

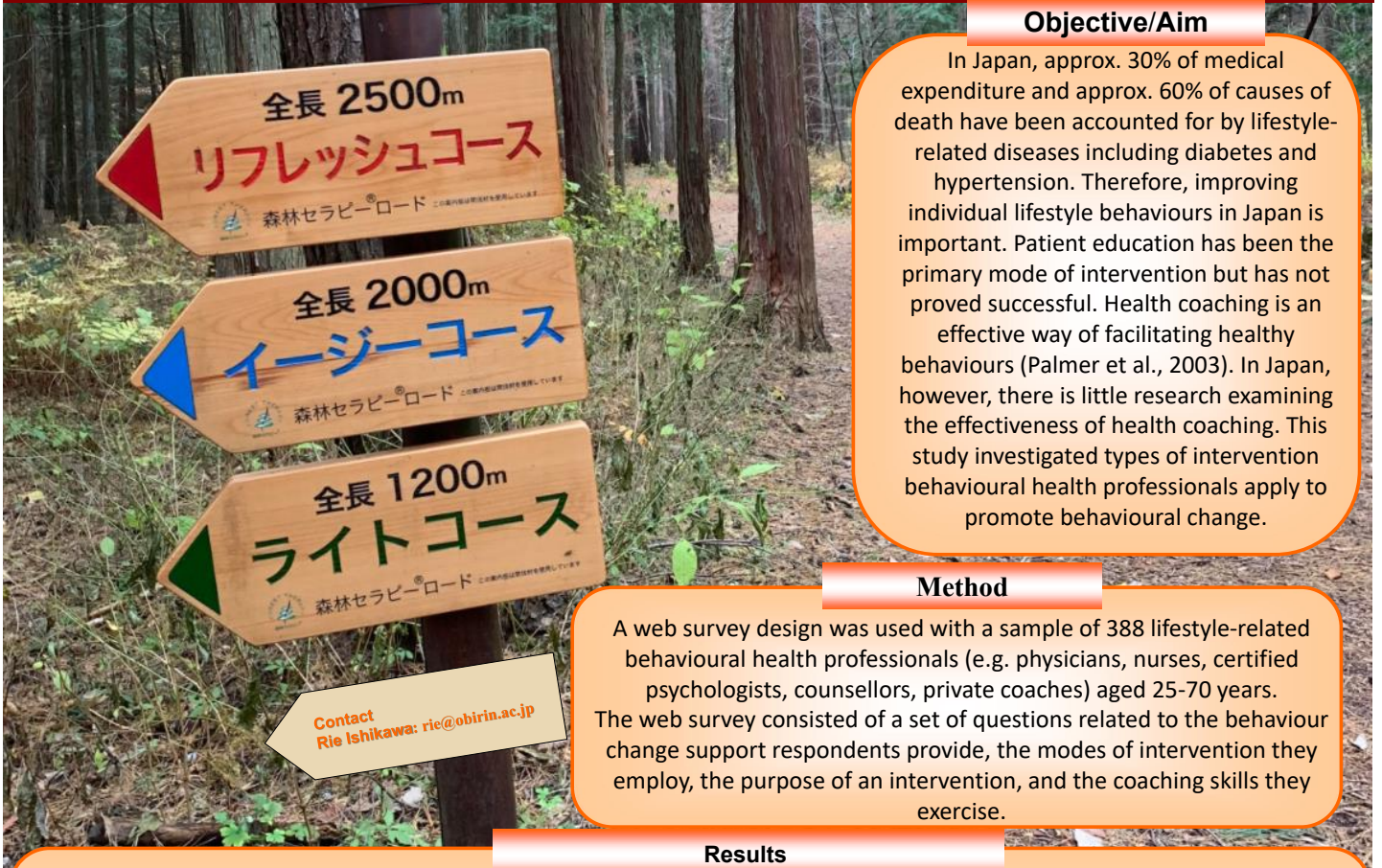


J. F. Oberlin University

# The potential for health coaching to improve lifestyle behaviours in Japan

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Key words: Health Coaching, Lifestyle



## Objective/Aim

In Japan, approx. 30% of medical expenditure and approx. 60% of causes of death have been accounted for by lifestyle-related diseases including diabetes and hypertension. Therefore, improving individual lifestyle behaviours in Japan is important. Patient education has been the primary mode of intervention but has not proved successful. Health coaching is an effective way of facilitating healthy behaviours (Palmer et al., 2003). In Japan, however, there is little research examining the effectiveness of health coaching. This study investigated types of intervention behavioural health professionals apply to promote behavioural change.

## Method

A web survey design was used with a sample of 388 lifestyle-related behavioural health professionals (e.g. physicians, nurses, certified psychologists, counsellors, private coaches) aged 25-70 years. The web survey consisted of a set of questions related to the behaviour change support respondents provide, the modes of intervention they employ, the purpose of an intervention, and the coaching skills they exercise.

## Results

- ◆ The most frequently stated purpose for support was to promote exercise and physical activity, reduce stress, and improve mental health (Figure 1).
- ◆ The most frequently used method was exercise therapy and non-directive counselling. Few applied behavioural therapy/cognitive behavioural therapy or motivational interviewing. Only 5% utilised coaching (Figure 2).
- ◆ Twenty respondents, who claimed to use coaching primarily, did not exhibit coaching skills more frequently than those who claimed to use other modes of intervention primarily (e.g. exercise therapy and behavioural therapy) (Figure 3).

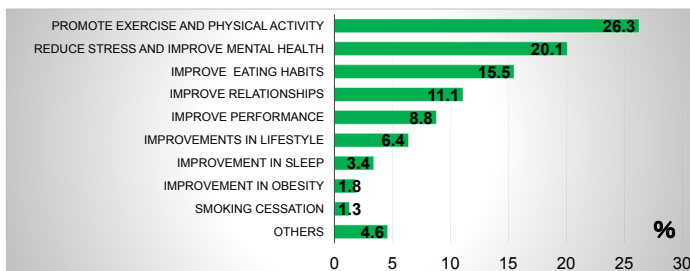


Figure 1. The most frequently stated purpose

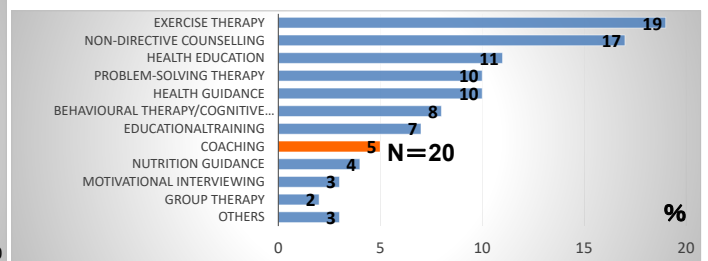


Figure 2 The most frequently used method

## Conclusions

In Japan, lifestyle-related behavioural health professionals appear to use guidance or counselling frequently. No significant difference was found between the respondents who practice coaching most and others in use of goal setting or feedback that are important skills in coaching psychology. This study implies the core coaching skills or attitudes that lifestyle-related behavioural health professionals should acquire need to be defined.

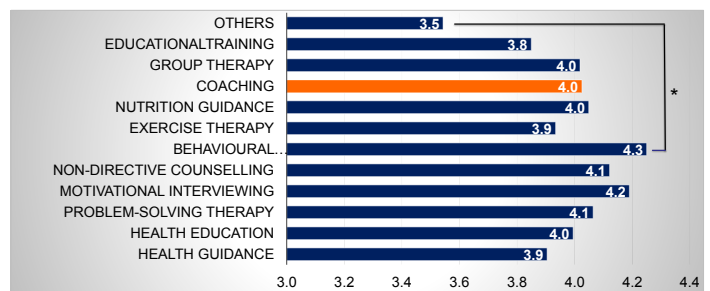


Figure 3 Coaching skills scores by most frequently used method

# The impact of Rational Emotive Behaviour Coaching on the Psychological Wellbeing and Performance Anxiety of Conservatoire Music Students: a randomised control trial

To find out more about where this study will take place, follow this link

## What's the problem?

This study is part of a larger research project that aims to develop a coaching intervention to equip conservatoire music students with psychological skills that enable them to deal more adaptively with the challenges they face as performing musicians. The first study in the project found that irrational beliefs and unhealthy negative emotions were prevalent amongst these students. This finding led to the design of the current study, which aims to examine the impact of a Rational Emotive Behaviour Coaching (REBC) intervention on the performance anxiety and psychological wellbeing of undergraduate students studying in the wind, brass and percussion department at a leading UK conservatoire.

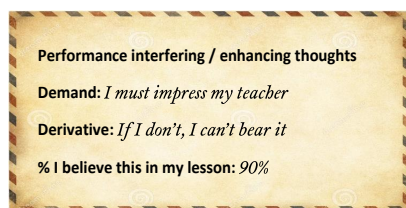


## Study Timetable

	Autumn Term 2021	Spring Term 2022	Summer Term 2022
Group A (n=15)	<b>Intervention</b> 6 x weekly group sessions start 31/10 1:1 coaching in w/c 1/11; 15/11; 29/11		
Group B (n=15)	<b>Wait list control group</b>	<b>Intervention</b> 6 x weekly group sessions start 9/1 1:1 coaching in w/c 10/1; 24/1; 7/2	
Group C (n=15)		<b>Wait list control group</b>	<b>Intervention</b> 6 x weekly group sessions start 29/5 1:1 coaching in w/c 30/5; 13/6; 27/6

## What's the intervention?

- 6 x 90min weekly group REBC sessions – including psychoeducation; coaching exercises; group discussion and reflection
- 3 x 60min 1:1 REBC sessions (in weeks 1,3, and 5).



### The Inner Concert Hall

Whose are the voices?  
What demands are they making?

## What are the measures?

**Music Performance Anxiety:** Performance Anxiety Inventory (Nagel et al., 1989) (PAI) – wording adapted slightly for the settings in which wind, brass and percussion students typically perform.

The 20-item PAI, designed specifically to assess music performance anxiety in performance situations, is based on the general form of Spielberger's Test Anxiety Inventory (1980).

(administered pre, mid + post intervention/ wait-list period for both groups and at +10 weeks for the intervention group only)

**Psychological wellbeing:** Warwick-Edinburgh Mental Wellbeing Scale (Tennant et al., 2007) (WEMWBS). Developed to assess an individual's state of mental wellbeing over the past 2 weeks, the WEMWBS comprises 14 positively phrased items which are designed to assess both hedonic aspects of wellbeing (e.g. I have been feeling cheerful) and eudemonic aspects (e.g. I have been feeling useful).

(administered pre, mid + post intervention/ wait-list period for both groups and at +10 weeks for the intervention group only)

**Primary and derivative irrational beliefs:** Postcard (see above), which will be completed by the participants in the intervention group only, in the first 1:1 coaching session and re-visited mid and post intervention and at +10 weeks.

## Methodology:

This Randomised Control Trial will use a mixed experimental design

## References:

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doi:10.1177/0305735689171002

Spielberger, C. D. (1980). Test Anxiety Inventory, Consulting Psychologists Press.

Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., ... & Stewart-Brown, S. (2007). The Warwick-Edinburgh mental well-being scale (WEMWBS): development and UK validation. *Health and Quality of Life Outcomes*, 5(1), 1-13.

## What are my hypotheses?

- I hypothesise that the REBC intervention will decrease the performance anxiety and increase the psychological wellbeing of participants in the intervention group, in comparison to those in the wait-list control group.
- I hypothesise that any decreases in performance anxiety and increases in psychological wellbeing in the intervention group will be mediated by decreases in the strength of derivative irrational beliefs.



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# A pilot Study of Coaching Skills Training for Japanese Managers in Small and Medium sized Enterprises (SMEs) : Enhancing Managers' Resilience and Work engagement

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## Background

Whilst today's managers are increasingly expected to demonstrate a coaching style (e.g. Beattie et al., 2014), small and medium sized enterprises (SMEs) that account for 99.7% of all enterprises in Japan often encounter difficulties in training their managers.

## Aim of the study

Prior to rolling out a training programme with a 360-degree assessment, this pilot study investigated the effect of coaching skills training on Japanese managers' self-perception of coaching behaviour, resilience, and work engagement.

## Results

Paired t-tests were conducted to examine the effects of the programme. The coaching skills training pilot programme was associated with a significant increase in the managers' self-reported level of work engagement ( $t=3.08, p=.010$ ) and demonstrated large effect size (Cohen's  $d=.85, 95\%CI = [0.20, 1.48]$ ) (Figure 1). Managers' scores on coaching behaviour and employee resilience also increased yet they did not reach statistical significance (Figure 2, Figure 3).



I was shocked how terrible I am at asking open-ended questions. It will require lots of practice but if effectively done, I believe I can help employees reach their own solutions.

I learnt I've always been imposing my opinion, teaching and giving orders to my staff without really listening to their ideas.

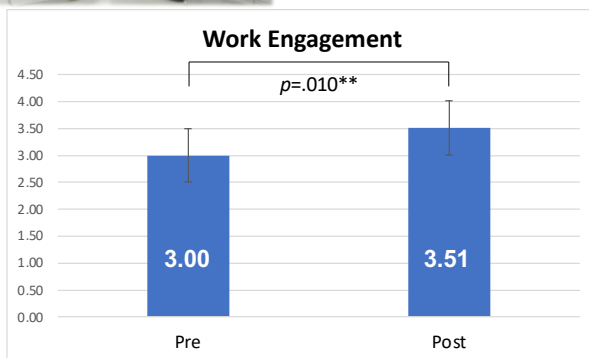


Figure 1

## Methods

Design	Within-participants design • Participants completed the self-report measures before and after coaching sessions.
Subjects	13 managers from 10 different SMEs (15% female) aged 23-46 years (M=35.23, SD7.13)
Programme	Two-day coaching skills training programme, with a four-week interval between Day 1 and Day 2 enabling them to practice their learnt skills in their workplaces.
Day 1: (6 hours)	<b>Theoretical component:</b> Lectures to build knowledge of coaching philosophy and key theories on coaching skills <b>Applied component:</b> Practice on active listening and questioning, followed by 'reflect, think, talk, and share'
Day 2: (3.5 hours)	<b>Theoretical component:</b> Lectures on assertion <b>Applied component:</b> Reflection on Day 1 learning and the homework, assertion skills practice and followed by 'reflect, think, talk, and share'
Homework	Practice coaching skills in participants' workplace (and home) and create written reflective action learning diaries for 4 weeks
Measures	<ul style="list-style-type: none"> <li>• 8-item Coaching Behaviour Inventory (CBI) (Matsuda &amp; Ishikawa., 2019)</li> <li>• 9-item Employee Resilience Scale (ERS) (Matsuda et al., 2021)</li> <li>• 9-item Work Engagement (WE) (Shimazu et al., 2007)</li> <li>• Open-ended comments</li> </ul>

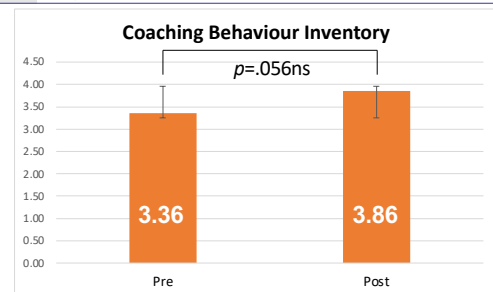


Figure 2

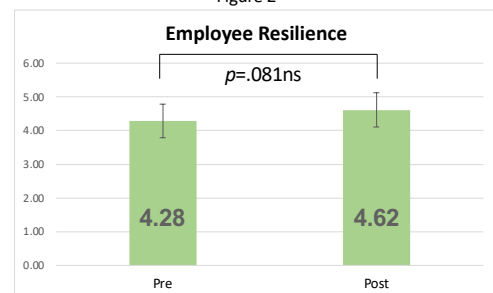


Figure 3

## Conclusions

This pilot study indicated that work engagement among Japanese managers in SMEs can be improved through coaching skills training. Future work should employ more comprehensive coaching skills training and investigate its effectiveness on both managers and their subordinates, using a larger and longer-term scale design with control groups.

## Selected References

- Beattie et al. (2014). Managerial Coaching: A review of the empirical literature and development of a model to guide future practice. *Advances in Developing Human Resources*, 16, 184-201.
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## Development and validity of the Growth and Change Leadership Skills and Self-efficacy Scale for Overcoming adversities (GCLSES)

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PPCA Positive Psychology Counselor Association

### Objective/Aim

In this study, we developed a new scale for supporters and leaders to measure **the skills and self-efficacy of leaders** in supporting growth and change in response to adversity, including problems and difficulties, and conducted an exploratory analysis of the effectiveness of the model for supporters in coping with, changing, growing and strengthening for Overcoming adversities.

The study focuses on **leaders and supporters**.

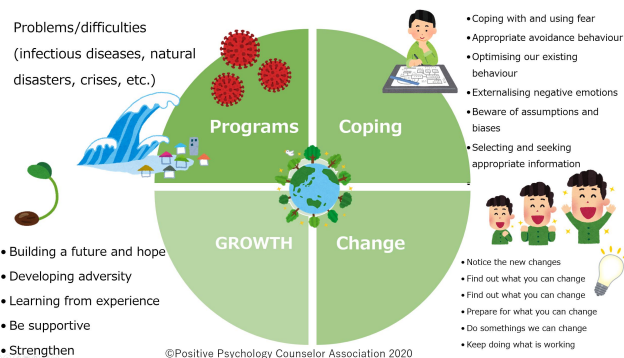
### Design & Methodology

The study was conducted as a web-based survey and was carried out over 3 months period from August to October 2020.

The target participant was over the age of 20.

The study included a new scale with 60 questions to validate.

The present study was conducted using a web-based survey in Japan and used Classical test theory, Reliability analysis, Item cluster analysis, Item response theory and Correlation analysis to examine the reliability and validity of the GCLSES.

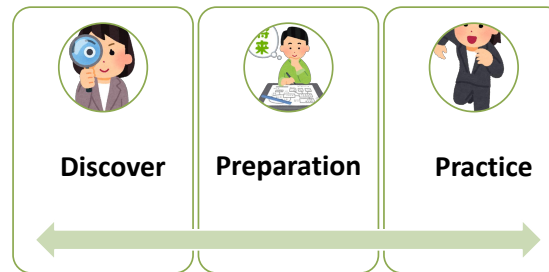


The GCLSES (Total 12 items) has 4 subscales;  
The GCLSES (Total 12 items) has 4 subscales;

- ① Coping Skills (3 items),
- ② Change Skills (3 items),
- ③ Growth Skills (3 items),
- ④ Strengthen Skills (3 items),

The GCLSES was developed using examples from Resilience, Stress Coping, Change theories based on Coaching and Positive Psychology.

The questions of the GCLSES each factor consisted of three questions: discovery, preparation, and practice.



### Result

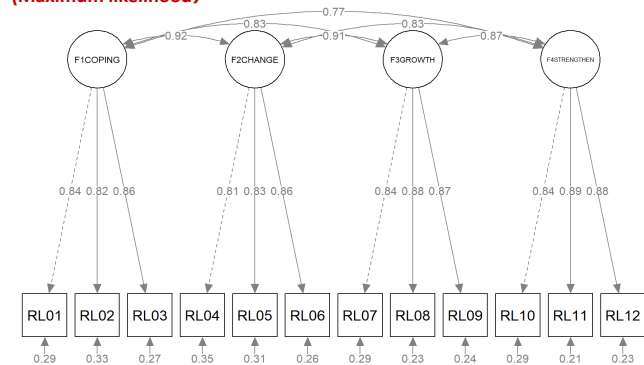
Study Web Survey in Japan, Subject: N= 7473  
Age:31.0(SD=11.5) (Man:3232, Woman:4241)

#### Fundamental statistics

Factor	Mean	SD	$\alpha$	Ht
Coping Skills	11	3	.88	.756 (.007)
Change Skills	11	3	.87	.717 (.007)
Growth Skills	10	3	.90	.771 (.006)
Strengthen Skills	10	3	.90	.783 (.006)
Total	42	10	.96	.673 (.006)

A reliability analysis showed that **Cronbach's alpha coefficients** for all four factors were above 80.

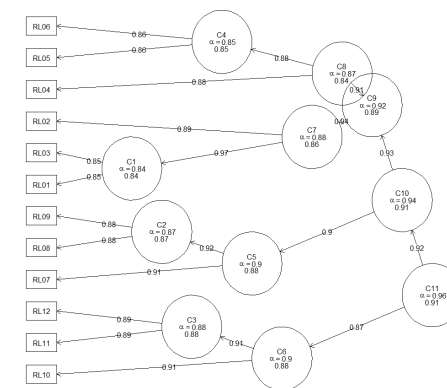
### Confirmatory factor analysis (Maximum likelihood)



CFI=.980,TLI=.972, RMSEA =.065,90%CI (.063, .068)

As a validation of the GCLSES, a confirmatory factor analysis was carried out, which identified four factor structures and showed good result values in the Comparative Fit Index and RMSEA Index (CFI=.980, TLI=.972, RMSEA =.065, 90%CI (063, .068).

### Item Cluster Analysis

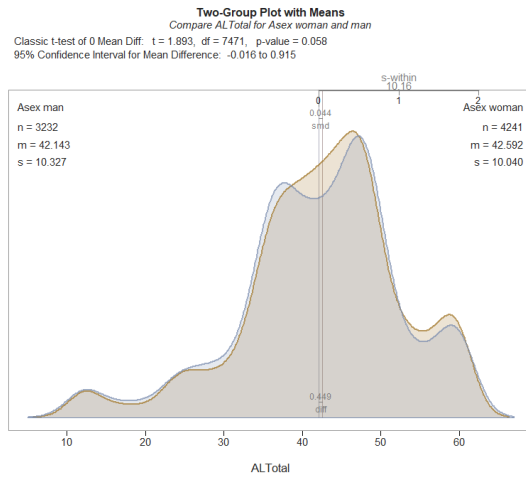


Item by Cluster Structure matrix

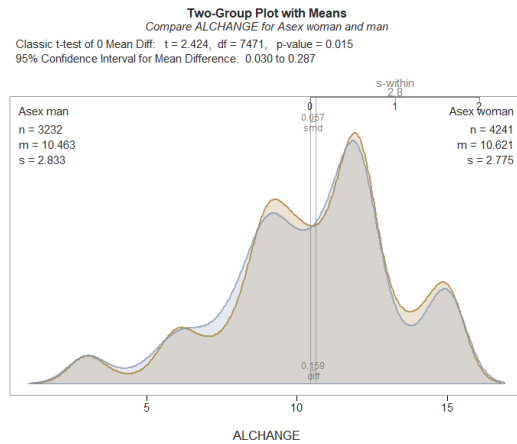
Item	CSM
RL01	.78
RL02	.77
RL03	.80
RL04	.79
RL05	.80
RL06	.83
RL07	.81
RL08	.83
RL09	.83
RL10	.78
RL11	.80
RL12	.80

Cluster fit = 0.97 Pattern fit = 0.99 RMSR = 0.05

## Analysis of gender differences



No significant gender difference was identified in the total score of GCLSES.



Significant gender difference was identified on the challenge scale. However, the difference was small effect sizes.

## Correlation analysis 1

GCLSES and Big 5 Personality Plus Scale (Tokuyoshi, 2010)

	Extroversion	Emotional instability	Conscientiousness	Agreeableness	Openness	Self Gap
Coping Skills	<b>.37</b>	.25	<b>.37</b>	<b>.33</b>	<b>.47</b>	-.26
Change Skills	<b>.37</b>	.22	<b>.38</b>	<b>.33</b>	<b>.48</b>	-.27
Growth Skills	<b>.37</b>	.21	<b>.38</b>	<b>.36</b>	<b>.45</b>	-.28
Strengthen Skills	<b>.38</b>	.23	<b>.39</b>	<b>.30</b>	<b>.49</b>	-.31
Total	<b>.41</b>	.25	<b>.42</b>	<b>.37</b>	<b>.52</b>	-.31

$N = 7473$ , All  $***p < .001$

A unique feature of the **Big Five Plus Scale** is the inclusion of **Self-gap** factor.

**Self-gap** factor has been added to assume that **Self-gap** may be an obstacle to a proper perception of oneself.

The **Self-Gap factor** can be used in coaching and counselling. Because it is necessary for Coaching and counselling related to **self-awareness** and **self-acceptance**.

## Correlation analysis 2

GCLSES and Brief Resilience Scale-Japanese Version (Tokuyoshi & Morita, 2015), and Two-Item Self-Esteem scale (Minoura & Narita, 2013)

	Belief-Resilience (6items)	3items BSR-J	Self-esteem
Coping Skills	<b>.29</b>	<b>.31</b>	<b>.36</b>
Change Skills	<b>.30</b>	<b>.31</b>	<b>.36</b>
Growth Skills	<b>.27</b>	<b>.28</b>	<b>.35</b>
Strengthen Skills	<b>.29</b>	<b>.30</b>	<b>.39</b>
Total	<b>.32</b>	<b>.33</b>	<b>.40</b>

$N = 7473$ , All  $***p < .001$

## Conclusion

In this study, the GCLSES was developed and analysed, and four factors were identified in the factor analysis. The results confirmed the factorial validity of the scale.

Cronbach's analysis of reliability showed that the alpha coefficients had high score values, confirming the reliability of the scale.

The Big Five's extroversion, honesty and openness have been associated with leadership (Judge et al, 2008; Steel et al, 2012).

The GCLSES was validated as a measure of leadership, because it was positively correlated with the Big Five's extraversion, honesty, and openness.

The study found sufficient concurrent validity among the Self-esteem Scale, the Brief Resilience Scale, and the GCLSES.

Leaders who help others cope with adversity may be more resilient in dealing with adversity.

The GCLSES was positively correlated with Brief Resilience Scale, suggesting that the scale has content validity.

These results provided a support for reliability and validity of the GCLSES.

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# Introducing an applied tool for Meaning- Based Coaching Model; “Success Circuit”

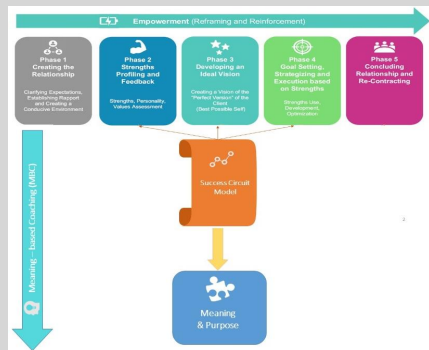
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## Introduction

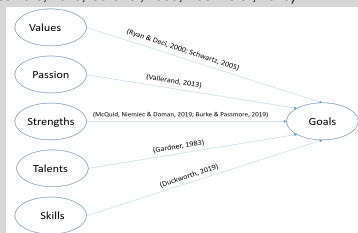
### Definitions

**Meaning-Based Coaching (MBC)** is a coaching approach rooted in unlocking (finding and creating) meaning in life and attaining meaningful goals using Positive Psychology Interventions. Positive Psychological Coaching (PPC) aims to identify, utilize, optimize the personal/ psychological strengths to achieve goals and enhance well-being. van Zyl et. al (2020) meta-analysis from 2,252 articles PPC shows the following five common coaching steps in PPC: 1) Creating relationship, 2) Strengths profiling and feedback, 3) Developing an ideal vision, 4) Goal setting, strategizing, and execution based on strengths and 5) Concluding relationship and re-contracting. Meaning-Based Coaching tries to give a panoramic view of the client's life and support her to employ her values, strengths, passion, skills, and talents during phases #2,3 & 4 of the general PPC model.



Integration of PPC Model (van Zyl et al., 2020) with MBC

**“Success Circuit” (SC)** is an applied tool to identify and intentionally utilize values, strengths, talents, and skills toward the short- to medium-term personal goals in life. Each of the cognitive and non-cognitive elements of the SC has been separately studied as a predictor of success (Ryan, & Deci, 2000; Schwartz, 2005; Vallerand, 2003; McQuid, Niemiec & Doman, 2019; Burke & Passmore, 2019; Gardner, 1983; Duckworth, 2019).



## Research questions and Rationale

### Research questions

In the context of Positive Psychology Coaching,  
- How to coach the client in identifying and utilizing her internal resources to predict success in achieving goals?  
- How to support the client to unlock meaning and purpose in the short term- and mid-term goals in life?

### Rationale

Although there are different models presented in positive psychology for meaning in life (Martela & Steger, 2016; Wong, 2012) in the past decade, there is still a lack of an applied tool/model to practice meaning and values in the coaching process. Most positive psychological coaching (PPC) methods are built on strength-based approaches and are not meaning-based (van Zyl et al., 2020). Meaning-Based Coaching (MBC) shall be considered as a new sub-group of PPC aiming to enhance people's quality of life and well-being through Meaning (M) and Achievements (A) of the PERMA Model (Seligman, 2002) of flourishing. Success Circuit (SC) offers a systematic approach using success predictors toward short- and mid-term goals. The second outcome of SC is helping the client find meaning and purpose in daily activities by exploring the evolved patterns during the coaching process.

Further research is required to validate the model and the tool's effectiveness in creating meaning and predicting success during the coaching process.

## Literature review and Analysis

A systematic literature review has been employed to find studied tools on Positive Psychological coaching models. The search has been done between January and April 2021 in the bibliographic database Scopus, PsychInfo, and Web of Science. The search terms were 'Positive Psychology Coaching,' 'Strength-based coaching,' and 'Positive Coaching.'

After screening the duplicated articles and the date of publication between 2004-2020, 37 records were extracted. Besides the peer-reviewed academic publication, four popular Positive Psychology books that were highly cited in the academic literature were reviewed.

### Eligibility Criteria

The literature eligibility criteria for inclusion were; a) academic peer-reviewed and published as a scientific paper or book, b) year of publication between January 2004 to December 2020, and c) Publications in the English language.

## Findings

Robert Biswas-Diener and Ben Dean (2007) introduced the term "Positive Psychology Coaching" in their book for the first time. Some early scholarly publications before 2007 were offering integration and implementation of positive psychology within coaching but not recognizing PPC as a distinct approach.

PPC is defined as a professional, collaborative relationship between a client and coach aimed at identifying, utilizing, optimizing, and developing strengths to enhance positive states and behaviors (van Zyl LE & Stander, 2020). Most of the studied literature offers a strength-based approach (mainly based on character strength) for enhancing the client's resilience, achievement, and well-being through positive psychology interventions.

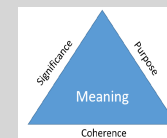
"PERMA- powered Coaching" (Falecki et al., 2018) is the only PPC model considering meaning as a route to well-being besides strength-based approach.

So far, no PPC approach or model was found that specifically focuses on the meaning in the coaching process, neither any intervention/ tool that offers an applied coaching procedure based on meaning in life.

## Meaning- Based approach

### 'What makes life worth living?'

This is one of the fundamental questions that positive psychology tried to answer initially (Csikszentmihalyi & Selega Csikszentmihalyi I., 2006; Wong, 2012). Different psychological models are developed to help people finding meaning in life (not the meaning of life). Paul Wong proposed "Achievement" as one of the sources of meaning in life (Wong, 1998). A three-dimensional model introduces significance (value), coherence and purpose, as meanings of the Meaning (Martela & Steger, 2016).



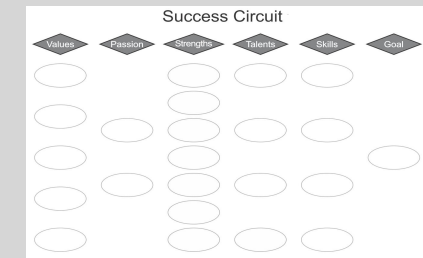
Martela & Steger Model of meaning (2016)

Meaning-Based Coaching aims to help the client live purposeful and valued life through goal setting and achievement by using theories and tools based on the science of "Positive Psychology." It's assumed that being on purpose is a life skill and could be developed.

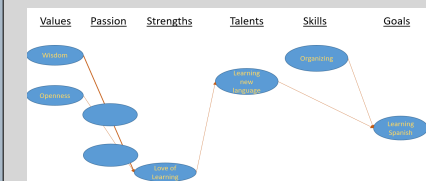
## Success Circuit Tool

Success circuit is an integrated goal-setting tool designed based on a holistic approach to inner human resources. The model starts by recognizing an individual's core values, passions, character strengths, talents, and skills (success predictors). The next step is to select one or two resources from each group and create a circuit of the aligned components with the specific goal. The coach will support the client during the planning and execution phases of the goal-setting process to utilize or develop the selected elements based on the positive psychology interventions and assessments.

The coach guides the client to create the optimum success path for each goal and unlock the Meaning and Purpose dimensions of meaning by deploying different elements in different domains/ goals. The effectiveness of the model/tool can be measured by meaning in life assessments (e.g., MLQ) and goal achievement success rate in future studies.



Success Circuit Tool Diagram



Success Circuit Sample Completed Diagram

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