the main elements of direct experience in coaching supervision.

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**The effectiveness of cognitive behavioural coaching in improving the well-being and retention of rural GPs**

**MARIA GARDINER, BA (Hons), MPsych (Clinical), MAPS, School of Psychology, Flinders University**

**HUGH KEARNS, BEd, MEd, MMentHlthSc, School of Psychiatry, Flinders University**

**Objective:** Research indicates that many GPs, while not experiencing clinical levels of anxiety or depression, may experience low work-related morale and high work related stress. Research also shows that 50 per cent of rural GP are dissatisfied with their work life and as a result are planning on leaving rural general practice. Despite the many proposed and tried initiatives to keep GPs in general practice, there exist relatively few interventions that have undergone any rigorous evaluation. The present study attempted to determine whether improving the psychological well-being of rural GPs, through a coaching intervention, increased the number that remain in general practice.

**Design:** This study utilised a quasi-experimental design that examined the psychological well-being of rural GPs before attending a coaching intervention and compared these findings with a control group of GPs who did not receive the intervention. GPs were also followed up to determine the number that had actually left rural general practice up to three years after receiving the intervention.

**Method:** 69 rural GPs attended a cognitive behavioural coaching programme that utilised group, individual and email coaching. The control group for the study comprised 205 rural GPs (in the state of South Australia), who did not attend the coaching programme. Outcome measures were rural doctor distress (a 10-item scale) and intentions to leave rural general practice (both measured by questionnaire), and actual retention rates of the rural GPs (ascertained from a database).

**Results:** The control and coaching group had similar levels of distress before the coaching intervention. Approximately 76 per cent of doctors showed some reduction in rural doctor distress three to 42 months following coaching. Significant reductions were found in doctors’ intentions to leave rural practice, with over half of the coaching participants expressing a decrease in their intentions to leave three to 42 months following coaching. There was a significantly greater actual retention rate for coaching participants (94 per cent) compared to the control group (80 per cent).

**Conclusion:** This study has clearly shown that cognitive behavioural coaching is an efficacious intervention for assisting rural doctors to develop self-management skills and make...
attitudinal changes that benefit their psychological well-being and ultimately keep them in rural general practice longer. It is the first evidence-based intervention to demonstrate improved retention rates for rural GPs.

**Coaching for collaborative success**

**Dr BARBARA GREEN**, CPsychol, AFBPsS, Excelsa Associates

**Objective:** Commentators suggest that increased collaboration across the public sector is needed to ensure integrated, high quality services and the optimal use of public resources. However, a paradox exists, in this and other sectors, with competition now being well established, promoted and rewarded. Can coaching psychology help senior leaders to effectively manage the intra/interpersonal challenge to compete and collaborate for success?

**Design:** An inductive study of the cognitions, emotions and behaviours that NHS Chief Executives and Senior Clinical Leaders associate with collaboration.

**Method:** The views of Executive Leaders of the benefits, risks and behaviours of collaboration were elicited: 15 through individual in-depth interviews lasting one-and-a-half hours; 50 via self-completion questionnaire. A thematic analysis of the responses was refined by 50 participants at a two-and-a-half hour workshop.

**Results:** NHS Executives consistently report that they need to lead strategic collaboration and collaborative action within and between their organisations to deliver sustainable change at pace and scale, and reduce costs. They also sometimes need to compete. For many, the behaviours that have been nurtured for a competitive environment are at odds with the choice to share knowledge/power/risk for collaboration. They recognise that they need to display fundamentally different ways of thinking, feeling and behaving to collaborate successfully. Many believe they *know* what is required of them, *want* to collaborate but *recognise* that they *don’t*.

**Conclusion:** The leadership capability to collaborate in a competitive climate requires a mature appreciation of the intrapersonal/interpersonal/organisational behaviours that enable individual and collective success. Coaching Psychology can help leaders to develop a deeper understanding of many core issues for collaboration, including trust, attributions and dissonance. But awareness is not enough. Coaching can also help the client/s to change behaviours, moving beyond knowing what to do, to doing it. And the coaching relationship itself offers a rich context for collaborative experimentation.

**Can positivity be used as a metric to measure the overall impact of a change programme underpinned by coaching?**

**GRIFF GRIFFITHS**, MSc, Cocomotion

**Yvonne Thackray**, MSc, Cocomotion

**Objective:** High performance teams flourish when the positivity ratio (the ratio of positive to negative expressions) exceeds 5:1, individuals flourish at a positivity ratio greater than 3:1. (Fredrickson, 2009). An opportunity arose to test whether positivity can be used as a metric to measure impact in a change programme underpinned by coaching. An organisation wished to shift its patterns of behaviour to ones which better supported the delivery of its new strategy: assuming that the new patterns are ‘flourishing’, we expect to see the organisation’s positivity ratio move towards 5:1, and an individual’s positivity ratio move towards 3:1.

**Design:** Two studies were carried out over a period of six months. The programme included a workshop and six hours of coaching for the 13 employees. All participated in the first study, measuring positivity changes in team performance. In the second study four volunteers participated in the individual positivity self-test.
Method: Study 1: We recorded the client’s weekly team meeting. Twenty per cent of the recordings were selected of which portions of the recordings were transcribed and then evaluated for positive and negative statements using SentiStrength.

Study 2: Volunteers completed an online positivity self-test, as designed by Fredrickson, three times a week over four months. The results were periodically fed back to allow them the opportunity to discuss with their coach.

Result: The studies are on-going and will be completed by October, and the full results presented at the conference. Meanwhile interim results already show an increase in mindfulness within the volunteer group as they work to understand their own positivity ratios and how it affects their role within the organisation.

Conclusion: Attending to positivity raises awareness and could possibly be used as a metric to measure impact in change programmes underpinned by coaching.

Reference

A critical evaluation of the outcome research dominating the field of executive coaching

REBECCA J. JONES, MSc
Dr S. Woods, CPsychol, Aston Business School

Objective: In their review, Kampa-Kokesch and Anderson (2001) identified that there was a need for the rigorous investigation into the type of outcomes to be expected from executive coaching and how the process in executive coaching relates to these outcomes. Almost 10 years on, Grant et al. (2010) came to many of the same conclusions. This paper will evaluate the main issues with the theory and research in the field of executive coaching outcomes and why little change has been seen over the past decade.

Content: The underlying philosophy of the field will be addressed, followed by an examination of the development of theories of executive coaching effectiveness. Finally the methodology utilised in executive coaching effectiveness studies will be discussed.

Methods: A critical evaluation of the literature, utilising existing reviews such as Grant et al. (2010), Feldman and Lankau (2005) and Kampa-Kokesch and Anderson (2001).

Results: The key limitations that can be attributed to the majority of research in executive coaching effectiveness are: a lack of theory which follows a systematic development process (such as described by Van de Ven, 2000); rigorous methodology, particularly utilising longitudinal designs with a control group; exploration of antecedents, mediators and moderators of effectiveness; the use of standardised outcomes to increase comparability between studies; exploration of objective outcomes, particularly at the organisational level; and the use of larger samples to ensure adequate statistical power and to increase generalisability.

Conclusion: Both quantitative and qualitative approaches can add a great deal to the research into executive coaching effectiveness. However, for coaching research to really become more established, researchers must ensure that their research will address the limitations highlighted.

Coaching psychology in education – Evaluation of coaching training in Bahrain

Dr HO LAW, CPsychol, AFBPsS
RUTH FITZGERALD, Bahrain Polytechnic

Objective: Evaluate the impact of coaching training on third level students in Bahrain by applying a coaching psychology framework across cultures.
Design: 2x2 quasi experimental design (experimental x control groups pre- and post-comparison) using the Universal Integrative Framework/UIF (Law et al., 2007) – the UIF is a coaching psychology framework grounded in the psychology of learning. It consists of four dimensions: self, social, cultural and professional. It also integrates a questionnaire to assess individuals’ competence for each dimension. This study only focuses on the personal and social dimensions (rephrased as ‘Inner World’ and ‘Outer World’ respectively). As this is a cross-cultural application, the UIF questionnaire was modified to fit the local context. To evaluate the impact of coaching from the UIF perspective, the improvement in the students’ personal and social competence can be assessed by measuring their UIF scores before and after the coaching programme.

Method: 98 third level Bahraini Business Degree students participated in this study: the experimental group (N=75: 65 females and 10 males; mean age: 21) and the control group (N=23: 18 females and five males; mean age: 21). At Time 1 (T1: pre-intervention), measures were taken of students’ perceptions of their development from both groups. The experimental group subsequently completed a five-week coach training elective. This comprised of a one-hour seminar and a one hour workshop each week. At Time 2 (T2: post-intervention) the same measures were taken again. Their developmental scores (S=ST2–ST1) were computed for further statistical analyses.

Results: Initial analyses show that the developmental scores for the experimental group at T2 were higher than the control group, indicating an improvement in their perceived personal and social competence. The final results from the statistical analyses will be presented.

Conclusion: The preliminary result indicates that coach training has a positive impact on the development of students’ personal and social competence. Recommendations for further research in the evaluation of coaching intervention will be suggested.

The coaching relationship: Actively working together to realise shared goals, and a role for the coach in adapting responsively to their coachee

ALANNA O’BROIN, CPsychol, Coaching Psychology Unit, City University, London
Professor Stephen Palmer, PhD, CPsychol, Coaching Psychology Unit, City University, London

Objective: To explore coachee and coach experiences in forming coaching relationships in the coaching outcome context.

The exemplar of a robust association of working alliance with therapeutic outcome has encouraged the frequent comparison of the coaching relationship with the therapeutic relationship (Hart & Leipsic, 2001). Preliminary studies (Duckworth & De Haan, 2005; Baron & Morin, 2009) have indicated an association between coaching alliance and coaching outcome, however studies on specific aspects of the coaching relationship, including the role of the coach, in helping form effective coaching relationships remain scarce.

Design: A two-phase, Mixed Method Sequential Exploratory approach was adopted. Themes from the initial qualitative phase, using semi-structured repertory grid interviews, were utilised in the second quantitative phase to design an online questionnaire (forming the Coachee-Coach Relationships Questionnaire) administered to a sample (N=369) to assist and inform interpretation of Phase 1 results.

Method: Phase 1: Six coachees and six coaches participated in interviews exploring their perceptions of forming the coaching relationship. Data analysis used Content Analysis. Phase 2: Coaches completed a self-report questionnaire (FCCRQ). Data was analysed through descriptive analysis, Factor analysis, Discriminant Function Analysis and correlational analysis to establish the key factors, any differences between psychologist/non-
psychologist and gender groups, and preliminary convergent validity of the instrument with a working alliance measure (the Working Alliance Inventory (WAI-S): Tracey & Kokotovic, 1989). A comparative analysis of the study’s phases was also conducted.

**Results:** Themes across phases of the study were Collaboration, Adapting to the coachee; respect was the highest weighted individual aspect; no differences between groups. FCCRQ and WAI-S total and sub-scale scores correlated significantly.

**Conclusion:** Findings highlighted an emphasis on mutual collaboration, role-specific responsibilities for the coach including adapting to coachee, aspects of bond and engagement measurable separately. Implications for theory, practice and future research will be presented at the conference.

### Mining Emotional Intelligence (EI): Can EI assessments be the route to cognitive behavioural coaching (CBC)?

**NICKY SCHLATTER,** MSc, Organisational Psychology Business Psychologist, Coach and Ei Specialist. Director: Schlatter Consulting Ltd

**Objective:** The aim of this paper is to outline a stepwise process of self-exploration through coaching. This process relies on EI assessments as the basic tool for structuring professional coaching sessions whilst using a CBC approach.

**Content:** CBC is considered a valuable approach for use during a coaching relationship enabling the coachee to explore cognitively and develop behaviourally (Neenan & Dryden, 2002) whilst acknowledging the need to select an appropriate tool which accommodates the process. The organisation were seeking to change their culture and develop leadership skills. EI assessments were used for these purposes as they helped foster a more effective coach/coachee relationship (Palmer & McDowall, 2010) by providing a structure, as well as addressing the needs of all stakeholders involved.

**Method:** We developed coaching relationships with 76 participants from a large mining organisation. This sample included randomly selected administrative, on surface and underground managers, between 2007 to present date. The programme required participants to complete EI self and/or 360 assessments and embark on a minimum of six sessions. Written reviews of assessments and each session were provided by the coach to accommodate learning and development of coachees (Kolb, 1984). These assessments were the evidence around which CBC approach was then used to explore multiple EI competencies establish a coaching model and establish development goals.

**Results:** This three-year experience resulted in the development of a stepwise process that can assist coaches in designing an effective coaching programme specific to developing leadership skills through the use of EI assessments and the CBC approach.

**Conclusion:** This paper outlines a stepwise process for conducting coaching sessions using EI as the basic tool. This data can be perceived an evidence-based approach as it demonstrates the increasing credibility and quality of coaching psychology, addressing both the needs of the individual and organisation.
‘Coaching Leadership’: How leadership can benefit from the application of coaching psychology

Dr MIKE YOUNG, MBE, Royal Navy and Henley Business School

Objective: The purpose of this paper is to present quantitative survey analysis and qualitative case study evidence of how leadership application of coaching psychology principles delivered enhanced performance in the Royal Navy.

Content: A Doctor of Business Administration (DBA) and Coach Supervisor, the author brought the rigour of the first and the insight of the second to the challenge of being ‘Dean’ of a large military training school. The findings suggest that humanist principles provide a philosophical orientation which, when operationalised through coaching psychology, deliver a readily accessible approach to highly effective leadership.

Methods: Through a review of literature on humanist leadership, psychotherapeutic theory, and ‘common factors’ some tentative principles of subordinate development are developed. These principles are then examined by analysis of data (N=103) captured in a previous study, by the author, into leadership in the Royal Navy. Performance was determined through the organisation’s own appraisal process whilst personality and competency data were gathered through the use of well-established questionnaires. A case study is then presented of the application of these principles to develop a ‘coaching leadership culture’ at HMS Sultan and its associated success in becoming the first military training establishment in the UK to be awarded an ‘Outstanding’ by OFSTED.

Results: The results of the survey study highlight: belief in the potential of others, the associated move from ‘own-authority’ to ‘others’-responsibility’, empowerment, and caring as being the basis of effective Subordinate Development. The case study then describes how these principles were applied in an organisational setting – specifically by exposing leaders to the benefit of coaching as a vital leadership mind-set as well as a valuable practice.

Conclusion: Key principles of coaching psychology such as ‘other-centeredness’ can be as effective in leadership as it is in coaching and supervision. ‘Other-centeredness’ can be developed by having leaders practice coaching.
Confidence and confusion: Newly-trained coaches’ experience of the boundary between coaching and counselling in practice

SARAH BAKER, Dr Emma Short, CPsychol & Professor Gail Kinman, CPsychol

Objective: To explore newly-trained coaches’ experience of the boundaries between coaching and counselling in practice.

Design: Qualitative semi-structured interviews were utilised to explore newly-trained coaches’ experience of boundaries in practice. An eight-item semi-structured interview schedule was utilised to gain rich data for Interpretative Phenomenological Analysis.

Method: A self-selected sample of three undergraduate students who had recently completed a peer coaching programme at the University of Bedfordshire and three newly-trained coaches who had recently completed an accredited training course took part in the study. Participants were informed that interviews would be recorded and transcribed. Each interview transcript was subjectively interpreted to provide a richer context and determine themes. Cross referencing between scripts was carried out to ensure consistency in meaning and themes were triangulated with outcomes from a concurrent quantitative study to enhance validity of the researcher’s interpretation.

Results: Three super-ordinate themes were identified from analysis of the interview transcripts. ‘Definition’ encompassed newly trained coaches’ perceptions of the coaching and counselling and included sub-ordinate themes of confusion and discomfort which arise when boundaries are challenged; ‘Managing content’ incorporated beliefs about defining boundaries. This includes sub-ordinate themes of structure and process; ‘Self’ focused on perception of differences and similarities between coaching and counselling and encompassed sub-ordinate themes of values, personal boundaries, personal development and competencies.

Conclusion: Overall, themes suggested that many newly-trained coaches experience apprehension when encountering boundaries in practice. Differences in confidence were evident in coaches’ attitude to structure and mental health boundaries. Therefore, it could be suggested that newly-trained coaches should be required to be in supervision on completion of training. Further, to gain an understanding of development and how the findings relate to the broader context, results will be compared to on-going research into experienced practitioners’ identification and management of boundaries.

The same but different: Newly-trained coaches’ beliefs about the boundaries between coaching and counselling

SARAH BAKER, Dr Emma Short, CPsychol & Professor Gail Kinman, CPsychol

Objective: To investigate newly-trained coaches’ beliefs about the boundaries between coaching and counselling.

Design: A cross-sectional survey was utilised to identify the factors that newly-trained coaches perceive to be similar and different in coaching and counselling. The questionnaire also incorporated items related to identification and management of boundaries.

Method: The purposive sample consisted of undergraduate students from the University of Bedfordshire who had completed coaching skills training and individuals who had
recently completed accredited coach training in the UK. The questionnaire was comprised of 10 research questions which included terms derived from literature which described the boundary between the two approaches. In addition, two multiple choice questions required participants to indicate when they would commence and end coaching. A total of 99 newly-trained coaches completed the survey.

Results: Counsellors and coaches were perceived to demonstrate very similar abilities. Overlap of opinion was reported for alleviating distress, exploring clients’ emotions and improving functioning. The majority of newly-trained coaches indicated that they would finish coaching or refer clients who: exhibited mental health problems (60.8 per cent) or exceeded their competencies (60.4 per cent). However, less than half of the participants indicated that they would terminate or consider ending coaching (44.8 per cent) when goal achievement was dependent on addressing psychological dysfunction. These findings indicate the confusion newly trained coaches may experience when trying to manage the boundary between coaching and counselling.

Conclusion: An overlap in the perception of approaches was evident throughout the research and several interesting anomalies emerged. Confusion and inconsistency in determining areas of competence and defining the mental health boundary were apparent in many newly-trained coaches. Consequently, these findings would appear to suggest that newly-trained coaches may be prepared to work beyond competencies.

Can cognitive behavioural face-to-face, group coaching, telephone and Skype coaching, self-coaching, and online computerised solution focused coaching reduce signs of stress, anxiety, depression and increase well-being?

ULRIKA HULTGREN, Licensed Psychologist, PhD student, City University, London

Objectives: To investigate if coaching can reduce workplace stress, signs of anxiety and depression and increase well-being. According to the Health and Safety Executive (see HSE, 2010) in Britain 9.8 million working days were lost per year for stress-related illnesses in 2009/2010. Stress conditions are often accompanied with psychological states such as depression and anxiety and can affect the satisfaction with life and well-being in general.

Design: In total 280 individuals will participate. There are six research groups and one control group. All groups have 40 participants each. The study is randomised apart from group 1 and 5. Group 1: solution focused cognitive behavioural coaching. Group 2 and 3: solution focused cognitive behavioural telephone and Skype coaching. Group 4: solution focused online computerised coaching, and group 5 and 6: solution focused cognitive behavioural group and self-coaching.

Methods: The study is designed with a combination of qualitative and quantitative data collection and analysis for example MANOVA and content analysis. Semi-structured interviews and a range of questionnaires, for example, HSE Stress Indicator Tool, Depression Anxiety Stress Scale, Personal Wellbeing Index and patterns of cortisol secretion are used as outcome measures. Measures are taken post-coaching, at the end of coaching and three months post-coaching.

Results: The results from the questionnaires will be analysed with between group comparisons. Semi-structured interviews and follow-up is held three months post-coaching, the interview will help to determine if there are any other factors that have contributed to outcomes. The interviews will be transcribed in their entirety into a word processing programme, and by using content analysis where the assumption is that words and phrases mentioned most often are those reflecting important concerns.

Conclusions: This study will provide further information about the effectiveness of coaching reducing signs of stress, anxiety and depression and if coaching enhances well-being.
A systematic review (SR) in Coaching Psychology: Focus on the attributes of effective coaching psychologists

YI-LING LAI, PhD, Student in Psychology, School of Psychology, University of Surrey
Dr Almuth McDowall, PhD, MSc, BSc, CPsychol, PGCAP, School of Psychology, University of Surrey

Objective: This submission is an extension of a previous paper presented at the 3rd European Coaching Psychology Conference 2011. The current focus is on a Systematic Review of evidence in Coaching Psychology with particular reference to effective Coaching Psychologists’ attributes.

Design: Transparent Systematic Review methodology synthesised 140 Coaching Psychology studies to examine in what way are Coaching Psychologist’s attributes associated with the effectiveness of coaching. Narrative Synthesis integrated study findings through within-study and cross-study synthesis to summarise the key coaches’ attributes, taking account of variations in study quality and other variations that may affect the generalisability of the results.

Method: The major phases of this SR research:
- A pilot literature search was carried out to ascertain if a SR is needed and how it fits into existing research evidences.
- 10 coaching experts were invited (either academics or practitioners from international locations) to obtain their perspectives on the review topic, elicit review questions and review methods by semi-structured interviews.
- 58 search terms were identified and used to search eight electronic databases including PsycINFO, Business Source Complete.
- Initial search results were screened with seven inclusion criteria such as if this study examined or investigated effective coaches’ attributes. One-hundred-and-forty papers that meet a priori standards were included in the final analysis by means of narrative synthesis.

Results:
- The top five most frequently applied and examined psychological coaching approaches were elicited; such as Cognitive Behavioural Coaching model which was examined by 10 quantitative studies from the included studies is the most frequently applied psychological coaching approach from this SR. Eight factors that enhance the coaching relationship were identified including trust and communication.
- Effective Coaching Psychologist attributes (required knowledge, attitudes and behaviours) were summarised in a preliminary framework.

Conclusion:
- More rigorous studies are needed to promote evidence-based coaching study and practice: Some coaching methods are widely discussed or applied, however, there are no rigorous existing studies (e.g. NLP).
- The preliminary coaching psychologist competency framework which will feed into follow-up experimental studies.

The adaptation of the PRACTICE coaching model for use with Spanish and Catalan speaking children

M.T. SÁNCHEZ-MORA GARCÍA, CPsychol, Coaching Psychologist, Senior Coach – Col·legi Oficial de Psicòlegs de Catalunya

M.C. JANÉ BALLABRIGA, PhD, CPsychol, Coaching Psychologist – Col·legi Oficial de
Objective: To adapt the PRACTICE coaching model for use with Spanish and Catalan speaking children aged 3 to 8 years.

The PRACTICE model has been used within coaching for issues relating to performance, business, executive, stress, health and life/personal, in addition to being used within counselling/psychotherapy and stress management (Palmer, 2007, 2011). PRACTICE is a seven-step solution focused and cognitive behavioural approach.

Method: The acronym, PRACTICE, represents seven coaching steps: Problem identification; Realistic, relevant goals developed; Alternative solutions generated; Consideration of consequences; Target most feasible solution(s); Implementation of Chosen solution(s); and Evaluation. The researchers considered a range of alternative Spanish and Catalan words that were appropriate for coaching children which would also be a suitable equivalent acronym for PRACTICE. By discussion a framework was developed based on the seven-steps of the PRACTICE model which is suitable for Spanish speaking countries and Catalonia.

Results: The Spanish equivalent of PRACTICE developed is TÍTERE (for ‘puppet’): Topic I bring; Imagine what I want to achieve (the goal); T – I draw the possible path; E – I evaluate what would happen; R – I stand out with pencil and paper to write or draw the best way to reach the goal and act; A – I appreciate what has been achieved.

The Catalan equivalent of PRACTICE is TITELLA: Topic I bring; Imagine what I want to achieve (the goal); T – I draw a possible path; E – I evaluate what would happen in every way; LL – Pencil and paper to write or draw the best way to reach the goal and act; A-I appreciate what has been achieved.

Conclusion: A research programme using the adapted PRACTICE model (ie TÍTERE, TITELLA) will be undertaken for use with Spanish and Catalan speaking children to confirm its suitability.

The PRACTICE Coaching model adapted to Spanish language

Objective: To develop and adapt the PRACTICE coaching model for use within Spanish speaking countries.

The PRACTICE model has been used within coaching for issues relating to performance, business, executive, stress, health and life/personal, in addition to being used within counselling/psychotherapy and stress management (Palmer, 2007, 2011). PRACTICE is a seven-step solution focused and cognitive behavioural approach.
Method: The acronym, PRACTICE, represents seven coaching steps: Problem identification; Realistic, relevant goals developed; Alternative solutions generated; Consideration of consequences; Target most feasible solution(s); Implementation of Chosen solution(s); and Evaluation. The researchers considered a range of alternative Spanish words that were appropriate for coaching which would also be a suitable equivalent acronym for PRACTICE. By discussion a framework was developed based on the seven-steps of the PRACTICE model which is suitable for the 21 Spanish speaking countries.

Results: The Spanish equivalent of PRACTICE developed was IDEACIÓN. This maintained the seven steps of the PRACTICE coaching model. The meaning of IDEACIÓN is genesis and process in the generation and formation of ideas and images. In English it means idea generation. It is a concept used in the study of behaviour, innovation, development of design and concepts. IDEACIÓN represents: Identification of topics; Develop goals; Engendering alternative options (solutions); Analysing the consequences of the options (solutions); Capturing and selecting the best option(s); Implementation of the action plan designed to reach the goal set; Observing the results and Noting the evaluation by quantifying the success and level of satisfaction obtained.

Conclusion: The PRACTICE coaching model has been adapted to different languages and cultures including Danish, Portuguese and Spanish. However, adaptation of coaching models to different cultures is an on-going process and further research will be undertaken to confirm its suitability.

Staff experiences of person-centred coaching at a London university

Dr G. SANDAMAS, CPsychol, Middlesex University
H. Groomebridge, Middlesex University
David Birch, Ashridge Business School
Theresa So, Middlesex University

Objective: To investigate the impact of coaching on staff at a London University that were coached by volunteer internal coaches using a person centred coaching approach.

Design: A mixed methods approach was used to gather both quantitative and qualitative self-report data about the content and effect of the coaching experience from staff that received coaching as a developmental intervention.

Method: 27 participants who had received coaching as part of an internal coaching programme responded to fixed and open question questionnaires and participated in semi-structured interviews about their experience of being coached. Questions were concerned with satisfaction and utility and included, ‘What were the best or most helpful aspects of coaching?’ and ‘How does coaching compare with other development methods?’ The qualitative data were subjected to a thematic analysis.

Results: The results indicated that most coachees were either ‘happy’ or ‘very happy’ with the coaching they had received and ‘agreed’ or ‘strongly agreed’ with statements indicating that coaching was a positive and helpful experience. The major themes to emerge from the interview data showed that the coaching arena provided a ‘Reflective Space’ to talk and think, ‘New Perspectives’ to help to reframe and move forward, ‘Non Judgmental Support’ that served to increase confidence and build self-esteem, ‘Emotional Support’ which helped to increased resilience, and ‘Positive Change’ in working relationships and the ability to support others.

Conclusion: Coaching was experienced as a positive, beneficial developmental intervention by those who received it and met expected outcomes related to the development of leadership skills, performance potential, transfer of learning and supporting the management of change. These findings and other benefits and issues of adopting a person-centred, non-directive approach, utilising active listening skills, for the internal coaching programme are discussed, as are the research limitations including the ‘Hawthorne effect’.
An inquiry into the impact of creative coaching techniques on clients’ creativity

HAMD TAVASSOY, CEng, MICE, MCIHT, MAPM, Middlesex University

Objective: The research was undertaken for an MA dissertation in professional coaching and has attempted to answer, amongst wider questions, the following:

- What impacts do creative coaching techniques have?
- What are the enabling beliefs that support creativity?

Design: This was a case study focused on impact of creative coaching techniques on the author, together with drawing on the experience of three other coaches on their perceived impact on their clients.

Method: The author was coached by two coaches using creative coaching techniques and impact was measured through reflective journals considering a set of questions, semi-structured interviews with colleagues, and interviews with three other coaches on the questions above and their observations of their clients. The techniques employed by coaches were use of creative cards, imagery, drawings, and writing of ‘morning pages’ suggested in Julia Cameron’s book, The Artist’s Way. A thematic analysis of data gathered through reflective journals and transcript of interviews together with literature research were used.

Results: These resulted in the author’s attempt to write creative stories and poetry which were unexpected and principal outcome of the coaching. These unexpected outcomes resulted in shifts in the author’s self-beliefs on his own creativity.

Conclusion: The development of self-belief in own creativity is the key to becoming more creative, however, self-belief requires substantive evidence demonstrating to the clients their potential and creativity. The use of creative coaching techniques by coaches can help to demonstrate value of creative approaches and encourage clients to take risks with trying new approaches and access their own creativity. For them evidence of their own potential and creativity can then be created through supporting them in accessing their creativity. However, these conclusions are drawn from the author’s individual experience and further research and statistical data are required to allow drawing wider conclusions or generalisation.
Here we have listed alphabetically the biographies of all the Pre-Conference Workshop Speakers, Keynote Speakers, Workshops and Practitioner Session facilitators.

**Dr Tatiana Bachkirova, MEd, MSc, PhD, CPsychol, AFBPsS**

Tatiana is an academic, coach and coaching supervisor. At Oxford Brookes University, UK, she is a Reader in Coaching Psychology, teaching and supervising on the MA and Doctoral programme in Coaching and Mentoring. She is a Teaching Fellow of the university and currently the programme leader for the MA in Coaching and Mentoring Practice delivered in collaboration with the University of Hong Kong.

Before moving to the UK, Tatiana worked as an Associate Professor in Leadership Development and Organisational Behaviour at the Academy of Management in Minsk. Her previous areas of research and teaching included education, aviation psychology and counselling. Currently she is an active researcher in coaching psychology and supervision publishing on these as an academic and practitioner.

Tatiana is a Chartered Occupational Psychologist and an Associate Fellow of the British Psychological Society. She is involved in many consultancy projects and has been a speaker at many conferences and masterclasses nationally and internationally. Tatiana was the first co-editor in chief of *Coaching: An International Journal of Theory, Research and Practice* and continues to serve as a member of the editorial boards of three academic journals. She is a co-editor of the *Complete Handbook of Coaching* (2010) and of *Coaching and Mentoring Supervision: Theory and Practice* (2011). She is also the author of *Developmental Coaching: Working with the Self* (2011) published by the Open University Press. In 2011 she received an Achievement award in recognition of distinguished contribution to coaching psychology from the British Psychological Society SGCP.

**Professor Rob Briner**

Rob was appointed Professor of Organisational Psychology at the School of Management, University of Bath in September 2011 and previously worked at Birkbeck College, University of London, for 19 years after completing his PhD at the MRC/ESRC Social and Applied Psychology Unit (now the Institute of Work Psychology). His research has focused on several topics including well-being, emotions, stress, ethnicity, the psychological contract, absence from work, motivation, work – non-work and everyday work behaviour. Beyond academic research and teaching Rob is passionate about helping practitioners and organisations make better use of evidence, including research evidence, in decision-making as well as encouraging academics to make research more accessible. He has written for and presented to practitioners on many aspects of HR and organisational psychology. He is now involved in many initiatives aimed at developing and promoting evidence-based management and organisational psychology. This approach involves making more conscientious and critical use of different forms of best available evidence and questioning received wisdom often found in ‘cutting-edge’ ideas and so-called ‘best practices’. He published some of the first papers on evidence-based organisational psychology and HR in 1998 and has since written many more including a contribution to the recently-published *Oxford Handbook of Evidence-Based Management*. He frequently presents to practitioners and runs training courses on how practitioners can practice in a more evidence-based way.
through searching for, collecting and critically analysing, evidence directly relevant to organisational problems and decisions. He is also a founding member and on the Academic Board of the Center for Evidence-Based Management (http://www.cebma.org/).

**Dr Claire Collins, PhD, MBA, CSci, FIBMS, MCIM**
Claire is Director of the DBA Programme at Henley Business School. She is actively involved in the research and teaching of Leadership, Leadership Development and Coaching. She previously enjoyed a 20-year career in the National Health Service firstly as a Haematology Scientist and latterly in senior manager positions, finally as Assistant Director of Planning in one of the UK’s largest Trusts. Claire then went on to be CEO of a leading London law firm. During this time she undertook her MBA at Henley and qualified as a business coach with Meyler Campbell. Following this, Claire spent a period of time combining consultancy, working with many organisations including some of the largest law firms in the UK and was a Research Fellow with the Royal College of Nursing. As well as her role of leading Leadership@Henley, Claire is also Subject Area Leader for Leadership & Change, is personal tutor and coach to a number of students, supervises numerous Management Challenges and doctoral students and delivers corporate learning with a number of Henley’s clients. Her doctoral research at the University of Warwick, was on the use of coaching within leadership development, specifically studying the progression of the coaching relationship.
Email: claire.collins@henley.reading.ac.uk

**Professor Sarah Corrie, CPsychol, AFBPsS**
Sarah is a Chartered Psychologist and currently Chair Elect of the SGCP. She has extensive experience in both public and private sector services and runs her own coaching practice as well as working as a freelance supervisor and trainer. As a faculty member of the Professional Development Foundation, she is involved with assessing applications made by coaching training programmes for accreditation with the Worldwide Association of Business Coaches and advising coaching programmes on how to prepare for accreditation. She is also an Academic Advisor for Middlesex University (Doctorate in Professional Studies) and an Associate Lecturer for Royal Holloway, University of London. In addition to working as a coaching psychologist, she is the Director of the Postgraduate Diploma in Cognitive Behavioural Psychotherapy offered by Royal Holloway University of London and Central and North West London Foundation Trust. She is the author of four books including *The Art of Inspired Living: Coach Yourself with Positive Psychology* published by Karnac, and a member of the International Editorial Board for the *International Coaching Psychology Review*.

**Kathy Cotter**
Kathy has executive and board level experience as an HR professional in global technology organisations including ADC Telecommunications and Cisco Systems. She holds a Masters degree in human resource management, a Masters in Life, Business & Executive coaching, a postgraduate diploma in coaching, and an advanced diploma in counselling. Kathy has recently conducted research into maternity coaches’ experience of coaching and will share some of her findings during this workshop as a stepping off ground for our wider topic.
**Dr David Drake, PhD**

David is the Executive Director of the Center for Narrative Coaching, with hubs in Sydney and San Francisco. He is the founder of the field of narrative coaching and continues to help evolve this body of work and foster a global network of practitioners.

He is the creator of the Narrative Design Labs™, a programme he runs with coaches and professionals who want to take a personal journey into the heart of coaching, learn how to bring about change at more fundamental levels, and live/work as a whole person.

David runs mentoring circles with graduates to support their on-going growth, publications and projects. He has run Labs in Australia, North America and Europe this year, with more to come in 2013.

David also uses his narrative expertise to help organisational clients design innovative approaches to change, leadership development, and internal coaching capabilities using NDL methodologies. Clients have included Australian Public Service Commission, BHP Billiton, Commonwealth Bank of Australia, Nike, Optus, PwC, US Dept. of Health & Human Services, and Westpac Banking Group.

David has been on the adjunct faculty at three universities and lectured at 15 others in Australia, Canada, US and Europe. He is an Associate Editor for *Coaching: An International Journal of Theory, Research and Practice*. He is the author of 35 publications on narratives and coaching, editor of *The Philosophy and Practice of Coaching* (2008, Jossey-Bass) and author of *Coaching and Organizational Culture: A Narrative Perspective* (forthcoming, Routledge).

**Emma Donaldson-Feilder, MA, MSc, CPsychol, AFBPsS, Affinity Coaching and Supervision**

Emma is a coaching psychologist, supervisor and chartered occupational psychologist. She is Director and Founder of Affinity Coaching and Supervision, a coaching psychology consultancy providing workplace coaching, together with supervision for coaches and other professionals. Her coaching work includes executive coaching for senior managers and top teams, and coaching to support health and well-being in the workplace. She provides supervision for coaches and in-house coaching teams, plus supervision/mentoring for occupational psychologists and other professionals on projects such as team building, organisation development and workplace health and well-being activities (see www.affinitycoachingandsupervision.com).

Emma is also a Director of Affinity Health at Work, a specialist consultancy that works with organisations to achieve sustainable business performance through improvements in employee health, well-being and engagement. She is passionate about providing managers with practical, evidence-based tools to facilitate workplace well-being and performance. In order to have the best possible evidence-base for her work, Emma is actively involved in research; and, conversely, her consultancy and coaching with a range of organisations ensures that the research is of genuine use in real-world settings.

In addition, Emma is an author, conference speaker and media commentator, who’s writing and presenting includes sharing freely available, research-based, online guidance and tools with a wide range of audiences. She is also active in the public policy domain, aiming to support evidence-based policy-making. She draws on her 12 years’ previous experience of working in international relations and communications in a variety of organisations in the UK and overseas.
Nancy Doyle, CPsychol AFBPsS
For over 10 years, Nancy has worked with dyslexic clients from all walks of life, supporting them to work at their best and fulfill potential. Nancy coaches, assesses and diagnoses dyslexia and dyspraxia. Nancy is a firm believer in dyslexic talents and strengths, and actively promotes the capabilities of unusual thinking styles in her own organisation, ‘Genius Within’, which provides coaching for around 300 clients per year. Nancy set up Genius Within e-coaching last year, in order to provide professional adults with a resource base for learning which didn’t patronise or undermine their abilities.

Nancy’s other company, Training Attention, is an accredited training centre for coaching with the Institute of Leadership and Management. Nancy has been training and supervises coaches for the Level 3 and 5 professional awards.

Nancy also works in the field of long-term unemployment and organisational change. She is a guest lecturer at the University of Surrey in the MBA programme on organisational change, specifically how coaching programmes can affect culture. Nancy graduated from Birbeck College with her MSc in Occupational Psychology in 2003 and became a full member of the DOP in 2006, followed by becoming an Associate Fellow this year.

Nic Eddy
Based in Melbourne, Nic has been working as an organisational and coaching psychologist for 20 years, earlier with KPMG Consulting and Deloitte Consulting, and the last 15 in private practice.

He has a particular interest in developing influencing strategies: working with Boards, CEOs and Executive teams who are struggling with ambiguity, even chaos in their work environments; where older management expectations of control and certainty reflect anything but the reality they work with.

Nic is currently the Deputy National Chair of the Australian Psychological Society (APS) College of Organisational Psychologists, and has served on the National Committee of the APS Interest Group on Coaching Psychology (IGCP) the last six years.

He was Chair of the Organising Committee of the International Congress on Coaching Psychology (ICCP) held in Sydney in May this year. And he says it is far too soon to be thinking about doing anything like it again. Email: nic@eddy.net.au

Maria Gardiner, BA (Hons), MPysch (Clinical), MAPS
Maria is a leading cognitive behavioural coach and clinical psychologist who has coached many of Australia’s medical and academic leaders over the last 15 years. In particular she has worked with some of the world’s leading research groups to assist them to increase their writing productivity.

She is most well known for her work in her company iThinkWell where she takes the best research in psychology and education and applies it to high performing people.

Maria is also a widely respected researcher, holding a research associate position in the School of Psychology at Flinders University. She has a strong research record, which provides a rigorous evidence base for her specialisation in high performing individuals.

As a co-author with Hugh Kearns, she has published five books which have sold over 60,000 copies in Australia and internationally and published three invited commentaries in the journal Nature. Email: maria@ithinkwell.com.au
Dr Dasha Grajfoner, CPsychol, CSci, AFBPsS
Dasha is Director of the Centre for Business and Coaching Psychology, Heriot Watt University, Edinburgh. She is an Accredited Coaching Psychologist (ISCP) with a PhD in personality psychology, which she received from the University of Edinburgh in 2007. She is a full member of the Special Group in Coaching Psychology and Division for Teachers and Researchers in Psychology of the British Psychological Society, European Association of Personality Psychology and the International Society of Anthrozoology.
In 2011 she set up the Centre for Anthrozoology Humanima at the University of Maribor, Slovenia, where she also works as a guest lecturer. By invitation Dasha has become a member of the Academic Advisory Committee for Minding Animals. At present Dasha is a full-time Lecturer in Psychology at Heriot Watt University in Edinburgh, Scotland, where she runs the MSc in Business Psychology, and presents lectures internationally.
As a practitioner coaching psychologist, Dasha works as an associate of the Edinburgh Centre (First Psychology Scotland), predominantly using elements of cognitive behavioural coaching, positive psychology and personal construct psychology. She is a SGCP peer coaching organiser for Edinburgh and Glasgow.
Dasha’s research interests cover the application of coaching psychology in organisational, educational and personal contexts with specific topics such as positive psychology coaching, the use of psychometrics in coaching psychology, self-efficacy and performance, well-being and mental health, managing organisational and personal changes and transitions, stress management, team communication and conflict management, leadership development and talent management, cognitive behavioural coaching, and animal assisted coaching.

Lisa Gresty
Lisa is Head of Organisational Development and Learning at MCHFT. She led the initiative to build up internal capability, in both one-to-one and team coaching and actively manages the coaching pool within the Trust.

Professor Erik de Haan, PhD
Erik is Director of Ashridge’s Centre for Coaching and programme director of AMEC, Ashridge’s MSc in Executive Coaching and ACOS, Ashridge’s Postgraduate Certificate in Advanced Coaching & O.D. Supervision. Erik is also Professor of Organisation Development (OD) at the VU University, Amsterdam. His focus is on OD consulting and emotional aspects of working in teams and organisations, executive coaching, action learning and peer consultation, politics and power in organisations.
Erik studied Theoretical Physics in Amsterdam and gained his PhD in Utrecht with his research into learning and decision-making processes in perception (1994). He studied counselling at Metanoia Institute in Ealing and group dynamics and psychodynamic psychotherapy at the Tavistock Clinic. Previous to coming to Ashridge in 2002, he acquired 10 years of consulting experience with different firms in the Netherlands. Erik has worked with universities, hospitals and multinational companies, including Heineken, Nike, Nokia and Vodafone.
Dr Caroline Horner

Caroline is the Managing Director of i-coach academy and worked with Lisa Gresty to develop the internal coaching pool at MCHFT, initially for one-to-one coaching and then to develop internal expertise for team coaching.

Professor David Lane, CPsychol, CSci, FBPsS

David has been involved in Counselling and Coaching Psychology from its inception in the UK. Serving on the Counselling Psychology committees of the initial British Psychological Society Section, then Special Group and Working Party he was involved in developing the field. He subsequently served as Chair of the British Psychological Society Psychotherapy Register and the EFPA equivalent standing committee. He was commissioned by SGCP to write a model framework for coaching psychology regulation and also devised frameworks for accreditation in the coaching field for EMCC, APECS and WABC. He has worked with clients in various settings including NHS, Education, Social Services and corporates providing both individual and team approaches. He received the Counselling Psychology senior award for ‘Outstanding Scientific Contribution’ and the British Psychological Society award for Distinguished Contribution to Professional Psychology. His latest book, written with Sarah Corrie and available from the Open University Press, is entitled Making Successful Decisions in Counselling and Psychotherapy: A Practical Guide.

Jennifer Liston-Smith, Coaching & Consultancy and My Family Care

With 20 years’ experience in organisational and leadership consultancy and coaching and being one of the UK pioneers of corporate maternity coaching, Jennifer consults, speaks and writes widely on this topic. Part of My Family Care’s senior management team, Jennifer leads in the development of coaching and consultancy services and of the coaching team, supporting employers to retain talented employees in settings such as global law firms, investment banks, accountancy firms and multinationals in other sectors. The Maternity Matters programme she designed and leads at Citigroup helped the firm win awards such as the Opportunity Now Award for Innovation, 2009 and further recognition through the Top Employers for Working Families in 2012.

Jennifer’s workshop style aims to provoke new thoughts and feelings as we explore our work together. She values both authentic warmth and intellectual rigour in her work. Jennifer holds an Oxford law degree, a Masters in Experimental Psychology and a Postgraduate Certificate in Coaching and Mentoring Supervision, awarded with Distinction.

Professor Stephen Palmer, PhD, CPsychol, FAC, MISCP

Stephen is an award-winning Chartered Psychologist, an APECS Accredited Executive Coach and Supervisor, and International Society for Coaching Psychology Accredited Coaching Psychologist and Supervisor. He is on the new British Psychological Society SGCP Register of Coaching Psychologists and he is Fellow of the Association for Coaching. He has written or edited 40 books including the Handbook of Coaching Psychology: A Guide for Practitioners (with Whybrow, 2007) and Cognitive Behavioural Coaching in Practice: An
Evidence Based Approach (with Neenan, 2011). He is UK Co-ordinating Editor of the International Coaching Psychology Review, and Executive Editor of Coaching: An International Journal of Theory, Research and Practice. He is Director of the Coaching Psychology Unit at City University and Director of the Centre for Coaching, International Academy for Professional Development Ltd, London. He was the first Chair of the British Psychological Society’s Special Group in Coaching Psychology and is currently the Treasurer. He is President of the International Society for Coaching Psychology. For over 10 years he is a Visiting Professor in Work Based Learning and Stress Management at The Institute for Work Based Learning, Middlesex University. His interests include astronomy, coastal walking and art.

**Joan Staples**, BA, MSc, CPsychol, AFBPsS, Psychological Services  
Joan is a Chartered Occupational and HCPC registered Counselling Psychologist who has run her own practice since 1988 providing behavioural process services to businesses (engineering, manufacturing and banking) colleges, local government, NHS, charity and community groups. These interventions normally follow a request for help with a difficulty/problem as encountered by individuals or organisation, followed by an assessment, formulation, intervention and evaluation. A process familiar to all applied psychologists!

Joan started her career as a psychologist working within a multi-disciplinary team of international management consultants who developed and implemented payment and incentive systems within large corporations such as the then British Leyland (combined MG, Rover and Leyland trucks), Tube Investments (British Steel), Rolls Royce, Harris and Sheldon Industries (Antler luggage, etc.). She found her niche in conflict management and team development by setting up joint union and management teams to maintain the new participative negotiating structures.

When her children were small Joan worked for over 12 years with Relate as a counsellor and trainer. This involved her in setting up many partnership training projects between social services and Relate (then Marriage Guidance). This was about the latter helping to support and train social workers and carers in family and relationship development work. Indirectly all this type of experience led Joan to become one of the founding members of the Division of Counselling Psychology within the British Psychological Society. Currently her professional work finds much resonance with the Special Group in Coaching Psychology.

**Dr Catherine Steele**  
Catherine is a HCPC Registered Occupational Psychologist and SGCP Registered Coaching Psychologist. Catherine is a senior lecturer at the University of Worcester where she is actively involved in teaching and research in coaching psychology. She is particularly interested in how to introduce training psychologists and undergraduates to the discipline of coaching psychology and how to embed evidence-based practice in the discipline. With recent publications in the International Journal of Coaching Psychology, Journal of Career Assessment and textbooks on Statistics for undergraduates she has a good understanding of both research and practice. Catherine also runs an independent coaching practice, Psychological Coaching, specialising in career and personal development. Prior to her academic role Catherine worked as a consultant occupational psychologist where she was engaged in executive coaching and designing and delivering management training and assessment centres. Catherine started her career in a range of roles in human resources for both private and public sector organisations.

http://www.worc.ac.uk/discover/catherine-steele.html
Dr Vicki V. Vandaveer, PhD  
Vicki is a coaching and consulting psychologist, a trusted advisor to executive management on individual, group and organisation effectiveness. Her 30-plus years of experience include 12 years inside two Fortune 50 global companies and the past 19 years in national and international consulting in 22 countries on five continents. Specialising in individual leader coaching, multi-cultural leadership team development, and advising senior management on behavioural aspects of organisational performance and change, her current focus is primarily on developmental coaching of physician and physician-scientist leaders, and partners in law and other professional service firms. An active member of the Society of Consulting Psychology (SCP – Division 13 of the American Psychological Association) and recently elected President-Elect, she is a Fellow of the APA and the Society of Industrial and Organizational Psychology (SIOP). In 2009 was awarded SCP’s RHR International Award for Excellence in Consultation; and in 2006 she received Division 13’s Exemplary Impact Commendation for organising and leading the Katrina Aid and Relief Effort to help businesses and leaders recover from the devastating impact of Hurricane Katrina, and for her pro bono consultation to the Louisiana Society for Prevention of Cruelty to Animals. Vicki currently chairs SCP’s Coaching Psychology Credentialing Committee, and was instrumental in forging an alliance between SCP and the International Society for Coaching Psychology (ISCP).

Professor Mary Watts, PhD, CPsychol, AFBPsS  
Recent roles City University, London: Pro-Vice-Chancellor & Director, Institute of Health Sciences 2006–2010; Pro-Vice Chancellor Learning & Teaching 2000–2006; Emeritus Professor of Psychology.  
Specialist experience and skills: Promoting leadership, learning and change in diverse contexts; course development and accreditation; working with individuals and groups at the interface of the coaching psychology, psychotherapy and education boundaries; working with ‘the impossible’, that is, those situations and problems that are often seen as ‘heart sink’.

Professor Jack Whitehead, Liverpool Hope University  
Jack is a Professor at Liverpool Hope University in the UK. He is a former President of the British Educational Research Association and Distinguished Scholar in Residence at Westminster College, Utah. He is a Visiting Professor at Ningxia University in China and a Visiting Fellow at the University of Bath. He is a member of the editorial board of the Educational Journal of Living Theories. Since 1973 his research programme has focused on the creation of the living educational theories that individual’s use to explain their educational influences in their own learning, in the learning of others and in the learning of the social formations in which we live and work.  
His original contributions to educational knowledge have focused on enquiries of the kind, ‘How do I improve what I am doing?’ These contributions can be accessed from his website at www.actionresearch.net. His recent research has focused on the use of video-data in expla-
nations of educational influences in learning in a range of workplaces with a focus on the continuing professional development of teachers. In the multi-media *Educational Journal of Living Theories* (EJOLTS) he explains how video-data can be used to communicate the life-affirming energy and values of humanity that teachers are expressing in their educational relationships and in their explanations of their educational influences (http://ejolts.net/node/80).

**Notes**