

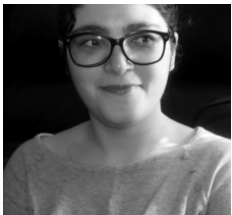
## Session Information and Speaker Biographies

10<sup>th</sup> International Congress of Coaching Psychology hosted  
by the International Society for Coaching Psychology



### Masterclass: Dr Gisele Dias and Dr Paula Gomes Alves

***Using coaching psychology and creativity to unlock people's potential: promoting self-efficacy and resilience through photography***



Challenging times require creative solutions. With that in mind, and drawing on well-established concepts from coaching psychology perspectives, this masterclass will aim to bring together an evidence-based approach to unlock human development using photography as a key tool for self-efficacy and resilience. We will start by exploring the benefits of creative approaches to positive mental health and some of the neuroscientific underpinnings of different artistic performances. We will then invite participants to consider a novel, SIMPLE framework developed by the facilitators and which draws on the strengths of integrative approaches in coaching psychology: (S)eeing clarity on values and future; (I)ntegrating the past; (M)astering mindful tools; (P)lanning effective strategies; (L)eading your life and (E)ngaging with meaningful projects and relationships. Next, we will consider practical ways through which we may explore some of these steps using techniques inspired by Therapeutic Photography (TP; Gibson, 2017; 2018). TP is an umbrella term for photo-based activities that are self-initiated and conducted by oneself (or as part of an organised group or project). TP can be used informally, for instance, to facilitate self-discovery or as a mindful exercise; or as a structured practice in the context of psychological interviewing, coaching psychology, counselling or psychotherapy. TP aims to increase self-knowledge, self-esteem, self-efficacy and resilience and to promote positive change (Gibson, 2017). In this masterclass, we will illustrate some of the techniques used in TP to promote resilience and self-efficacy as informed by the SIMPLE framework and discuss how they may add value to life coaching sessions. From cognitive-behavioural to psychodynamic perspectives, from positive psychology to solution-focused approaches, and using photography as a key thread to strengthen the coaching psychology fabric, this masterclass is intended to enrich the professional practice of anyone seeking to explore creativity for enhanced personal development. *All exercises will be performed with a smartphone camera, and no previous experience in photography, arts or specific equipment is required.*

Gibson, N. (2017). Therapeutic photography: Enhancing patient communication. *Journal of Kidney Care*, 2(1), 46-47.

Gibson, N. (2018). *Therapeutic Photography: Enhancing Self-Esteem, Self-Efficacy and Resilience*. Jessica Kingsley Publishers.

## Session Information and Speaker Biographies

10<sup>th</sup> International Congress of Coaching Psychology hosted  
by the International Society for Coaching Psychology

**Dr Gisele Dias** is a chartered psychologist (British Psychological Society), coaching psychologist and neuroscientist. She has a PhD in Sciences (Federal University of Rio de Janeiro, Brazil/ King's College London), is a Lecturer in Psychology at the University of Greenwich and a Teaching Fellow at King's College London. Dr Dias has a special interest in developing and evaluating psychological interventions to promote wellbeing, resilience and positive mental health in different groups and communities, also with a special focus on the use of creative methods to enhance coaching psychology practice and human development.

**Dr Paula Gomes Alves** has a BSc in Clinical Psychology (University of Lisbon), a MSc in Clinical and Public Health Aspects of Addiction (King's College London) and a PhD in Psychology (Lisbon University Institute / King's College London). Currently, she works as a Lecturer in Psychology at the University of Greenwich and as a Teaching Fellow in two online MSc programmes at King's College London. She is also a Honorary Associate Researcher at University College London, and a Research Supervisor to BSc, MSc and PhD students across various HE institutions. In terms of research, Dr Alves follows a mixed-methods approach towards the development and evaluation of psychological interventions, and improving the experience of individuals in treatment. Dr Alves is interesting in using visual methods in her research projects and teaching practice, drawing on her experience as a Professional Photographer. Dr Alves is also currently training to become a certified Counsellor and Psychological Coach.



## Session Information and Speaker Biographies

10<sup>th</sup> International Congress of Coaching Psychology hosted  
by the International Society for Coaching Psychology



### **Keynote: Professor Tatiana Bachkirova**

#### ***What do coaches need most when helping clients to deal with adversity?***

Some might say empathy, others might say positive thinking or problem-solving skills or the ability to empower the client, or something else. In this talk I will make a case for something that I believe is even more important – pluralistic thinking. Pluralism is a philosophical perspective that positively values multiplicity in the world. It is about recognising differences in all shapes and forms as a reflection of the complexity of human nature being part of the complexity of the world. For example, the diversity of individuals can be recognised in terms of their psychological differences in beliefs, attitudes, learning styles, thinking strategies, motivations, drives, etc. This is why navigating adversity cannot rely on ‘magic means’ suitable for everyone. However, it is possible to identify some dimensions of differences that can offer useful pointers for a coach when helping clients to deal with adversity. We will also explore how we can nurture pluralism in ourselves.

**Professor Tatiana Bachkirova** is Professor of Coaching Psychology and Director of the International Centre for Coaching and Mentoring Studies at Oxford Brookes University, UK. She is a recognised author, international speaker and an active researcher. Her books include *Developmental Coaching: Working with the Self* (2011) and *The SAGE Handbook of Coaching* (2017).



### **Keynote: Dr Suzy Green**

#### ***The Positivity Prescription: The role of positive psychology psycho-education in an evidence-based coaching context***

It is now widely accepted that coaching is for the enhancement of both performance and wellbeing. The increasing interest in wellbeing in the workplace and our communities more broadly has also highlighted the gaps in knowledge and skills that many coachees, and it is argued many coaches, have in regard to psychological and wellbeing literacy and capability. In terms of creating “psychologically literate citizens” it has been argued that the field of Positive Psychology perhaps provides a key body of knowledge on which “psychologically literate citizens can problem-solve in an ethical and socially responsible manner in a way that directly benefits their communities” (Cranney & Dunn, 2011). This presentation will argue for the role of psycho-education to complement coaching and in particular positive psychology coaching. The 6M Model of Flourishing (Green, 2019) will be presented as an aid for both coach and coachee to determine areas of strength and areas for development.

## Session Information and Speaker Biographies

10<sup>th</sup> International Congress of Coaching Psychology hosted  
by the International Society for Coaching Psychology

**Dr Suzy Green D.Psyc.(Clin.) MAPS**  
**Founder & CEO, The Positivity Institute**

Dr Suzy Green is a Clinical and Coaching Psychologist (MAPS) and Founder and CEO of The Positivity Institute, a positively deviant organisation dedicated to the research and application of Positive Psychology for life, school and work. She is a leader in the complementary fields of Coaching Psychology and Positive Psychology having conducted a world-first study on evidence-based coaching as an Applied Positive Psychology. Suzy was the recipient of an International Positive Psychology Fellowship Award and has published in the Journal of Positive Psychology. She lectured on Applied Positive Psychology as a Senior Adjunct Lecturer in the Coaching Psychology Unit, University of Sydney for ten years and is an Honorary Vice President of the International Society for Coaching Psychology. Suzy is an Honorary Visiting Professor at the University of East London and also holds Honorary Academic positions at the Centre for Positive Psychology, University of Melbourne, the Black Dog Institute and she is an Affiliate of the Institute for Well-Being, Cambridge University. Suzy was the Stress-less Expert for Australian Women's Health Magazine and the Positive Psychology Expert for Muse Magazine. Suzy is an official ambassador for the Starlight Children's Foundation and she maintains a strong media profile appearing on television, radio and in print.

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**Invited Paper: Dr Meg Arroll**

***Preliminary findings and observations from an online health coaching intervention pilot study for weight management***

Health and wellbeing coaching is based on a collaborative approach which is solution, rather than problem, focused. Coaching in general is a systematic method in which goals are defined, triggers that prevent change or reinforce negative behavioural responses observed, and the motivation and tools required to make and maintain meaningful change are developed, so that an individual may become their own coach (Michie et al., 2008). Overweight and obesity is a growing concern in the UK and around the world, leading to increased morbidity, mortality and healthcare usage. Health and wellbeing coaching offers a unique type of intervention which seeks to furnish individuals with the mindful awareness, perceived control and stress-reduction techniques required to manage weight and improve overall health. This paper presents initial findings from a 3-month pilot intervention study of online health coaching for weight management, in addition to the author's observations within her practice.

**Dr Meg Arroll** (PhD, CPsychol, CSci, AFBPsS, FHEA, MISCP Accred) specialises in health and wellbeing coaching with a particular interest in long-term stress and weight management. She has published widely in peer-reviewed journals including *Medical Hypotheses*, in addition to six mainstream books for the public on topics such as invisible illness and emotional eating.

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## Session Information and Speaker Biographies

10<sup>th</sup> International Congress of Coaching Psychology hosted  
by the International Society for Coaching Psychology



**Invited Paper:** Prof. Charles Martin-Krumm & Wendy-Ann Smith  
***Positive Psychology and coaching psychology in France: Levers and barriers.***



Positive psychology is becoming a permanent fixture in the international scientific landscape, with coaching psychology following. The domains positive psychology (PP) in application are multiple, with benefits recognised from many scientific supports, coaching psychology (CP) less known but growing. However, in France, PP still arouses suspicion and PP relatively unknown. Is PP just a current trend: an innovative personal development domain? Is it a tool at the service of liberal economic strategies? Is it the manifestation of an instrumentalization of well-being in companies? The purpose of this presentation is to point out potential reasons for perceived resistance to positive psychology and coaching psychology, an original form of coaching. It will also outline why we should be optimistic about PP and PC's future in France.

**Prof. Charles Martin-Krumm**, Associate Editor of *European Journal of Trauma and Dissociation*, *Gold Medallist of the French Sports Ministry*. Full Professor of psychology, Director of the Research Lab of the EPP Paris, my general area of interest is the processes in which optimism in its direct or indirect forms is involved to predict resilience, performance, wellbeing, emotions and health, and the effects of physical activity on quality of physical activity. Reviewer in several scientific journals, I have published 8 books and more than a hundred of articles, book chapters, conference abstracts or contributions in professional journals. I have performed several talks as invited speaker and been member of numerous scientific conferences.

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**Wendy-Ann Smith** is a registered psychologist in Australia and France. She is the co-editor of *Positive Psychology Coaching in the Workplace* (in press) and author in the domains of positive and coaching psychology. She is a reviewer for the *European Journal of Applied Positive Psychology* and co-leads the French chapter for the International Society for Coaching Psychology. She is an executive coach and teaches positive and coaching psychology at both French and UK academic institutions.

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## Session Information and Speaker Biographies

10<sup>th</sup> International Congress of Coaching Psychology hosted  
by the International Society for Coaching Psychology



**Invited Paper: Dr Kristina Gyllensten**

***Experiences of group coaching in Sweden – A qualitative study***

The aim of the study was to explore managers' experiences of participating in executive group coaching in a municipality in Sweden. Managers that had participated in executive group coaching were invited to participate. Ten individuals were interviewed and Interpretative phenomenological analysis was used to analyse the interviews. Four main themes emerged from the analysis - 'group engagement', 'a space for reflection and creativity', 'taking different perspectives' and 'increased self-awareness and courage'. The executive group coaching was a highly engaging process that provided an opportunity for reflection, creativity, and self-awareness. The study also highlights that executive group coaching can provide an opportunity for managers to give and receive well needed peer support.

**Kristina Gyllensten**, DPsych, Counselling Psychologist, CBT psychotherapist, cert coach. Kristina works as a psychologist and researcher at a department for occupational and environmental medicine, at Sahlgrenska University Hospital, Sweden. She has written and co-written a number of papers and book chapters and has edited one book. Her publications have focused on workplace stress, stress management, gender and stress, psychological coaching, and cognitive therapy.



**Invited Paper: Dr Alanna Henderson**

***The Coaching Alliance in video-mediated coaching***

Video-mediated coaching has an embryonic research base, with mixed findings on its effectiveness and on the feasibility of establishing comparable rapport and relational opportunities in video-mediated e-coaching, as in face-to-face coaching (Deniers, 2019). Meanwhile, in the wake of COVID-19 coronavirus, constraints on human contact has encouraged rapidly escalating coach take-up of video media such as the Zoom videoconferencing platform as a coaching medium in the absence of studies examining the role of the e-coaching relationship in its use. Using semi-structured interviews conducted during the COVID-19 pandemic and its aftermath, of 4 coaches who provide video-mediated coaching and face-to-face coaching, this study began to explore this gap in the research by examining experiences of coaches in forming their e-coaching relationships via video-mediated coaching with their coachees. Results of key themes, identified through Interpretative Phenomenological Analysis (IPA), will be presented and be discussed with reference to study limitations, implications for coaching relationships and e-coaching research, coach competencies and practice, and coach training.

## Session Information and Speaker Biographies

10<sup>th</sup> International Congress of Coaching Psychology hosted  
by the International Society for Coaching Psychology

### References:

Deniers, C. (2019). Experiences of receiving career coaching via Skype: An interpretative phenomenological analysis. *International Journal of Evidence-based Coaching and Mentoring*, 17(1), 72-81.

**Dr Alanna Henderson** PhD CPsychol MISCP Accred is a practising coaching psychologist. With a PhD and several book chapters and peer-reviewed articles on the coaching relationship and related topics, she is a Consulting Editor of *The Coaching Psychologist*, and was previously Co-Editor of *Coaching: An International Journal of Theory, Research and Practice*. Alanna is also an Associate Lecturer on the MSc in Career Management and Coaching at Birkbeck University, London.

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### Invited Paper: Per-Olof Eriksson



#### ***Life- and career planning; a way of developing individuals and organizations.***

A life and career planning program provides the individual with a deeper understanding of themselves, their strengths and weaknesses, their abilities knowledges and helps them to be able to see themselves in a bigger context. It also helps them to uphold a sound work-life balance and to see themselves in a bigger context. All in all it helps the individual formulate and strive towards their goals both at work and in life as a whole.

During the presentation you will be introduced to the different steps of the program and expected outcomes on both an individual and organizational level.

**Per-Olof Eriksson**, chartered psychologist. Initiator and chair of "Coaching Psychologists", part of the Swedish Psychological Society and also Honorary Vice President of the Intl. Society for Coaching Psychology. Per-Olof has been delivering individual life- and career planning programs to companies and organizations for more than 20 years.



### Invited Paper: Prof Arnon Levy

#### ***Dynamic Positive Coaching Psychology – A neuroscience- based dynamic approach to generate positive Change.***

The relationship between positive psychology (PP) coaching psychology (CP) and neuroscience research are discussed here, considering the topic of the conference. We discuss the significant place of PP since the end of the 20th century, as a field that shifts clinical psychology's emphasis on psychopathology and the medical model, to research of "what makes life worth living." Furthermore, PP realizes the vision of the humanistic

## Session Information and Speaker Biographies

10<sup>th</sup> International Congress of Coaching Psychology hosted  
by the International Society for Coaching Psychology

psychology's revolution and implements controlled research for the purpose of wellness. Notwithstanding its great popularity, PP is often criticized by colleagues for circular methodology, elitism, promoting a science of "happyiology" and more. It is suggested that PP research results, generating "positive" knowledge, have small impact in changing human behaviors (ex. Weight control is not successful by millions worldwide although all the knowhow exists). Human behaviors change following assimilation of experiences that generate new learning in consciousness and new neuronal patterns in the brain like through the implementation of psychotherapy and coaching techniques. The main command systems developed in the brain by natural selection are 1. Survival: operated by the cortisol and adrenalin 2. Seeking and reward: operated mainly by dopamine and serotonin 3. Attachment: operated by oxytocin and prolactin. Many situations in human cultures abound with symbolic threats that trigger the survival mechanisms as if the person is confronted by a life-threatening hazard. These situations generate stress in the self and distort the beneficial expression of these command systems. When the self is not under stress due to symbolic threats, these systems generate 1. In survival- assertiveness, power, serenity, tranquility 2. In seeking and reward- joy, curiousness, satisfaction, flow 3. In attachment- caring, empathy, love. It is discussed that the potential to change is within us and not by the validation of new or old positive knowledge. Psychotherapy and coaching techniques are suggested to implement modification of the obstructing paradigms generated by the symbolic threats in culture and thus to bring about the desired changes.

**Arnon Levy** is a clinical psychologist, coaching psychologist and psycho-anthropologist. He founded and was the academic director of the coaching psychology study program at Tel Aviv University and a second program at Bar Illan University. Levy taught and supervised his graduate students to PhD degrees at Middlesex University. Levy was the chair of the Israel association for Psychotherapy and later founded and chaired Israel association for dynamic positive coaching psychology. Among Levy's publications are the books: "Prometheus Molds - towards an evolutionary psychology of the self" (in Hebrew) and "Beyond the empty glass – Ideas and Images from the Psychological Clinic and Beyond" (in Hebrew) and a new book to appear soon in English "The mindful brain".

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**Invited Paper: Christin Tan**

***The greater the crisis, the greater the opportunity: Thriving and creativity in the midst of crisis***

Every day, what we knew as normal before COVID-19 fades away, and we find ourselves in a transitional space where we cope with the crisis day by day, wondering what we will be doing when the next normal arrives. In this session, Christin shares from an Asian perspective how COVID-19 is



## Session Information and Speaker Biographies

10<sup>th</sup> International Congress of Coaching Psychology hosted  
by the International Society for Coaching Psychology

challenging and changing our lives and livelihoods. While the transition to quarantine life may have been rapid and shocking, the emergence from it can be slow and cautious. So what does this mean for individuals, families, businesses, communities, and the society? What opportunities lie ahead as we reflect on emerging behaviours that might stick in the long run, and chart our path to the next normal instead of waiting for things to happen. How can we thrive as coaching psychologists and in so doing, give our clients hope and courage to do the same?

**Christin Tan** takes pride in being an organisational and coaching psychologist, although she tends to stand out for her curious and energetic disposition, creative and entrepreneurial agility. Her unconventional journey saw her through diverse experiences, involving employment and entrepreneurship across varied industries. A founding member of Coaching and Mentoring Asia, 2wardustainability, and book author to 'Entrepreneurial Personality for a Sustainable Competitive Advantage', Christin is passionate to promote and advance coaching psychology, I-O psychology, and entrepreneurship psychology in Asia.

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**Invited Paper: Dr Vince Szekely**

**Hungarian Association for Coaching Psychology**

***Coaching for Learning Agility: a coaching psychology program designed to improve the learning agility of newly appointed leaders***

Learning agility is a highly valued meta-competency in today's volatile business world which considered essential for successful leaders (de Meuse, 2017). In sport agility refers to the ability to change and control the direction and position of the whole body while maintaining a constant rapid motion. The concept of learning agility has been used by Toffler (1970) as an ability to learn, unlearn, and relearn. According to Lombardo and Eichinger (2000) learning agility is "the willingness and ability to learn new competencies in order to perform under first time, tough, or different conditions". As a psychological construct, learning agility is still under development. A latest model (De Meuse & Feng, 2015) propose that learning agility consisting of the following seven factors: cognitive perspective, interpersonal acumen, change alacrity, drive to excel, environmental mindfulness, feedback responsiveness, and self-insight. Developing learning agility require a knowledge of several psychological model. Just to mention a few of them: the process of learning, self (ego) development, self-regulations and intentional change.

This presentation describes the coaching approach and preliminary results of a pilot programme which intended to develop learning agility of newly appointed corporate leaders. The 'Leadership Learning Accelerator' group

## Session Information and Speaker Biographies

10<sup>th</sup> International Congress of Coaching Psychology hosted  
by the International Society for Coaching Psychology

coaching programme is based on and integrated goal-focused (horizontal) and developmental (vertical) coaching approaches. We are planning to deliver six group and two 1to1 online sessions. The level of learning agility of the participants will be measured by a self-report learning agility questionnaire and a learning agility journal.

### References:

De Meuse, K. (2017). Learning agility: Its evolution as a psychological construct and its empirical relationship to leader success. *Consulting Psychology Journal*, 69(4), 267-295.

De Meuse, K. P., & Feng, S. (2015). The development and validation of the TALENTx7 Assessment: A psychological measure of learning agility. Shanghai, China: Leader's Gene Consulting.

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Eichinger, R., & Lombardo, M. (2000). High potentials as high learners. *Human Resource Management*, 39, 321-329.

Toffler, A. (1970) *Future shock*. New York: Random House.

**Dr Vince Szekely** is a practicing coaching psychologist, executive coach. He is a founder and president of Hungarian Association for Coaching Psychology. He has a special interest in training and supervision coaches and coaching psychologists. As a senior lecturer he teaches coaching psychology and leadership coaching.



### Invited Paper: Laretta Cundy

***The 'grey space': Where the boundaries between coaching and therapy blur, how I and other coaches navigate this space.***

Little is known about the lived experience of how coaches navigate ethical and boundary issues when working with a coachee on stress management or when a coachee presents that they have or may be having a mental health issue. I surmise that this is not a 'one-size-fits-all' approach, with much being left to the coach's discernment. This research is to collaboratively explore the differences and similarities relating to how coaches navigate the 'grey space'. This research has emerged from my own journey and questions relating to how to navigate the boundaries of coaching. Having begun my journey in the counselling/psychology space, I began to question what the similarities and differences were between the coaching and therapeutic space, particularly when working with stress management. An action research inquiry is being conducted. In this session, I will share themes drawing on Constructionist Thematic Analysis (CTA) specifically exploring the first cycle of the action research cycles. Exploring how coaches navigate

## Session Information and Speaker Biographies

10<sup>th</sup> International Congress of Coaching Psychology hosted  
by the International Society for Coaching Psychology

the 'grey space', as well as recommendations to consider from 'cross-boundary' experts.

**Lauretta Cundy** is a Coaching Psychologist specialising in personal development and stress management. She holds a BSc in Psychology and Counselling at Roehampton University with first class honours, a MSc in Occupational Psychology at Birkbeck University in London. In addition, Lauretta is a qualified bereavement counsellor, and an accredited psychometric and personality practitioner. She is currently undertaking a Doctorate of Professional Studies in Coaching at Middlesex University, researching 'The Grey Space' where boundaries between therapy and coaching blur.

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